

Digital Curation: Investigating the Learning Engagement Strategies of Grade Eight Learners

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Abstract. In today's evolving educational landscape, technology is copying a new frontier that redefines how learners access and interact with information. This qualitative study explores the experiences of secondary school teachers in using digital curation and its influence on the learning engagement strategies of Grade eight students. A phenomenological approach involving in-depth interviews with ten participants was employed, and the data were analyzed using thematic analysis. The study addressed three core questions: teachers' experiences and coping strategies with digital curation in fostering engagement, as well as insights from educational management. Data analysis revealed prominent themes, including innovative instruction and technological constraints for teacher experiences. In terms of coping strategies, teachers utilize collaborative practices, demonstrate technological adaptability, and maintain a strong focus on student-centered engagement. The study also highlighted insights into the growth of digital literacy and the potential for personalized learning. The findings indicate that digital curation fosters creativity and enhances classroom engagement when supported by adequate resources and training. It focusses on its role in education, research, and its impact on learning and information access. Ultimately, the study offers vital insights for educational management on how to effectively support the integration of digital literacy creating a more engaging and effective academic environment.

KEY WORDS

1. Digital curation
2. learner engagement strategies
3. grade eight learners
4. secondary teachers
5. education

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1. Introduction

Change is inevitable, but so is evolution; it is the tool for humanity's survival and growth. In comparison, the invention of the internet has marked the beginning of the digital era. As Bill Gates's assertion suggests, the internet has revolutionized the global village of tomorrow by transforming how people interact, communicate, and access information. Alongside these advancements, however, comes the growing challenge of navigating an overwhelming abun-

dance of digital content, particularly in educational contexts. While online platforms, virtual classrooms, and digital resources offer new avenues for engagement, collaboration, and innovation, the lack of proper digital curation skills often leads to confusion, misinformation, and inefficient learning. This highlights the need to develop learners' and educators' ability to critically select, organize, and apply relevant digital materials to maximize the benefits of technol-

ogy in education. At present, one of the persistent challenges in education is maintaining students' engagement in learning environments (Pedler et al., 2020). Engagement, while essential to meaningful learning, remains vulnerable to a range of influencing factors. The current educational paradigm stresses learner diversity and the need for personalized approaches. However, even with this emphasis, educators continue to face difficulties in ensuring active engagement. An article in China, Yin et al. (2020) noted that each learner requires tailored methods and strategies. Despite these adjustments, sustaining learners' motivation and involvement remains a challenge. The increasing demand for educators to develop instruction that aligns with diverse needs has brought attention to the underlying struggle of keeping students engaged throughout the learning process. Furthermore, learning engagement is more than just interacting; it also helps shape and refine an individual's thinking. It supports critical thinking and encourages learners to find meaning in their academic experiences. Nonetheless, an article in Bangladesh underlines that both teachers and students often struggle to maintain consistent engagement. A decline in this area can lead to poor academic performance and lower achievement across multiple subjects. Although technological advancements offer numerous tools to improve teaching and learning, the real challenge lies in integrating these tools effectively. The abundance of available platforms does not automatically translate to increased engagement, especially when there are gaps in accessibility and application (Sarker et al., 2019). Based on the journal in Israel, Tsybulsky (2020) explored digital curation and its role in personalized learning. It revealed that students became more engaged when they were given opportunities to construct their learning through digital platforms. Nevertheless, while the potential of technology was evident, the key issue remained in ensuring its alignment with

student interests and learning styles. Comparably, Mohamed and Sharif (2021) also examined digital curation using the MOOC platform and found improvements in creativity, collaboration, and authentic learning experiences. However, the benefits of these technologies depend heavily on consistent access and the learners' ability to navigate digital tools efficiently. Challenges related to access and digital literacy persist, hindering the full implementation of digital curation. Cushing (2019) identified a lack of technological resources and limited skills as significant barriers to progress. Many students and teachers are not fully equipped to maximize the use of digital tools, which can compromise learning outcomes. It emphasized that digital curation skills can be acquired, yet proper support and ongoing professional development are necessary to ensure that teachers and learners can engage meaningfully with technology. In the Philippines, a significant concern in learning engagement through technology is the limited scope and sustainability of the digital tools being used. Many educational strategies rely heavily on selected platforms, which may not fully capture the diverse needs of learners. Based on the article of Mumbing et al. (2021) stated that digital curation tools promoted both independent and collaborative learning, it only utilized specific web technologies, potentially excluding other adequate instructional resources. Similarly, a journal in General Santos examined the use of social media, particularly Facebook, among pre-service teachers. Although this is reported positive engagement, it raised important questions about the long-term viability of social media as a consistent academic tool. These findings underscore the importance of conducting more inclusive evaluations of digital platforms to ensure their effectiveness in promoting sustained learning engagement. Toquero (2021). In Cavite, an article revealed how students adapted to online learning by utilizing mobile applications and common platforms,

such as Google Classroom and Google Meet. Santiago et al. (2021). High engagement levels among students who felt prepared highlighted the importance of accessible and user-friendly tools. Platforms like Facebook, Google, and Zoom were preferred due to their reliability, indicating that ease of use plays a significant role in learner engagement. Nonetheless, even with available resources, problems remain in ensuring that students are equipped to interact with and benefit from these digital tools in a meaningful way. Meanwhile, in Davao City, Rosello, Campaña, and Gascon (2023) an article emphasize challenges related to learning management systems. The results pointed out the importance of communication and mutual understanding between schools and students. The abrupt shift to digital curation brought mixed outcomes, showing both potential benefits and clear obstacles. It concluded that successful digital learning requires careful planning, implementation, and continuous evaluation to effectively support student engagement. Further on, Grindle and Hallett (2019) focus on the examines of the relationship between digital curation and students' learning engagement. The results indicated that student engagement can be enhanced by implementing curation, referred to as the "trope," for learning and assembly. However, the finding is primarily focused on higher education. Hence, the study's results cannot be generalized or applied to other levels of education. Specifically, in the local scenario of grade eight learners in Dujali, Davao del Norte posed challenges in learners' participation to activities in the classroom. It was observed that learners are inattentive and unmotivated to divulge in classroom tasks and discussions. Aside from that, learners are often distracted by digital technologies such

as mobile phones. It prompts learners to overlook digital rules- focusing more on their phone than in the lesson. Consequently, the research gap mentioned above implies the imperative to probe into learner engagement at different educational levels. More so, it infers the need to investigate educational tools that contributes to the enhancement of classroom engagement and overall learning. Hence, this study aims to examine the learning engagement of grade eight learners through the lens of digital curation.

1.1. Purpose of the Study —The objective of this study is to investigate the learning engagement of the grade eight learners through digital curation. The research seeks to establish a relation between students' learning engagement and the application of digital curation. The study ventures to offer invaluable insights of digital curation as an innovative pedagogy in improving the learning engagement of the grade eight learners. The fundamental focus of the data collection was on the utilization of digital curation and its influence to the learning engagement of the grade eight learners. The results of this phenomenological study can contribute to the growing knowledge about digital curation and learning engagement of the learners. The insights collected from this study can serve as a foregrounding pillar for evidence-based practices, allowing schools to improve their instructional process and support systems for Grade eight learners, resulting in a more positive and well-rounded educational experience.

1.2. Research Questions —This study sought to investigate the learning engagement of the grade eight students through digital curation. The research was conducted with the purpose of addressing the following inquiries:

- (1) What are the experiences of the teachers in digital curation towards learning engagement among grade eight learners?
- (2) What are the coping mechanism employed by the teachers in the learning engagement of grade eight learners through digital curation?

(3) What educational management insights drawn to enhance digital curation from the findings of the study?

Taking into utmost consideration the cited problem situation indicated in the previous sections and stipulated in the research questions reinforces the urgency and timeliness of the study. This leads to the necessity of conducting a study about the learning engagement of grade eight learners through digital curation. The researcher had envisioned that this study extended its significance and benefit identified sectors of the academe. This includes learners and teachers.

Learners

The study also extends its benefits to the learners by identifying their learning styles and preferences, which is an edge to help increase their learning engagement. Recognizing these individual differences can foster more engaging and meaningful learning experiences, thereby improving academic performance and motivation.

Teachers

On the other hand, the findings of this study may inform teachers on how to enhance their instructional strategies. By understanding how digital curation influences student engagement, teachers can refine their learning designs better to support participation, collaboration, and learner autonomy.

Digital Curation

Digital curation entails the active management of data, ensuring its persistence as scholarly, scientific, research, and/or administrative interest. The primary objectives include supporting result reproducibility, enhancing data value, and ensuring sustained accessibility and preservation. In this study, the utilization of digital curation is aimed to increase the learning engagement of learners.

Learning Engagement

Learning engagement is a multifaceted construct that encompasses students' motivation, cognition, and behavior within their educational

context. It signifies how actively learners invest their cognitive and emotional energy in learning tasks and activities. In this study, learning engagement reflects the active participation of learners with the use of digital curation.

1.3. Review of Significant Literature —

1.3.1. *Learning Engagement*—Learning engagement—comprising learner-learner, learner-instructor, and learner-content interactions—is essential for academic success and student satisfaction (Martin Bolliger, 2021). Engaged learners demonstrate motivation, effort, and persistence in meaningful tasks (Collie Martin, 2019). Effective engagement strategies help address isolation, dropout rates, and poor retention in flexible learning environments (Muzammil et al., 2020).

Learner-learner interaction fosters community and collaborative learning. Activities such as group discussions, video conferencing, and social media integration enhance connectivity and peer support (Oyarzun et al., 2021; Katsarou Chatzipanagiotou, 2021). However, interaction quality is crucial; poor communication or exclusion can increase student alienation (Daniel et al., 2024).

Learner-instructor interaction significantly influences satisfaction and comprehension. Timely feedback, personalized messages, and multiple communication channels improve learning experiences (Omairi, 2022; Heilporn et al., 2021). Challenges include internet limitations, instructor workload, and lack of training in online pedagogy (Hajar Abdulaah, 2022; Le et al., 2022).

Learner-content interaction enables knowledge construction through digital tools like videos, simulations, and assignments (Kumar et al., 2021). Although perceived as effective for independent learners (Abdul et al., 2022), interaction must be active (e.g., summarizing

content, replaying material) rather than passive viewing (Prince et al., 2020). Synchronous and asynchronous delivery both support effective content engagement when properly designed.

Ultimately, high-quality engagement—rather than frequency alone—determines academic impact. Without meaningful engagement, students risk underperformance (Veluvalli Suriseti, 2022).

1.3.2. Emergence of Digital Curation—Digital curation enhances learning by organizing, personalizing, and delivering relevant digital resources. It supports personalized and collaborative learning, increases motivation, and facilitates flexible access to diverse content (Bernacki et al., 2019; Lourenço et al., 2021).

Tools like LMS platforms (e.g., Canvas, Moodle) with integrated curation functions enable tailored learning paths (El-Sabagh, 2021). Involving students in curation builds ownership and critical thinking (Tsybulsky, 2020; Li et al., 2021).

Challenges include digital inequality, content overload, and the need for teacher training in curating quality resources (Tahmasebi, 2023; Cushing Shankar, 2019).

When thoughtfully implemented, digital curation transforms classrooms into dynamic spaces that support diverse learning needs.

1.3.3. Bridging Learning Engagement and Digital Curation—Digital curation and student engagement are strongly linked. Well-curated digital resources stimulate active learning, collaboration, and student agency (Alsaed Aladil, 2024; Gadot Tsybulsky, 2023).

Student-driven curation fosters deeper participation, critical thinking, and digital literacy (Bryson Andres, 2020).

Collaborative curation platforms (e.g., Padlet, Wakelet) promote shared learning and engagement (Aldhaen, 2024).

AI-powered tools are reshaping curation by automating personalization and enhancing accessibility (Kaklij, 2020).

Despite challenges like access gaps and overwhelming content (Cherrstrom Boden, 2020), the synergy between digital curation and engagement is key to future-ready education. Strategic implementation and ongoing research will maximize its benefits.

1.4. Synthesis—The processes involved in digital curation enliven a meaningful and interactive learning. Educational materials are becoming more available, engaging, and appropriate for different learning environments. The pieces of literature noted that recent research focuses on the role of digital curation in the construction of active learning environments, incorporating various sources into conventional learning methods according to the learner's choice. With the help of applications such as e-learning content management systems and social bookmarking systems, the opportunities of digital curation help to improve access and create individual learner experiences. Furthermore, it entails that providing examples of how carefully selected multimedia materials and engaging activities enhance engagement and commitment, lead to a finer student retention. Furthermore, digital curation encompasses the development of the sense of ownership/authorship and critical thinking among learners. Learners who choose content and make decisions regarding the material, foster engagement, and skills. Due to the careful choice and arrangement of the materials found in the Internet, students regain control in the learning process and develop digital competencies. Platforms such as Padlet and Wakelet enable this approach where the learners interact with other peers within the class and share what they learn. These findings reveal that students' direct involvement in selection results in increased activity and the cultivation of crucial competencies necessary for working with digital content effectively. Nevertheless, there are obstacles faced in digital curation which include the digital divide and content overload. As mentioned in the studies, negative impact of lim-

ited access to digital resources on populations that lack resources re becoming prevalent. On the other hand, literature emphasized that either too much information or less curated information can be detrimental to learners' engagement. These difficulties entail that teachers should be trained to manipulate and integrate digital curation well among learners. In addition, developments in the use of AI-based tools, furthers solutions through automation and individualization of content management which might enhance the efficiency and value of digital curation. In the future, there is a need for research in adopting these technologies to improve the curation processes and learners' interaction.

1.5. Theoretical Lens —The theoretical underpinning of this study is anchored on the Engagement Theory of Kearsley and Shneiderman (1999, as cited in Tomović, 2021). The theory conceptualizes that students must be meaningfully engaged in worthwhile tasks in a technology-based environment as learning activities through interaction with others. In the context of this study, the students' learning engagement is contextualized with digital curation. Digital curation is a dynamic field that intersects with various theoretical perspectives, enriching its understanding and application in educational settings. Drawing from constructivist learning theory, connectivism, and digital literacy concepts, this theoretical framework offers a comprehensive foundation for implementing and analyzing digital curation practices. Collectively, these theories illuminate how digital curation can enhance student engagement, improve learning outcomes, and foster critical digital skills. Constructivist learning theory, championed by educational theorists like Jean Piaget and Lev Vygotsky, asserts that learners construct knowledge through experiences and interactions with their environment. In the context of digital curation, constructivism underscores the active role of students in creating and organizing digital content, thereby deepening understanding and

knowledge retention (Khadidja, 2020). Key elements of this theory include active learning and social interaction. Students actively engage in the learning process by selecting and organizing relevant digital resources, aligning with Piaget's view of learning as an active endeavor. Additionally, Vygotsky's concept of social constructivism underscores the importance of social interaction in learning. Digital curation platforms often facilitate collaborative efforts, allowing students to share resources, discuss content, and co-create knowledge, thereby enhancing their learning through social engagement. In addition, the theory of Connectivism introduced by George Siemens (2004, as cited in Alam, 2023), extends constructivist ideas into the digital age. It emphasizes the role of networks and digital technologies in learning. According to connectivism, knowledge is distributed across a network of connections, and learning involves the ability to construct and traverse these networks. In the context of digital curation, this concept translates to the creation and management of digital networks that link various information sources and learning communities. By engaging in digital curation, students not only gather and organize information but also develop the ability to navigate and contribute to these digital networks, thereby enhancing their learning through connected knowledge and resources. This is supported by Digital literacy proposed by Gilster (1997, as cited in Mohamed Masrop et al., 2019). It entails that digital literacy is more about mastering ideas than mere keystrokes. In the context of digital curation, it involves critical thinking, ethical information use, and the ability to synthesize and curate content meaningfully. By participating in digital curation, students enhance their digital literacy, becoming adept at navigating digital landscapes and critically assessing the credibility and relevance of digital resources. Furthermore, Moore's Model of Interaction (1989, as cited in Halverson Graham, 2019) concept speci-

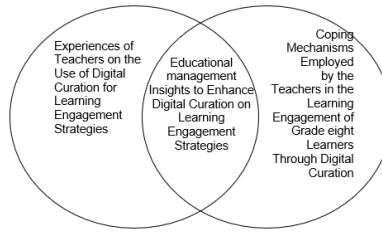


Fig. 1. Conceptual Framework of the Study

fies that students construct their interactions or engagements with peers, instructors, and content either in-class, outside of the classroom, or on any platform. In his model, he identified three types of interaction: learner-learner, learner-content, and learner-instructor. Learner-learner interaction occurs when students give information and receive feedback from their classmates. In addition, learner-content interaction refers to students' intellectual interactions with content, leading to changes in comprehension, perspectives, and cognitive structures. Lastly, the interaction between the instructor and the learner can take many different forms, from a learner asking a question to an instructor offering the personal learner feedback on specific

learning tasks. Thus, interaction with peers encourages the learners to talk with each other regarding the content to make an active learning community. It is necessary for deep learning and essential for collaborative and cooperative learning. In summary, the amalgamation of Engagement Theory, constructivist learning theory, connectivism, digital literacy concepts, and Moore's Model of Interaction forms a comprehensive theoretical framework. This framework emphasizes how digital curation enhances student engagement through active, collaborative, and networked learning experiences, while also cultivating critical digital skills necessary for navigating the modern educational landscape.

2. Methodology

In this chapter, the study's specific objectives are effectively addressed through a detailed outline of the systematic procedures and methodologies employed in phenomenological research. Additionally, the selected research design and the researcher's roles during the study's implementation are explained. Furthermore, the chapter provides comprehensive insights into the research subjects, clarifying their procedures and selection criteria. Finally, it delves into the techniques used for data collection, analysis, and the strategies employed to maintain ethical standards throughout the research.

2.1. Philosophical Assumptions—In qualitative research, a study's philosophical and qualitative assumptions play a crucial role in shaping the investigation. These assumptions: ontological, epistemological, axiological, and methodological- serve as the foundation for the research design and guide the researcher's approach throughout the study. A paradigm serves as a comprehensive framework or perspective

that directs researchers in their study approach, question formulation, data collection, analysis, and result interpretation. It encompasses beliefs, assumptions, methodologies, and theoretical foundations that shape how researchers conceptualize and conduct their investigations. In this study, the chosen paradigm influenced the methods and techniques, ensuring coherence throughout the study. It structured the onset to

the completion of the study investigating the influence of digital curation to learner engagement among grade eight learners in Dujali, Davao del Norte. Additionally, this implies that the study follows a systematic scholastic inquiry-adhering to philosophical and ethical practices in conducting research.

Ontology

The ontology section of this study explores the relationship between the research problem and reality. According to Creswell (2020), participants' perceptions of reality are subjective and diverse. This perspective suggests that individual conditions of participant should be taken into account because participants may respond in different ways to similar stimuli. Therefore, it intends to establish a single comprehensive view of research problem by embracing different perceptions. In this study, the intricate and varied realities faced by the teachers in enhancing the learner engagement among grade eight learners through digital curation are acknowledged. This focused on the narrative of the teachers which contributes to a collective understanding of their experiences and insights on digital curation. My responsibility lies in employing theme analysis to capture these diverse realities and present a comprehensive view on learner engagement, including the challenges and coping strategies among teachers.

Epistemology

Epistemology focuses on the nature of knowledge and the relationship between the knower and the known. Drawing from Guba and Lincoln (as cited by Creswell, 2020), the researcher aimed to bridge the gap between themselves and the participants through an epistemological approach. By directly engaging with the participants, the researcher becomes an 'insider,' enabling a more authentic and nuanced data collection process. This approach is essential for exploring the subjective realities of the participants. In this study, I commit to conduct the study personally and immerse myself in the real-

ities of the teachers in Braulio E. Dujali, Davao del Norte. In this way, the data collected from this study would be substantiated with added details such as the emotions and non-verbal cues; these supported a deeper understanding from the varied experiences and insights of the participants.

Axiology

Axiology pertains to the influence and significance of the researcher's values in this study. As emphasized by Creswell (2020), openly acknowledging and discussing the values that shape the research process is essential. These values impact how data are interpreted and presented, and they are explicitly recognized throughout the study. In this study, all the participants underwent an in-depth interview. I approached each narrative and shared information from the teacher participants with care, integrity, and deep respect. This commitment ensures that the teachers' experiences in digital curation and in learning engagement among grade eight learners are truthfully conveyed, reflecting both their individual values and the research context.

Rhetoric

In research, rhetoric refers to the artful and persuasive use of language, communication strategies, and presentation tactics. Its purpose is to effectively convey concepts, claims, and conclusions, influencing the audience's opinion and understanding of the study (Oranga Matere, 2023). In this study, I employed an engaging and respectful narrative style that honors the voices of the teachers in Braulio E. Dujali, Davao del Norte. By doing so, I had effectively communicated the significance of the findings. This method not only enhances readability but also ensures that interpretations are robust and grounded in the participants' experiences.

2.2. Qualitative Assumptions—Using a phenomenological research methodology, my aim was to explore the learning engagement of grade eight students in the locality of Braulio E. Dujali. Specifically, I sought to gather infor-

mation about their teachers' experiences, challenges, and coping strategies related to the phenomenon under study. Guided by phenomenology as a qualitative framework, I intended to uncover the essence and significance of the roles played by these individuals, emphasizing their unique perspectives and the intricate details of their experiences. As the qualitative researcher, I went beyond surface-level observations, delving into the complexities of participants' experiences. By considering diverse contexts, backgrounds, and personal histories, I aimed to understand the multifaceted human experience. Furthermore, I prioritized in-depth interviews, reflective dialogues, and the analysis of participants' narratives to delve into the profound and complex nature of learner engagement through digital curation. Through these methods, I aimed to contribute a thorough and contextually rich understanding of the challenges, accomplishments, coping mechanisms, and educational management insights related to learning engagement.

2.3. Design and Procedure—Selecting the appropriate approach for a study is crucial to tailor the research design, data collection strategy, and analysis method to the study's objectives. In this investigation, I utilized a qualitative research design. Crotty (2020) emphasizes that qualitative research is well-suited for studies involving verbal analysis rather than statistical methods. Given my focus on exploring the experiences, coping strategies, and insights of teachers in the learning engagement of grade eight learners through digital curation, a qualitative approach is most fitting. Rather than aiming to establish or refute theories, I described and elaborated on this phenomenon. In qualitative research, various specialized methods exist, including grounded theory, narrative analysis, case studies, phenomenology, and ethnography. For this study, I will employ a qualitative phenomenological research design to explore the experiences, strategies, and insights of the par-

ticipants in this specific context. I chose this approach because phenomenological research emphasizes conveying the viewpoints of subjects and recognizing the significance of their experiences, followed by scientific analysis of these perspectives. According to Creswell (2020), a phenomenological study is an inquiry method that describes the complex and collective experiences of participants related to a specific phenomenon. In phenomenology, the aim is to distill interpretations of a phenomenon into descriptions that apply universally. For my study, I intend to identify a phenomenon centered on participants' engagement through digital curation. By collecting information directly from those with firsthand experience, I will create detailed and accurate descriptions.

2.4. Ethical Considerations—Ethical considerations play a vital role in research, as they pertain to the moral principles and guidelines governing a researcher's conduct. These principles ensure responsible investigation, respectful treatment of participants, and the generation of reliable and precise information. Adhering to established ethical standards is essential for protecting participants, maintaining scientific integrity, and fostering trust within the research community (Resnik, 2020). Moreover, ethical considerations were adhered throughout the research process. Particularly, the data collection from the secondary teachers in Braulio E. Dujali, Davao del Norte was done with moral integrity and reliability. Each participant will not be forced nor coerced to provide information. Furthermore, transparency throughout the study was implemented. Participants were informed about the study's objectives, goals, and results.

2.5. Research Participants—In qualitative research, sample sizes differ from quantitative analyses. Qualitative studies should have a sample size large enough to capture feedback from most or all participants. Achieving saturation, where additional participants do not yield new perspectives is crucial. Glaser and

Strauss (2017) as cited in Hennink and Kaiser (2022) advocate for saturation as an appropriate sample size concept. For phenomenological studies, Creswell (2020) suggests 5 to 25 participants, while Morse (2020) recommends at least 6. Determining the right sample size in qualitative research lacks strict rules; it depends on available time, resources, and study objectives. For this study, I included a total of 10 teachers from Braulio E. Dujali, Davao del Norte. The participants are chosen from the schools located in our district: Dujali National High School, Tanglaw National High School and Antonio V. Fruto National High School. All of the participants were subjected to in-depth interview (IDI) to capture their detailed experiences about the study. Additionally, I employed purposive sampling. Participants will be chosen based on specific criteria or the study's purpose (Creswell, 2020). The deliberate selection aims to ensure authentic findings. Contextually, these individuals were selected based on specific criteria: currently employed at Dujali National High School, has a minimum of 10 years of teaching experience, and has experience with digital curation pedagogy.

2.6. Research Instruments —In this section, I commit to conduct the study personally immerse myself in the realities of the teachers in Bralio E. Dujali, Davao del Norte. To supplement the result, all participants underwent in-depth interviews, reflective dialogues, and the analysis of participants narratives to delve into to conduct the study. I approached each narrative and shared information from the teacher participants with care, integrity, and deep respect. I employed an engaging and respectful narrative style that honors the voices of the participants. By doing so, I had effectively communicated the significance of the findings. This method not only enhances readability but also ensures that interpretations are robust and grounded in the participants experiences. Additionally, I employed purposive sampling. Participants will be

chosen based on specific criteria or the study's purpose. This is to ensure authentic findings. These individuals were selected based on specific criteria: currently employed at Dujali National High School, has a minimum of 10 years of teaching experiences and has expertise with digital curation pedagogy. The interviews were made before and after conducting study.

Social Value – It refers to the potential benefits and positive outcomes that research can offer to society, such as addressing problems or enhancing people's quality of life. In evaluating the societal value of my study, I recognized its potential impact and importance for the broader community. This ensured that resources are allocated to research that can create significant advantages for society. Particularly, this study aimed to contribute to the betterment of society by providing invaluable information among teachers and educational community on improving learning engagement. Furthermore, this has provided additional knowledge about digital curation. Having learners eager to learn and actively engaging to lessons benefit not only school, but to a wider social community in Dujali, Davao del Norte.

Informed Consent – It refers to obtaining a participant's voluntary agreement to participate in a research study. This occurred after providing the participants with sufficient information about the study's purpose, methods, potential drawbacks, and benefits. In my research, I ensured that the teachers in Braulio E. Dujali, Davao del Norte fully understood the study and their rights. This dual-layered explanation allowed them to make informed decisions about participation, preserving their autonomy, dignity, and respect.

Vulnerability – In research, vulnerability refers to the increased risk that participants face in terms of potential harm, exploitation, or coercion due to factors like age, cognitive ability, or socioeconomic status. As a researcher, it is crucial to recognize and address this vulnerability.

Since my participants are professional teachers in Dujali National High School, Tanglaw National High School and Antonio V. Fruto National High School they are not considered vulnerable. However, I still protected their rights by obtaining their consent to participate in this study. Additionally, I ensured confidentiality, explaining their rights clearly, and modify research methods to minimize adverse effects, prioritizing their well-being throughout the study.

Risks, Benefits, and Safety – In research, it is crucial to carefully evaluate the potential risks and benefits associated with participants' involvement. Implementing measures to safeguard their well-being is equally important. This involved assessing both the advantages and disadvantages of participation and establishing strategies to protect participants. As the researcher in this investigation, I meticulously assessed and balance these factors, ensuring that the potential benefits outweigh the risks. Adequate precautions are in place to minimize harm while prioritizing the safety of the teacher participants from Dujali National High School, Tanglaw National High School and Antonio V. Fruto National High School. This comprehensive approach upholds ethical standards and protects participants throughout the research process.

Privacy and Confidentiality – In research, privacy and confidentiality involve safeguarding participants' personal information and ensuring that their identities remain confidential unless they explicitly consent to disclosure. For this study, I am responsible for implementing protocols to secure participants' data, including anonymization, secure storage, and limited access to authorized personnel. Consequently, all the shared information from the teacher participants from Braulio E. Dujali Davao del Norte was kept and secured. These measures protect the privacy of the participants and uphold research integrity.

Justice – The concept of justice relates to the

equitable distribution of both advantages and disadvantages resulting from research across different segments of society. In this study, I prioritize inclusivity, avoiding the exploitation or exclusion of vulnerable groups. Specifically, I considered all teachers in Braulio E. Dujali, Davao del Norte as potential participants in my study. Thus, they were equally undergoing in the selection process to narrow down participants that fits the criteria set in this study. Additionally, I strive to make the research benefits accessible to all who could benefit from them. This approach promoted fairness and equity throughout the research process, ensuring that no group bears an undue burden or is left out of potential gains from the findings.

Transparency – In research involves maintaining integrity throughout every phase of the study, from its inception and execution to reporting results. In this study, I provided clear and truthful information about my research methodologies and outcomes- presenting my investigation on digital curation and learning engagement among grade eight learners in Braulio E. Dujali, Davao del Norte. Additionally, I am open to scrutiny and feedback. Transparency fosters trust, credibility, and accountability, not only within the research community but also among the general public. This commitment ensured that the research process and findings are accessible and comprehensible to all stakeholders.

Qualification of a Researcher – A researcher's qualifications encompass their academic background, professional experience, and expertise in a specific field. These qualifications ensured that the researcher possesses the necessary abilities and knowledge to conduct competent research. In this investigation, I held appropriate qualifications that demonstrate my capability to conduct research, analyze data, and interpret results. My expertise and training form the foundation for approaching this study with a rigorous scientific method and critical analytical skills, ensuring the integrity and validity

of the findings.

Facility Adequacy – Ensuring the presence and suitability of essential resources, tools, and infrastructure is crucial for conducting a study efficiently and securely. In this research, I guaranteed access to appropriate facilities, which facilitates the creation of credible and consistent findings while mitigating risks to study participants. During my interview among the teachers in Dujali National Highschool, I looked for a suitable facility that enables a smooth and comfortable experience among the participants. Having the right facilities ensures that data collection and analysis occur under conditions that uphold research integrity and safety standards.

Community Involvement – This refers to actively engaging community members, stakeholders, or the intended study population throughout the research process- from initial planning to sharing outcomes. In this study, I engaged the community to ensure the study’s relevance, acceptability, and potential impact. The findings of my study about digital curation and learning engagement among the grade eight learners of Braulio E. Dujali, Davao del Norte were made available to the public. I shared my study for those who opt to look for educational tools that can enhance learning engagement. This involvement fosters trust and cooperation, tailoring the research for effectiveness and enhancing overall quality and applicability of the results.

Plagiarism and Fabrication – Researchers must adhere to principles of academic honesty and integrity. This involves properly crediting the work of others, presenting original contributions, and verifying data accuracy and authenticity. In my study, I used plagiarism detectors and maintain detailed research documentation to ensure that my work is free from plagiarism and that all data and discoveries are genuine and reliable. All insights, ideas, and concepts mentioned in this study aside from mine were cited to its respective authors. Upholding these

principles enhances the credibility and trustworthiness of the research community.

2.7. Role of the Researcher—As a neutral research facilitator and advocate, my role involved ensuring that the research process remained fair, objective, and free from personal bias, prejudice, or external influence. I fostered an environment that encouraged open and honest exploration of ideas, while promoting fairness in data collection and analysis. This commitment to impartiality upheld the integrity of the research process and ensured that the findings accurately represented the true phenomena under study. As an authority in qualitative research methods, I was well-versed in a range of techniques, including interviews, focus groups, and participant observation. With the requisite skills and knowledge, I could design, execute, and analyze qualitative studies, ensuring thorough exploration of research questions and producing reliable results. My expertise allowed me to delve into intricate social phenomena, capturing nuanced participant experiences and enhancing the validity and reliability of research findings. As a data curator and custodian, I collected information from diverse sources, including interviews and observations. I prioritized accurate and secure data storage, adhering to ethical guidelines to protect participants’ privacy. Organizing the data ensured its availability for future examination, contributing to research integrity and enabling others in the academic community to review and utilize credible findings. As a data analyst, I delved into the collected data to uncover trends, patterns, and valuable insights aligned with the research query. Employing meticulous qualitative data analysis methods such as coding and thematic analysis, I extracted significant findings that enriched the knowledge base in my field. This deep understanding of the data contributed not only to relevant insights but also enhanced scholarly discussions and practical applications related to the study topic.

Additionally, I took on the role of organizing and presenting the research findings. This involved skillfully conveying the study's objectives, approaches, outcomes, and implications through written documents, presentations, or other communication methods. By ensuring accessibility and comprehensibility, I maximized the impact of these findings, allowing others in the academic community to utilize and build upon them, further advancing knowledge and influencing practice.

2.8. Data Collection—In the gathering of data, this study employed a systematic procedure. Several steps were taken in adherence to the proper data collection procedure. This was done in order to ensure the accuracy and objectivity of the data collection. The following is the step-by-step process of gathering the data needed.

Securing endorsement from the Dean of Graduate School the Schools Division Superintendent, and the School Principal

In the data collection process, this study followed a systematic procedure to ensure accuracy and objectivity. The step-by-step approach included securing endorsements from key stakeholders, such as the Dean of the Graduate School, the Schools Division Superintendent, the School Principal, and the participants. Formal letters outlining research objectives and methodology, along with supporting documents, were submitted during the last two weeks of January 2025. This proactive approach not only ensures compliance with ethical standards but also fosters cooperation among all involved parties.

Asking Permission from the Schools Division Superintendent

After securing the necessary endorsements, I requested permission from the Schools Division Superintendent (SDS). This involves submitting a formal letter that outlines the research proposal's significance to the educational community. Alongside the letter, I attached Chap-

ters 1 and 2 of my dissertation, as well as the research instrument, providing clear explanations of the study's objectives and the participant identification process. I awaited the SDS's response before proceeding with data collection. This proactive approach ensured that all required approvals were in place by the month of February 2025, allowing for ethical and effective research

Asking for Permission from the School Heads

After obtaining the necessary endorsements, I requested permission from the school heads of Secondary Dujali District. This involves submitting formal request letters to each school head, clearly outlining the research's purpose and the anticipated data collection timeframe. I sought permission to conduct the study during the last week of February, 2025.

Obtaining Consent from the Participants

Upon receiving approval from the school heads, I sought consent from the research participants, who are teachers. Informed consent forms were provided to the teachers from Braulio E. Dujali, Davao del Norte. These forms clearly outlined the research purpose, participant rights, and confidentiality measures. By obtaining consent from the participants, we ensure that everyone is fully informed and agrees to participate. This consent process was scheduled for month of March, 2025.

2.9. Data Analysis—Following data collection, I engaged in data coding and thematic content analysis. This systematic process involves organizing the transcribed data into categories, subcategories, and themes based on the interview dialogues. By identifying patterns and connections within the data, I drew conclusions and extracted insights directly relevant to the research objectives. This approach ensures that the findings authentically reflect the participants' experiences and perspectives. In this study, I utilized Creswell's Thematic Analysis approach, which is well-suited for capturing a diverse range of perspectives and portrayals

within participants' feedback. Thematic analysis validates the representation of individual components and facilitates the categorization of identified patterns in the provided responses. As a qualitative research technique, thematic analysis enables researchers to systematically organize and dissect complex data sets. It involves identifying overarching themes that encapsulate the narratives embedded within the data. This process requires meticulous examination and repeated review of transcribed data, ensuring a comprehensive and reflective analysis that provides deep insights aligned with the study's objectives. In my research, I employed Creswell's Thematic Analysis, which involved several essential phases. First, I immersed myself in the data, becoming familiar with its intricacies. Next, I categorized the data using semantic richness, grouping different components. I created themes that encapsulated the main ideas, ensuring they accurately represented the dataset. Each theme was defined and labelled to elucidate fundamental concepts. Finally, I synthesized the themes and insights into a cohesive article, effectively conveying the study's conclusions. This methodical approach ensures a comprehensive examination and enhances understanding. Environmental triangulation in this study is concerned with the effects of digital curation on social relatedness of Grade eight students in various settings. Teacher supervision in classroom may influence how students use the digital tools, a factor that can fold out well when the engagement is well structured. In family context, the motivation in digital curation, therefore, relies mainly on the students' initiative and their parents' assistance; constraints on resources may also be present in contrast to the school setting. The social learning component is provided for in peer study groups, as we also learn if digital curation engulfs students in interaction and shared learning when in collaborative virtual or face-to-face groups. Other key contexts are learners' features about technology-

supported locations like Computer Laboratory where enhanced technological resources might influence learners' interest and applicability of curation tools. Another perspective is provided by virtual learning platforms where students interact with curation tools independently of the teacher's intervention, thus providing insight into engagement strategies implemented fully online. Therefore, the cross-validation analysis of data from formal, academic, work-based and social learning environments increases the validity and usefulness of the study findings concerning digital curation and learning engagement. In my research study, I employed Colaizzi's (1978, as mentioned in Morrow et al. 2021) method as the analytical framework for data analysis, interpretation, and presentation. This method facilitated the examination of participants' experiences and insights related to their engagement through digital curation during interviews and discussions. In phenomenological research, Colaizzi's method provides a structured seven-step process for rigorous data analysis. This approach results in a concise yet comprehensive description of the studied phenomenon, validated by participants who experienced it. Rich first-person accounts are essential, and data collection methods can include face-to-face interviews, written narratives, blogs, research diaries, and online interviews. Colaizzi's method allows researchers to uncover emergent themes and explore intricate relationships within the data.

Data Familiarization

In the data familiarization phase, I read and reread the transcripts multiple times to fully understand the meanings conveyed by the participants. This thorough review process is crucial for grasping the nuances of their statements and enabling a deeper analysis of their experiences.

Identifying Significant Statements

In the data analysis process, I meticulously identified every statement in the narratives that directly relates to the phenomenon under study. I thoroughly examined the gathered data, such

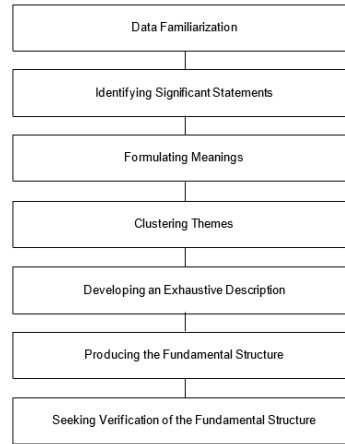


Fig. 2. Analytical Framework of the Study

as written narratives or interview transcripts. I highlighted phrases and descriptions that shed light on participants' experiences. This step ensured that my analysis remains focused and provides a robust foundation for developing themes.

Formulating Meanings

In the process of formulating meanings, I carefully examined the significant statements and determine their relevance to the phenomenon under study. While complete bracketing, as advocated by Colaizzi, may not be entirely achievable, I strived to set aside my own presuppositions and interpretations. This ensures that the analysis remains closely aligned with the participants' authentic experiences.

Clustering Themes

In the process of clustering themes, I rigorously grouped the identified meanings into themes that are shared by all participants. Throughout this process, I consciously bracket any presuppositions, particularly to avoid potential influence from existing theories. By allowing themes to naturally emerge from the data, we preserve the integrity of the analysis.

Developing an Exhaustive Description

In the final step, I created an exhaustive description that incorporates every theme generated in the previous analysis. This comprehensive and all-encompassing description aims to

convey the essence and complexity of the phenomenon. By identifying common themes from participant accounts, I ensured that the final representation provides a comprehensive perspective of each participant's experiences.

Producing the Fundamental Structure

I condensed the detailed descriptions into a clear and concise synthesis that captured the core aspects of the participants' experiences. This summary effectively conveyed the essence of their collaborative inquiry practices, focusing on the fundamental components necessary for understanding the phenomenon's structure.

Seeking Verification of the Fundamental Structure

In the verification step, I sought feedback from participants to confirm whether the fundamental structure statement accurately reflects their experiences. This involved returning the statement to all participants or, in larger studies, to a subsample. Based on their comments, I considered revisiting earlier stages of the analysis. This iterative process enhanced the validity and credibility of the findings, ensuring they remain firmly grounded in participants' perspectives. The following figure illustrates this rigorous process, highlighting each step to comprehensively explain the actions taken to comprehensively analyze the data

2.10. Trustworthiness of the Study—The trustworthiness of a study refers to how reliable, sensible, and authentic the research results are, ensuring that the conclusions are accurate. In qualitative research, several factors such as credibility, transferability, confirmability, and dependability. These are commonly used to evaluate the study's reliability. Let us delve into each of these aspects:

Credibility

Establishing credibility involved demonstrating that the results accurately represented the realities and experiences of teachers integrating digital curation in the learning engagement of the grade eight learners. To enhance credibility, I engaged in extensive conversations with participants, gaining a thorough understanding of their experiences. Additionally, I employed triangulation by gathering information from various sources, including observations, interviews, and possibly questionnaires. To validate interpretations, I provided teachers with a preliminary version of the findings for member checking.

Transferability

Transferability referred to the extent to which study results could be applied in different situations or with diverse populations. While the specific insights closely related to teachers' experiences from Dujali, Davao del Norte within a specific educational context, I provided detailed explanations of the research context and methodology. The study's transferability was enhanced because the rich narrative allowed educators, school administrators, and researchers to assess how well the results

applied to similar contexts or populations. In this study, adhering to these standards not only yielded valid and reliable conclusions regarding the impact of digital curation among grade eight learners but also established a framework for comparing similar learning environments. This approach enhanced the study's credibility within the academic community and provided valuable insights for future research and instructional design.

Confirmability

Confirmability ensured the study's objectivity by ensuring that the participants, not my personal biases, shaped the findings. I maintained a comprehensive audit trail, documenting every step of the research process from data collection to analysis decisions. This methodological transparency enabled other researchers to evaluate the study's objectivity by reviewing the choices made during its development. Moreover, it provided assurance that the data and information as presented in this study were credible and were based on the actual responses from the teachers in Dujali, Davao del Norte.

Dependability

Dependability demonstrated that study results were reliable and repeatable in similar situations. In this study, I achieved dependability through meticulous documentation of the entire research procedure, including data collection and analysis methods. I aimed to allow other researchers to replicate the study and potentially obtain consistent results about digital curation and learning engagement. This process of documentation validated the research's dependability.

3. Results and Discussion

This chapter presents the research questions alongside the participants' responses to provide a clearer understanding of the study. The investigation focused on exploring how digital curation influences the learning engagement of Grade eight learners. The study aimed to answer three main questions: the first examined teachers' experiences with digital curation in promoting learner engagement; the second explored the coping strategies teachers use to support engagement

through digital curation; and the third identified educational management insights based on the study's results. Analysis of the data revealed several themes. For the first question, the themes of innovative instruction and technological limitations emerged. The second question on coping mechanisms produced themes related to collegial collaboration, technological adaptability, and advocate active participation. Lastly, the third question on educational management insights highlighted themes of fostering digital literacy of teachers and tailor learning engagement.

3.1. Experiences of Teachers on the use of Digital Curation for Learning Engagement Strategies—In today's rapidly evolving educational landscape, teachers face both exciting opportunities and complex challenges in engaging students through innovative methods. Digital curation has emerged as a powerful tool to enrich learning experiences, enabling educators to organize, filter, and present digital resources in meaningful ways. However, the process of integrating this approach into daily classroom practices often reveals a range of experiences shaped by factors such as classroom dynamics, resource availability, and institutional support. Understanding how teachers navigate these realities provides valuable insight into the practicalities and nuances of fostering active student engagement in a digitally curated environment.

3.1.1. Innovative Instruction—In an era where technology increasingly shapes the way students learn, educators are continually seeking new methods to make lessons more engaging and relevant. This drive for creativity and adaptability is fundamental when integrating digital tools that can transform traditional teaching practices. Among the experiences shared by teachers, one clear theme emerged: the use of innovative instructional methods. By incorporating digital curation, teachers developed fresh and dynamic ways to present content, thereby fostering greater student interest and participation. The participants described how these inventive approaches helped them overcome challenges and enhance learning engagement in their classrooms. The participants have shared that:

The responses of the participants highlight

how innovative instruction enhances student engagement and learning through the use of technology-integrated strategies. This is supported by Lal et al. (2022), who demonstrated the substantial integration of innovativeness in instructions through their exploration of synchronous and asynchronous tools. It specifies tools such as video conferencing, real-time chats, and discussion boards. These facilitated communication and reshaped instructional design. Furthermore, it enables collaboration and active participation, supporting instructional approaches that are interactive and responsive to diverse learning needs. Their study highlights how technology can be strategically incorporated to foster innovation in teaching practices. Similarly, Katsarou and Chatzipanagiotou (2021) contribute to the discourse on innovative instruction by examining the integration of social media in educational contexts. Their findings suggest that when teachers incorporate platforms familiar to students, they can enhance engagement while adopting more adaptive and student-centered methods. This use of social media demonstrates a shift from traditional instruction to more creative and relevant practices, reflecting the evolving nature of innovation in education. Together, these studies emphasize how technology-enabled strategies support instructional innovation by promoting engagement, flexibility, and learner autonomy. Grindle and Hallett (2019) also highlighted the transformative power of digital curation in promoting innovative instruction. Their study emphasized that today's learners are digital curators who actively engage with content. When students are empowered to curate and interact

with digital materials, they experience a more personalized and meaningful learning process, leading to improved engagement and a deeper understanding. Reinforcing the responses of the participants, Alsaeed and Aladil (2024) underscored the critical role of digital curation in organizing educational resources effectively. Their research revealed that well-curated content not only enhances access to information but also supports more engaging and adaptive learning experiences. This practice enables teachers to innovate instruction by tailoring resources to meet the diverse needs and learning preferences of students. In the same context, Gadot and Tsybulsky (2023) explored how curated multimedia and interactive modules foster active learning. Their findings demonstrated that when students engage with dynamic and interactive digital materials, their participation and motivation significantly increase. This aligns with the essence of innovative instruction, which prioritizes student-centered and technologically enriched learning. Furthermore, Langset, Jacobsen, and Haugsbakken (2023) also highlighted the collaborative benefits of digital curation in instructional innovation. Their research revealed that tools such as content management systems and educational platforms facilitate shared learning experiences. These tools help students work together more effectively, reinforcing the value of innovative teaching strategies that emphasize collaboration and collective knowledge-building. Finally, Li, Chen, and Deng (2021) focused on the impact of digital curation on student motivation. Their study found that students are more motivated to engage in learning when provided with curated content that reflects their interests and goals. This motivation, driven by personalized and interactive digital resources, strengthens the foundation of innovative instruction that aims to inspire and sustain student involvement in meaningful learning experiences.

3.1.2. Technological Limitations —Digital curation holds great potential to enhance student

engagement, yet its implementation is not without challenges. Many educators find themselves navigating limitations that stem from inconsistent access to technology, insufficient infrastructure, or lack of institutional support. These constraints often hinder the seamless integration of digital tools into everyday instruction, affecting both teaching efficiency and student participation. As teachers strive to innovate within their means, their experiences reveal the realities of working within technologically limited environments. The participants shared specific situations and reflections that highlight the barriers they encountered in using digital curation to support learner engagement.

The participants underscored that technology plays a crucial role in both enhancing and challenging instruction. Their insights revealed that while technological tools can increase engagement and accessibility, they also introduce barriers such as connectivity issues and lack of devices. This supports the findings of Abdul et al. (2022), who emphasized that student-content interaction- facilitated by digital access is perceived as the most effective form of engagement. However, disparities in internet speed and device availability limit the effectiveness of this approach, highlighting how technological infrastructure directly impacts learning outcomes. Technology's educational potential is further grounded in the social constructivist perspective, as explained by Mucundayi (2019). This theory posits that meaningful learning occurs through collaboration and interaction, which can be supported through digital platforms. Technology enables learners to co-construct knowledge, share ideas, and participate in discussions, thereby turning passive content consumption into interactive engagement. When used intentionally, technology becomes a vital tool in shaping socially constructed learning environments. Despite the advantages, the technological gap continues to hinder instructional delivery. Hajar and Abdulaah (2022) re-

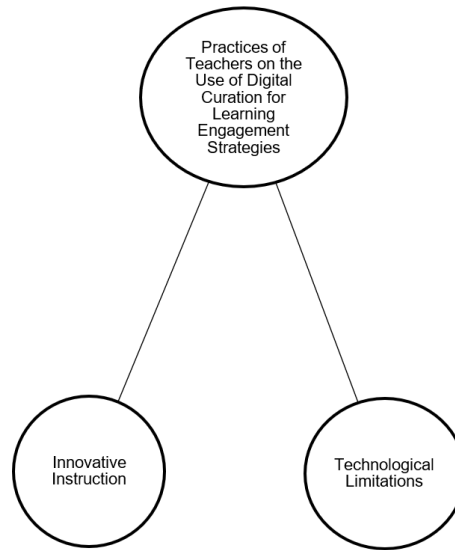


Fig. 3. Experiences of Teachers on the Use of Digital Curation for Learning Engagement Strategies

vealed that poor internet connectivity and incompatible student devices constrain real-time learner-instructor interaction in vocational education. Instructors often rely on alternative platforms and asynchronous methods to maintain engagement, but the lack of uniform access remains a significant challenge. These findings reinforce that the success of technology-integrated instruction depends on its adaptability to students' technological realities. In addition, Walkington and Bernacki (2020) addressed two major technological concerns: the digital divide and content overload. Their study highlighted that students from under-resourced areas are at a disadvantage in digitally mediated learning environments due to limited access to resources. Moreover, excessive or poorly cu-

rated content can overwhelm students, reducing their engagement. Subsequently, Le et al. (2022) emphasized the need for a balanced approach to technological instruction by combining synchronous and asynchronous strategies. Their study highlighted traditional online methods, such as lecturing and calling students by name during screen sharing, are not always effective in promoting active participation. They concluded that teacher training in both pedagogy and technology is essential for meaningful learner-instructor interaction. Presented in Figure 3, it illustrates the experiences of teachers on the use of digital curation on learner engagement. Two main themes emerged namely: innovative instruction and technological limitations.

3.2. Coping Strategies of Teachers with Digital Curation on Learning Engagement Strategies—Teaching in the digital age demands not only creativity but also resilience and adaptability. As classrooms evolve to include more technology-driven approaches, educators are often required to develop practical strategies to keep learners engaged, espe-

cially when faced with challenges in implementation. Digital curation, while promising, involves more than just selecting and organizing content- it calls for thoughtful planning, continuous adjustment, and intentional engagement with students' needs and interests. In response to these demands, teachers have devised various approaches to sustain meaningful learning

experiences. Their accounts demonstrate the resourcefulness and dedication required to maintain student engagement through the thoughtful use of digital tools and carefully curated materials.

3.2.1. Collegial Collaboration—In today's technology-integrated classrooms, collaboration has become a cornerstone of effective teaching and learning practices. As teachers explore digital curation to enhance student engagement, many turn to their colleagues for support, inspiration, and shared problem-solving. Working together enables educators to exchange ideas, co-develop instructional materials, and refine strategies that address their learners' needs. This spirit of teamwork not only strengthens professional growth but also eases the challenges of navigating new digital tools. The participants recounted how collaborative efforts among teachers played a key role in shaping their approaches and sustaining student engagement through digital curation. The participants have shared the following:

The participants agreed that collaboration among teachers is an essential strategy in implementing digital curation effectively to foster learner engagement. Their experiences demonstrate how collaborative planning, sharing resources, and exploring new tools have strengthened the integration of digital technologies into instruction. This is supported by the study of Mumbing et al. (2021), which highlighted how teacher collaboration in selecting and applying digital curation tools contributed to the development of both independent and collaborative learning activities. Through joint efforts, teachers designed experiences that promoted student autonomy while also fostering interaction and cooperation among learners. Similarly, Lucas et al. (2021) emphasized that collaborative practices among educators enhance both teaching effectiveness and student engagement. Their research found that when teachers work together in providing feedback, facilitating par-

ticipation, and managing asynchronous interactions, students are more likely to engage actively in learning. These shared efforts among instructors contributed to more interactive and inclusive classroom environments where students felt more involved and motivated to participate. The study by Bernacki et al. (2019) also emphasized the importance of teacher collaboration in organizing digital content to achieve instructional goals. By working together to manage and curate learning materials, educators ensured that resources were not only accessible and relevant but also aligned with the diverse needs of learners. This collaborative approach contributed to the transformation of traditional instruction into dynamic digital learning environments that supported continuous student engagement. Lourenço et al. (2021) emphasized the importance of collaborative digital curation by demonstrating how joint efforts among teachers resulted in improved organization and personalization of instructional content. When educators curated content collectively, they were able to draw on varied expertise, address different learning styles, and ensure that materials were both engaging and appropriate for their learners. This strengthened the instructional process and encouraged students to interact more meaningfully with the content. In addition, Langset, Jacobsen, and Haugsbakken (2023) highlighted the importance of teacher collaboration in promoting the effective use of digital platforms for instructional purposes. Their study revealed that when teachers utilized content management systems together, they facilitated resource sharing and promoted collaborative planning. This collective approach fostered a stronger sense of community within the learning environment, supporting increased student participation and cooperation.

3.2.2. Technological Adaptability—As classrooms continue to evolve with the integration of digital tools, teachers are increasingly required to adjust their instructional methods

to keep pace with technological changes. This adaptability is not just about mastering new platforms but also about rethinking how content is delivered and how students are engaged. Teachers who embrace this flexibility often find innovative ways to navigate technical challenges, personalize learning experiences, and make digital curation more effective. Their ability to adapt to unfamiliar tools and shifting digital landscapes reflects a proactive mindset focused on continuous improvement. The participants shared various experiences that demonstrated how technological adaptability enabled them to maintain and enhance student engagement through digital curation.

The participants recognized that adapting teaching strategies to the available technology is essential for successful digital curation and student engagement. They shared experiences of modifying their instructional methods based on the resources available and demonstrated a willingness to learn new digital tools despite the challenges. This perspective aligns with Cushing (2019), who highlighted that uneven access to technology and varying digital literacy require teachers to be adaptable to maximize the benefits of digital curation. Haleem et al. (2021) emphasized that although digital curation involves specific technical skills, these skills can be developed through ongoing professional development and educational support. The participants demonstrated a readiness to engage in such learning opportunities by seeking training and experimenting with new digital tools. This continuous adaptation enables teachers to integrate digital resources even when facing limited technological infrastructure effectively. Participants also described strategies they used to maintain learner interaction despite technological limitations. Dunaway and Kumi (2021) explained that teachers who create interactive environments through real-time chat rooms and other digital spaces can provide immediate feedback and personalized guid-

ance. Such strategies show teachers' willingness to use available platforms to keep students engaged and supported creatively. Supporting the findings, Smit et al. (2021) discussed the importance of teachers adapting their questioning techniques to encourage learner participation in digital settings. Teachers must adjust their questions and responses based on students' level of engagement online. This flexibility in communication reveals teachers' commitment to maintaining active learning, even when access to technology varies. Participants faced challenges such as weak internet connections and incompatible devices but adapted their instructional methods to overcome these obstacles. Hajar and Abdulaah (2022) found that teachers combined synchronous and asynchronous platforms to meet learners' needs despite these limitations. This approach demonstrates the teachers' willingness to use multiple technologies to maintain consistent student engagement. Moreover, El-Sabagh (2021) illustrated how learning management systems with digital curation features allow teachers to create personalized learning experiences. The participants demonstrated similar adaptability by exploring platforms such as Canvas and Moodle to offer flexible learning paths tailored to their students. Their openness to these tools reflects a proactive attitude toward integrating digital technology into teaching. In the Philippines, Mumbing et al. (2021) reported that teachers adapted digital curation strategies based on the technologies available. They designed activities that supported both independent and collaborative learning by utilizing the available tools effectively. The participants' experiences mirror this adaptability as they adjusted their use of digital resources to enhance learner engagement despite limited technology.

3.2.3. Advocate Active Engagement—Fostering active participation requires a shift from traditional teacher-led instruction to approaches that place students at the heart of the learning process. By prioritizing student-centered en-

gagement, educators create opportunities for learners to take ownership of their learning, explore their interests, and interact meaningfully with digital content. This approach encourages curiosity, collaboration, and critical thinking, making lessons more relevant and motivating for students. Teachers who focus on student-centered strategies through digital curation often tailor their methods to meet the diverse needs and learning styles of their students. The participants shared insights and examples that illustrate how placing students at the center of engagement contributed to more dynamic and compelling learning experiences.

The participants agreed that fostering student-centered engagement through peer interaction is a key strategy for digital curation, enhancing learner engagement. They emphasized the importance of activities that promote collaboration and discussion among students to maintain interest and connection. Oyarzun et al. (2021) support this view by highlighting that learner-to-learner interaction helps students feel connected and fosters a strong sense of community, which is vital to preventing feelings of boredom and isolation in online learning environments. In line with the participants' emphasis on active peer engagement, Martin and Bolliger (2021) found that students in higher education consider learner-learner interaction as an essential factor in maintaining participation and reducing monotony in e-learning. Their findings reinforce the idea that designing interactive activities encourages students to feel part of a vibrant learning community, which supports sustained engagement. Participants also described how the use of synchronous and asynchronous tools can enhance student collaboration. Lal et al. (2022) recommend utilizing video conferencing and discussion boards to enhance peer interaction. Similarly, Katsarou and Chatzipanagiotou (2021) argue that integrating social media into flexible courses offers powerful opportunities for students to engage

with one another. These interactions serve as pathways for brainstorming and more profound understanding, making student-centered engagement a vital element of digital curation. Despite the benefits, the participants acknowledged challenges in encouraging effective peer interaction. Nja, Ukpep, and Ihejiamaizu (2019) noted that students often hesitate to engage due to fear of rejection or discrimination. Such negative social dynamics can limit the benefits of peer collaboration. Furthermore, Daniel et al. (2024) observed that poor quality of interactions, such as lack of meaningful discussion or cultural exclusion, can cause students to feel isolated. This highlights the need for teachers to carefully design and curate interactions that promote positive and inclusive engagement. The participants' experiences reflect the importance of cultivating meaningful learning relationships through digital curation. Katsarou and Chatzipanagiotou (2021) found that well-facilitated group interactions and textual communication contribute to a positive sense of community among learners. These relationships encourage collaboration, open dialogue, and shared learning, which are essential components of student-centered engagement strategies. Lastly, the participants valued peer interaction for its role in developing higher-order thinking skills. Almula and Al-Rahmi (2023) assert that learner-to-learner engagement in flexible learning environments builds community while also supporting critical thinking and problem-solving abilities. These cognitive skills are nurtured when students actively use prior knowledge to collaboratively address learning tasks, confirming the importance of student-centered engagement in digital curation. Presented in Figure 4 are the coping strategies of teachers with digital curation on learner engagement strategies. The study found three emerging themes: collegial collaboration, technological adaptability, and advocate active engagement.

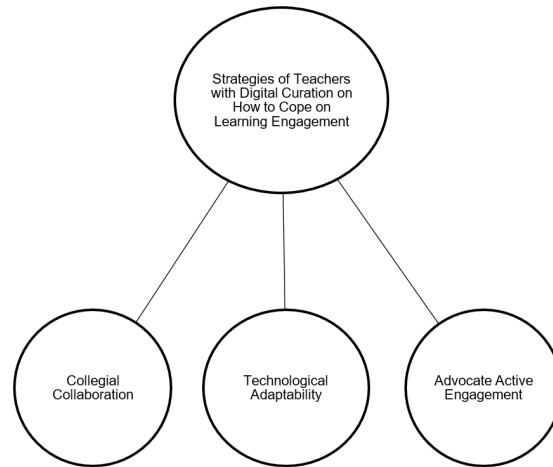


Fig. 4. Coping Strategies of Teachers with Digital Curation on Learning Engagement Strategies

3.3. Educational Insights to Enhance Digital Curation for Learning Engagement Strategies—In the contemporary educational landscape, educators and learners are navigating a vast terrain of digital information. Consequently, understanding how learners connect with digital learning materials is more important than ever. This exploration examines how the thoughtful selection, arrangement, and presentation of digital content can genuinely enhance learners’ engagement. Thus, through unveiling teacher perspectives, it moves beyond simply observing student behavior; it offers a window into the practical realities of managing learning environments where curated digital content plays a central role. By examining what teachers have shared, we can begin to discern valuable strategies for school leaders, shaping how educational resources are deployed, and professional growth opportunities are designed. Moreover, it helps determine the very structure of learning in this evolving digital landscape.

3.3.1. Fostering Digital Literacy of Teachers—As schools increasingly navigate the rich and dynamic landscape of online resources, the foundational competence of digital literacy emerges as a critical element. It encompasses the ability to effectively find, evaluate, create, and communicate information using dig-

ital tools- fostering critical thinking and responsible digital citizenship for all members of the learning community. Nurturing this literacy is paramount for academic success and future readiness. Based on the interviews with teachers, a shared recognition of this evolving necessity is revealed, with many emphasizing the great importance they place on fostering digital literacy. They recognize it as essential for both their professional capacity and their learners’ ability to thrive in a connected world. Their responses consistently highlight the following:

Echoing the sentiments of many participants, a study conducted by Rosello, Campaña, and Gascon (2023) highlighted the importance of digital literacy for both educators and learners in adapting to technology-rich environments. They investigated the issues and challenges students faced with Learning Management Systems, a common platform for digital curation. Their findings revealed that fostering mutual understanding between schools and students was paramount amidst these difficulties. The abrupt adoption of digital curation through such systems presented both positive impacts on learning and significant challenges. Crucially, their work underscored that the act of “curating learning” is essential for equipping students to adapt to and thrive in technology-rich learning envi-

ronments, directly contributing to their digital literacy and sustained engagement while providing educators with a framework for effective technological integration. Furthermore, the growth of digital literacy is intensely supported by digital curation. According to Tsybulsky (2020), by immersing students in the digital content curation process, educators can significantly boost student ownership and investment in their learning. This participatory method enhances overall engagement. Furthermore, it crucially cultivates essential critical thinking and advanced digital literacy skills. Through active curation, learners directly develop proficiency in navigating, evaluating, and ethically utilizing digital information. Thus, it helps empower learners to become more capable and discerning digital citizens while providing educators with a powerful tool to foster these critical competencies. In the same vein, Bryson and Andres (2020) similarly found that student involvement in the curation process profoundly enhances engagement. When learners are empowered to curate their digital resources, it fosters a vital sense of ownership and agency over their learning. This hands-on approach goes beyond mere engagement, serving as a powerful catalyst for developing sophisticated digital literacy capabilities. By selecting, organizing, and presenting digital content, learners actively practice and refine the skills necessary for effective digital communication, information management, and critical assessment of online resources. This process highlights how these skills empower them and aid educators in preparing them for a digital world. On the other hand, as Cushing (2019) emphasized, despite the current generation's immersion in the digital era, not all students and teachers possess the necessary access or capability to utilize digital curation tools effectively. Consequently, a significant hurdle remains with the lack of access to and literacy in technology. Nonetheless, as emphasized by Haleem et al. (2021), the specific tools and

skills required for digital curation are entirely acquirable and learnable. This underscores a critical point: for educators, investing in targeted educational support and continuous professional development for digital literacy can unlock the full potential of digital curation. Moreover, it bridges existing gaps in technological proficiency, empowering both teachers and students.

3.3.2. Tailor Learning Engagement —In classrooms brimming with diverse learners, the goal of tailoring learning engagement has become a central focus. This approach aims to adapt educational experiences to suit individual needs, interests, and learning paces. Digital curation, by its very nature, offers a powerful means to achieve this, enabling flexible content assembly and delivery that connects meaningfully with each student. It recognizes that effective engagement thrives when learning pathways are responsive and relevant to the learner. Tailored learning engagement fostered through digital curation can shift students from passive receivers to active, purposeful participants. Teachers, as the designers of these learning experiences, play a vital role in shaping and guiding such environments. Their perspectives provide valuable insights into the practical and managerial aspects of promoting tailored learning engagement through digital curation. Their responses highlight the following:

Acknowledging the individuality of learners in classrooms, Turley (2019) stresses the importance of tailoring learning engagement. Engagement varies depending on the individual learner and their teaching style. Educators are encouraged to enhance communication across diverse learning methods and to expand the impact of content. Equally important are new ways for students to interact, where digital curation serves as a valuable tool for enhancing learning. It enables educators to adapt resources to meet the individual needs of learners, thereby enhancing engagement by aligning with different learn-

ing preferences and styles. Moreover, digital technologies are reshaping education. Learning environments are becoming more interactive and responsive to diverse needs. Bernacki et al. (2019) highlight that digital curation is central to this transformation. By organizing digital content, curation makes learning materials more accessible and relevant for both teachers and students. This approach supports tailored learning engagement by aligning content with students' unique learning pathways, resulting in deeper and more sustained engagement. Tsybulsky (2020) reinforced these findings, establishing a strong link between digital curation and tailoring learning engagement. His study in Israel showed increased student engagement when learners constructed their knowledge using a variety of digital platforms. These platforms supported their learning styles and provided them with greater control over their educational journey, enabling them to select resources that matched their specific needs. As a result, engagement improved, empowering educators to support diverse learners effectively. Learning Management Systems (LMS) further illustrate how digital curation supports tailored learning engagement. According to El-Sabagh

(2021), LMS platforms like Canvas and Moodle offer robust curation tools that help create customized learning paths. These platforms also offer adaptive technologies that cater to individual student preferences, allowing educators to deliver relevant content and activities. This keeps students engaged and facilitates a more targeted approach to learning engagement. Looking ahead, the future of digital curation in education appears promising due to advancements in artificial intelligence (AI) and machine learning. Kaklij (2020) emphasizes that AI-driven curation tools are essential for automating content organization and helping educators tailor content more effectively. This enhances content accessibility and strengthens student engagement. As these technologies evolve, digital curation becomes increasingly capable of supporting highly individualized engagement. It ensures that content is relevant and optimized for each learner's needs, allowing educators to meet the diverse needs of their classrooms better. Presented in Figure 5, it encompasses the educational insights of teachers with digital curation on learner engagement. The findings found two relevant themes emerging: fostering digital literacy of teachers and tailor learning engagement.

4. Implications and Future Directions

This chapter outlines the research questions and presents the participants' responses, offering a comprehensive understanding of the study's findings. The investigation primarily aimed to explore how digital curation influences the learning engagement of Grade eight students. The study addressed three core questions: the first examined teachers' experiences with digital curation in fostering learner engagement; the second investigated the coping strategies teachers employ to support engagement through digital curation; and the third identified educational management insights derived from the study's results. Data analysis revealed several significant themes. In the first research question, two prominent themes emerged: innovative instruction and technological constraints. Participants frequently discussed how digital curation offered new avenues for creative and dynamic teaching, allowing them to present learning materials in novel and engaging ways. However, this was often balanced by the challenges presented by technological constraints, such as limited access to reliable internet, insufficient devices, or a lack of technical support, which sometimes hindered their ability to implement digital curation in their classrooms fully. Moving to the second research question, which explored teachers' coping

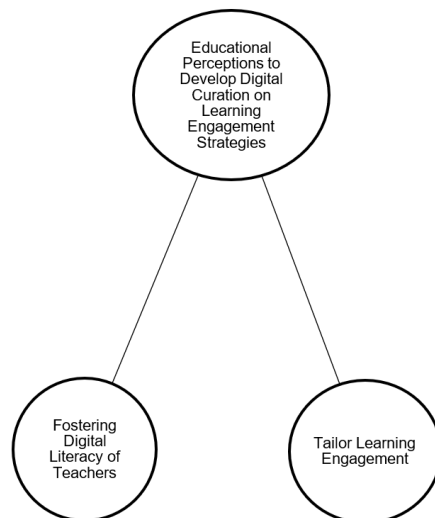


Fig. 5. Educational Insights to Enhance Digital Curation on Learning Engagement Strategies

mechanisms, three key themes emerged: collaborative practices, technological adaptability, and a strong focus on student-centered engagement. Teachers emphasized the critical role of collaborative practices, where working alongside colleagues and students fostered shared learning. Their narratives also highlighted remarkable technological adaptability, as they consistently found ingenious ways to integrate digital resources despite limitations. Moreover, a dedication to student-centered engagement underscored their efforts, with methods continuously adjusted to meet individual learner needs and foster active participation with curated content. Finally, the third research question, which explored educational management insights, revealed themes of digital literacy growth and personalized learning. The findings pointed towards significant gains in digital literacy growth as students became more adept at navigating and utilizing digital information. Simultaneously, the study underscored the potential for more personalized learning experiences, demonstrating how digital curation can be tailored to individual student pathways and interests. These insights collectively suggest that effective digital curation is robustly supported by organized, collaborative approaches among educators and administrators, extending its benefits beyond immediate engagement to foster deeper understanding and improved learning outcomes. In summary, this study offers a comprehensive examination of how secondary school teachers utilize digital curation to enhance learning engagement among Grade 8 students. It uncovers both the innovative teaching practices and the technological challenges teachers face, alongside the adaptive strategies they use to overcome these hurdles. Ultimately, the findings offer crucial insights for educational management on how to effectively support the integration of digital literacy and personalized learning, thereby creating a more engaging and effective academic environment.

4.1. Implications—The investigation revealed several important insights into how Grade eight teachers utilize digital curation, their instructional strategies, and the underlying values they employ as they work to engage learners. One key finding is that a combination of innovative instructional approaches and the presence of technological constraints signif-

icantly shape how teachers implement digital curation in their classrooms. These observations support the core tenets of Engagement Theory, which emphasizes active student involvement and the creation of meaningful learning experiences. Teachers in this study consistently sought out creative ways to use digital curation for engagement, acknowledging its potential to provide diverse and interactive learning pathways. However, they also pointed to the difficulties posed by technology, suggesting that flexible and adaptable strategies are crucial for navigating these hurdles. Their practices reflect a fundamental belief that active participation leads to deeper learning, even in the face of technological challenges. The strategies highlighted in the study, which include collaborative practices, technological adaptability, and a focus on student-centered engagement, illustrate how digital curation can be effectively implemented to enhance engagement. Teachers reported that employing diverse methods, such as encouraging peer collaboration on digital curation projects and adapting their teaching to various technological scenarios, made learning more accessible and engaging for a wide range of students. These approaches reinforce the idea that effective teaching requires continuous reflection and thoughtful planning to meet students precisely where they are in their learning journey, particularly in an evolving digital environment, aligning with the principles of Constructivist Learning Theory, where learners build knowledge through active experience. Another significant implication relates to the beliefs teachers hold about learning and development, which align closely with the Theory of Connectivism. This theory proposes that learning occurs through connections within networks, emphasizing the importance of digital literacy and the ability to navigate vast amounts of information. The teachers in this study expressed strong confidence in their students' ability to improve their engagement through digital cura-

tion when provided with appropriate guidance and support in forming these connections. They also demonstrated a commitment to their professional growth, actively seeking opportunities for collaborative practices and showing technological adaptability to enhance their teaching methods. This outlook is consistent with a connectivist approach, which promotes the understanding that learning is a continuous process of forming and maintaining connections. Furthermore, teachers' willingness to refine their instruction and support one another through shared learning reflects the mindset that challenges can be overcome through continuous effort and the establishment of a more refined learning networks. Their emphasis on collaborative practices and technological adaptability demonstrates how a connectivism perspective fosters a more dynamic and effective educational environment, especially when integrating new digital tools that facilitate connection and knowledge sharing. On the other hand, from the perspective of educational leadership and policy, these findings suggest schools to prioritize creating supportive systems that align with Engagement Theory, Constructivist Learning Theory, and the Theory of Connectivism, particularly in relation to digital literacy and personalized learning. Professional development programs could concentrate on equipping teachers with practical strategies for leveraging digital curation to foster active student involvement, facilitate knowledge construction, and promote effective network learning. School leaders can also cultivate a culture that values reflection, collaboration, and continuous learning for both teachers and students, particularly in the realm of digital literacy development and the promotion of personalized learning experiences within a connected learning ecosystem. In conclusion, this study demonstrates that successful digital curation for learner engagement relies on fostering active participation, enabling students to construct their knowledge, and establishing effective

tive learning networks. Additionally, the results highlight the crucial relevance of Engagement Theory, Constructivist Learning Theory, and the Theory of Connectivism as guiding frameworks for developing effective and inclusive teaching practices that effectively utilize digital tools.

4.2. Future Directions —The findings from this study provide actionable insights that can be communicated to and leveraged by key stakeholders driving instructional advancements in secondary education, particularly in the area of digital curation for learner engagement.

Learners

The insights from this study can empower secondary learners to become more active participants in their learning through digital curation. Learners are encouraged to explore how creating, organizing, and sharing digital content can deepen their understanding of subjects and boost their engagement. Understanding that teachers are working to provide adaptable and technology-rich learning experiences can help learners take greater ownership of their educational journey. They could embrace opportunities to collaborate with peers on digital projects, experiment with different digital tools, and share their unique perspectives. Hence, a proactive approach to digital curation can enhance their critical thinking, digital literacy, and overall academic success.

Teachers

Secondary teachers can gain practical insights from this study to refine their approach to leveraging digital curation for engagement. Strategies such as collaborative digital projects, adapting to various technological platforms, and fostering student-driven content creation have been shown to enhance learner participation and deepen understanding. Teachers are encouraged to adopt instructional flexibility, adjusting content, pacing, and materials based on student readiness and interests within a digital context. The findings also underscore the importance of being reflective practitioners who are respon-

sive to the evolving digital and learning needs of their students.

School Heads

School administrators can utilize these findings to enhance their strategic planning and decision-making processes. Prioritizing the establishment of a school culture that champions continuous professional growth in effectively integrating digital curation is imperative. Consequently, implementing policies that encourage regular teacher collaboration, ensure access to necessary technological resources, and support localized instructional planning will help guarantee that all students benefit from learning experiences tailored to their engagement styles. Providing a firm structural support for these practices is essential for equipping teachers to effectively navigate the diversity of a modern classroom in the digital age.

Educational Leaders

This research offers valuable insights for educational leaders, shedding light on the practical realities that teachers encounter when integrating digital curation to meet diverse student engagement needs. Understanding how educators apply strategies like fostering innovation and focusing on student-centered approaches can inform the development of professional learning opportunities that emphasize dynamic and responsive teaching. Leaders can hone the inventive use of digital tools and cultivate environments that foster learner-centric, inclusive practices. This commitment will help shape an educational framework where active engagement is seen as fundamental to both academic achievement and lifelong learning.

Educational Institutions

Institutions responsible for teacher education and ongoing professional development can strengthen their programs by integrating the study's findings. The effective use of digital curation for engagement offers a core component of both pre-service and in-service training. This focuses on equipping educators with the skills to

design inclusive, adaptive, and technology-rich learning experiences. Institutions might also consider developing mentorship models, peer coaching systems, and practice-based learning opportunities to better prepare teachers for the dynamic realities of digitally diverse classrooms.

Future Researchers

The findings of this study provide a solid foundation for further investigation into the impact of digital curation on learner engagement in secondary education. Future research could explore specific digital curation tools and platforms tailored to the interests and learning styles of adolescents, investigating their impact on student collaboration, critical thinking, and the development of information literacy. Incorporating direct classroom observations alongside teacher and student interviews could provide a more holistic understanding of digital curation in action at the secondary level. Furthermore, examining the relationship between a secondary teacher's technological proficiency and the ef-

ficacy of digital curation, as well as how these methods manifest across different subject areas and school environments, could yield more profound insights into instructional decisions and the ongoing evolution of digital learning for this age group. Such investigations will significantly advance knowledge in educational technology and promote effective practices for engaging all secondary learners. Ultimately, this research provides a decisive impetus for a united effort across the educational landscape. It lays the groundwork for school leaders, educators, teacher-training institutions, secondary students themselves, and future researchers to collaboratively refine and champion practical approaches to digital curation, thereby enhancing learner engagement. Fostering continued inquiry and nurturing a collective commitment to these insights helps the education system more effectively empower teachers to cultivate dynamic, meaningful, and deeply engaging learning experiences—ensuring every secondary student thrives in their academic journey

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