
Effectiveness Of Digital Storytelling in Improving Reading Comprehension Of Key Stage I Learners of Aldersgate College Elementary School, School Year 2023-2024

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ABSTRACT

This study determined the effectiveness of Digital Storytelling in improving the reading comprehension of Key Stage I learners of Aldersgate College Elementary School during the School Year 2023–2024. Specifically, it aimed to assess learners' reading comprehension before and after the implementation of digital storytelling as an instructional strategy. The study employed a quasi-experimental design with pre- and post-tests to measure improvements in learners' reading comprehension. The participants were Key Stage I learners who were exposed to digitally enhanced storytelling materials integrated into reading lessons. Data were gathered through standardized reading comprehension tests and were analyzed using descriptive and inferential statistics. The study found a significant improvement in learners' reading comprehension after using digital storytelling. The results indicate that digital storytelling is an effective instructional tool in enhancing learners' understanding, engagement, and retention of reading materials. Based on the findings, it is recommended that teachers integrate digital storytelling into their reading instruction to improve learners' comprehension and promote more interactive, meaningful learning experiences.

Keywords: instructional technology, reading comprehension, learning outcomes, academic achievements, multimedia integration

INTRODUCTION

Reading is a fundamental skill that supports academic achievement, effective communication, and lifelong learning. Among the various reading skills, reading comprehension is essential because it enables learners to understand, interpret, and apply information from written texts. As part of the Communication Arts Curriculum at Aldersgate College, developing learners' reading comprehension remains a priority. The COVID-19 pandemic significantly affected learners' reading development due to the implementation of blended learning modalities, resulting in learning gaps, particularly among pupils in the primary grades. As schools transitioned back to face-to-face instruction, improving reading comprehension became a major concern for educators. This situation highlights the need for innovative and engaging teaching strategies to support reading recovery. Digital storytelling, an Information and Communication Technology (ICT)-based instructional strategy, integrates text, images, audio, and animation to create meaningful learning experiences. This study aimed to determine the effectiveness of digital storytelling in improving the reading comprehension of Grade II learners at Aldersgate College during the School Year 2023–2024. The findings may provide valuable insights for teachers in enhancing reading instruction through technology-assisted learning.

METHODOLOGY

This study employed a quasi-experimental pretest-posttest design to determine the effectiveness of digital storytelling as an ICT-based strategy in improving the reading comprehension of Grade II learners. Intact classes were used as the control and experimental groups because random assignment of participants was not feasible. The control group received instruction using printed materials and images, while the experimental group was taught through digital storytelling. The study was conducted at Aldersgate College Elementary School, Solano, Nueva Vizcaya, during the third quarter of School Year 2023–2024. The participants were twenty-seven (27) Grade II pupils (14 boys and 13 girls), selected through total enumeration. The instructional materials consisted of reading lessons designed to develop four comprehension skills: noting details, sequencing events, predicting outcomes, and values integration. Teacher-made five-item pretests and posttests were administered before and after each instructional intervention to measure learners' reading comprehension. Information on pupils' ages, sex, availability of ICT devices, and frequency of ICT use was also collected. Prior to data collection, permission to conduct the study was obtained from the school authorities. Both groups completed the pretest before the implementation of the eight-week intervention. The control group was taught using conventional storytelling with printed materials and images, whereas the experimental group received instruction through digital storytelling. Following the intervention, both groups completed the posttest to assess changes in reading comprehension. Descriptive statistics, including frequencies, percentages, means, and Mean Percentage Score (MPS), were used to describe the respondents and to determine their mastery level. Paired t-test and independent t-test were employed to determine significant differences between and within groups, while correlation analysis was used to examine the relationship between the effectiveness of digital storytelling and the respondents' profile variables. Statistical significance was set at $p < .05$.

RESULTS AND DISCUSSION

Table 1

Profile of the Grade II Pupils of Aldersgate College Elementary School for SY 2023-2024

Age	Frequency	Percent
7 years old	15	55.6
8 years old	11	40.7
9 years old	1	3.7
Sex		
Female	13	48.1
Male	14	51.9
ICT Gadget		
Smart Phone	1	3.7
Smart Phone and Basic Phone	4	14.8
Smart Phone, Ipad or Tablet	1	3.7
Smart Phone and Radio	5	18.5
Smart Phone, Basic Phone, Radio	2	7.4
Smart Phone, Desktop, Iod or Tablet	4	14.8
Smart Phone, Ipad or Table and Radio	3	11.1
Smart Phone, Basic Phone, Desktop, Radio	1	3.7
Smart Phone, Desktop, Radio	5	18.5
Smart Phone, Basic Phone, Desktop, Ipad or Table, Radio	1	3.7

Frequency of Use of the ICT Gadgets		
1 - 2 hours	25	92.6
3 - 4 hours	2	7.4
5 - 6 hours	0	0.0
7 - 8 hours	0	0.0
9 - 10 hours	0	0.0
Total Respondents	27	100%

Table 1 presents the profile of the Grade II pupils of Aldersgate College Elementary School for SY 2023–2024. The findings show that most respondents were 7 years old (55.6%), followed by 8 years old (40.7%), while only 3.7% were 9 years old. In terms of sex, the respondents were almost equally distributed, with 14 males (51.9%) and 13 females (48.1%). All pupils had access to a smartphone, either as a standalone device or combined with other ICT gadgets, with the most common combinations being smartphone with radio (18.5%) and smartphone with desktop and radio (18.5%). Moreover, the majority of the respondents (92.6%) used ICT gadgets for 1–2 hours daily, while only 7.4% reported using them for 3–4 hours. These findings indicate that the respondents were within the appropriate age for Grade II, had a balanced representation by sex, and possessed adequate access to ICT devices needed for the digital storytelling intervention. Their moderate use of ICT gadgets also suggests sufficient familiarity with technology, providing a suitable context for examining the effectiveness of digital storytelling in improving reading comprehension.

Table 2

Mastery Level of the Grade II Pupils in Reading Comprehension Using Printed Materials with Images and Digital Storytelling Based on Pretest and Posttest Results

Reading Comprehension Skills	Printed Materials with Images		Digital Storytelling	
	Pretest (%)	Posttest (%)	Pretest (%)	Posttest (%)
Noting Details	83 (MTM)	91 (CAM)	80 (MTM)	86 (CAM)
Sequencing	56 (Average)	71 (MTM)	90 (CAM)	96 (Mastered)
Predicting	73 (MTM)	83 (MTM)	83 (MTM)	94 (CAM)
Values Integration	71 (MTM)	80 (MTM)	80 (MTM)	85 (MTM)

Legend: MTM – Moving Towards Mastery; CAM – Closely Approximating Mastery

Table 2 presents the mastery level of the Grade II pupils in reading comprehension before and after exposure to printed materials with images and digital storytelling. The results show that both instructional strategies improved the pupils' performance across all reading comprehension skills. Under printed materials with images, all posttest scores increased, with the greatest improvement observed in Sequencing, which improved from 56% (Average) to 71% (Moving Towards Mastery). Likewise, digital storytelling resulted in higher posttest scores in all skills, with Sequencing attaining the highest performance from 90% (Closely Approximating Mastery) to 96% (Mastered). Improvements were also evident in Noting Details, Predicting, and Values Integration under both interventions. Overall, the findings indicate that both printed materials with images and digital storytelling enhanced the reading comprehension skills of the Grade II pupils, although digital storytelling yielded higher mastery levels in most of the assessed skills.

Table 3

Significant Difference Between the Mastery Level of the Grade II pupils in Reading Comprehension in the Conventional Strategy using Printed Materials and Images and the Experimental Strategy of Digital Story-telling, An ICT Based Strategy

Reading Comprehension	Pre-test			Posttest		
	t	Sig	Decision	t	Sig	Decision
Noting Details	0.878	0.388	Not Significant	2.119	0.044	Significant
Sequencing	-9.110	0.000	Significant	-5.153	0.000	Significant
Predicting	-3.331	0.003	Significant	-3.101	0.005	Significant
Values Integration	-2.262	0.032	Significant	-2.077	0.048	Significant

Table 3 presents the test of difference between the conventional strategy using printed materials and images and the ICT-based digital storytelling strategy. Results show that in the pretest, there was no significant difference between the groups in Noting Details ($p = 0.388$), indicating comparable initial performance. However, significant differences were found in Sequencing, Predicting Outcomes, and Values Integration ($p < 0.05$), suggesting initial variations between groups in these skills. In the posttest, significant differences were observed across all reading comprehension skills, including Noting Details ($p = 0.044$), Sequencing ($p < 0.001$), Predicting Outcomes ($p = 0.005$), and Values Integration ($p = 0.048$). These results indicate that pupils exposed to digital storytelling consistently outperformed those taught using conventional printed materials and images. Overall, the findings suggest that digital storytelling is more effective in enhancing reading comprehension among Grade II learners. Despite initial differences in some skill areas, the posttest results demonstrate the positive impact of the ICT-based intervention, particularly in improving comprehension performance across all measured domains.

Table 4

Degree of Effectiveness on the use of story-telling, an ICT-based Strategy in improving Reading Comprehension of Grade II Pupils as to Noting Details

Score	Pre-test		Posttest	
	Frequency	Descriptive Interpretation	Frequency	Descriptive Interpretation
1 – 3	0	Very Poor	0	Very Poor
4 – 7	0	Below Average	0	Below Average
8 – 11	12	Average	5	Average
12 – 13	9	Above Average	13	Above Average
14 – 15	6	Excellent	9	Excellent
Total	27		27	
Mean	11.61		12.61	
SD	2.06		1.76	

Table 4 presents the degree of effectiveness of digital storytelling in improving the pupils' performance in Noting Details. The findings show an improvement from the pretest to the posttest, as the number of pupils in the Excellent category increased from 6 to 9, while those in the Average category decreased from 12 to 5. The mean score also increased from 11.61 to 12.61, and the standard deviation decreased from 2.06 to 1.76, indicating more consistent performance after the intervention. These results suggest that digital storytelling effectively enhanced the pupils' ability to identify important details in reading passages.

Table 5

Degree of Effectiveness on the Use of Story-Telling, an ICT-based Strategy in Improving Reading Comprehension of Grade II Pupils as to Sequencing Events

Score	Pre-test		Posttest	
	Frequency	Descriptive Interpretation	Frequency	Descriptive Interpretation
1 – 3	0	Very Poor	0	Very Poor
4 – 7	0	Below Average	0	Below Average
8 – 11	3	Average	0	Average
12 – 13	10	Above Average	5	Above Average
14 – 15	14	Excellent	22	Excellent
Total	27		27	
Mean	13.20		14.13	
SD	1.64		0.79	

Table 5 presents the degree of effectiveness of digital storytelling in improving the pupils' performance in Sequencing Events. The results show an increase in the number of pupils classified as Excellent, from 14 in the pretest to 22 in the posttest, while no pupil remained in the Average category after the intervention. The mean score improved from 13.20 to 14.13, and the standard deviation decreased from 1.64 to 0.79, indicating more consistent performance. These findings suggest that digital storytelling effectively enhanced the pupils' ability to sequence events logically and understand the flow of a story.

Table 6

Degree of Effectiveness on the use of story-telling, an ICT-based Strategy in improving Reading Comprehension of Grade II Pupils as to Predicting Outcomes

Score	Pre-test		Posttest	
	Frequency	Descriptive Interpretation	Frequency	Descriptive Interpretation
1 – 3	0	Very Poor	0	Very Poor
4 – 7	0	Below Average	0	Below Average
8 – 11	7	Average	0	Average
12 – 13	12	Above Average	7	Above Average
14 – 15	8	Excellent	20	Excellent
Total	27		27	
Mean	12.31		13.98	
SD	1.90		0.89	

Table 6 presents the degree of effectiveness of digital storytelling in improving the pupils' performance in Predicting Outcomes. The findings show that the number of pupils in the Excellent category increased from 8 in the pretest to 20 in the posttest, while no pupil remained in the Average category after the intervention. The mean score increased from 12.31 to 13.98, and the standard deviation decreased from 1.90 to 0.89, indicating more consistent performance. These results suggest that digital storytelling effectively improved the pupils' ability to predict outcomes and understand the progression of events in reading passages.

Table 7

Degree of Effectiveness on the use of story-telling, an ICT-based Strategy in Improving Reading Comprehension of Grade II Pupils as to Values Integration

Score	Pre-test		Posttest	
	Frequency	Descriptive Interpretation	Frequency	Descriptive Interpretation
1 – 3	0	Very Poor	0	Very Poor
4 – 7	0	Below Average	0	Below Average
8 – 11	13	Average	6	Average
12 – 13	8	Above Average	12	Above Average
14 – 15	6	Excellent	9	Excellent
Total	27		27	
Mean	11.50		12.50	
SD	2.09		1.86	

Table 7 presents the degree of effectiveness of digital storytelling in improving the pupils' performance in Values Integration. The results show improvement from pretest to posttest, as the number of pupils in the Average category decreased from 13 to 6, while those in the Above Average and Excellent categories increased from 8 to 12 and 6 to 9, respectively. The mean score also increased from 11.50 to 12.50, and the standard deviation decreased from 2.09 to 1.86, indicating more consistent performance after the intervention. These findings suggest that digital storytelling effectively enhanced the pupils' ability to understand and integrate values from reading materials.

Table 8

Summary Table on the Degree of Effectiveness on the use of story-telling, an ICT-based Strategy in improving Reading Comprehension of Grade II Pupils

Reading Comprehension Skill	Pre-test		Posttest	
	Mean	SD	Mean	SD
Noting Details	11.61	2.06	12.61	1.76
Sequencing Events	13.20	1.64	14.13	0.79
Predicting Outcomes	12.31	1.90	13.98	0.89
Values Integration	11.50	2.09	12.50	1.86
Overall	12.16	1.93	13.31	1.41

Table 8 presents the summary of pretest and posttest performance of Grade II pupils across the four reading comprehension skills. Results show that all skills improved after the use of digital storytelling. The highest gain was observed in Predicting Outcomes (12.31 to 13.98), followed by improvements in Sequencing Events (13.20 to 14.13), Noting Details (11.61 to 12.61), and Values Integration (11.50 to 12.50). The overall mean increased from 12.16 to 13.31, indicating enhanced reading comprehension performance after the intervention. In terms of variability, all standard deviations decreased from pretest to posttest, with the overall SD reducing from 1.93 to 1.41, suggesting more consistent performance among learners following the intervention. The greatest reduction was observed in Sequencing Events, indicating more uniform mastery of this skill. Overall, the results indicate that digital storytelling is an effective ICT-based instructional strategy in improving both cognitive and affective dimensions of

reading comprehension among Grade II pupils. The intervention enhanced learners' ability to understand, organize, and interpret texts while also supporting value-based comprehension.

Table 9

Significant relationship between the effectiveness of digital storytelling, an ICT-Based strategy in improving reading comprehension of Grade II pupils to their profile Variables

Reading Comprehension Skill	Pearson r	Description of Relationship	Pearson r	Description of Relationship
	Pre-test		Posttest	
Noting Details	0.290	Low Positive Relationship	0.242	Low Positive Relationship
Sequencing Events	-0.054	Negligible relationship	-0.023	Negligible relationship
Predicting Outcomes	-0.148	Negligible relationship	-0.115	Negligible relationship
Values Integration	0.000	No relationship	0.018	Negligible relationship

Table 9 presents the relationship between pupils' age and their reading comprehension skills before and after the use of digital storytelling. Results show that all correlation values range from -0.148 to 0.290 , indicating low to negligible relationships across all skills. Specifically, *Noting Details* showed a low positive relationship, while *Sequencing Events*, *Predicting Outcomes*, and *Values Integration* demonstrated negligible to no relationship with age in both pretest and posttest results. These findings indicate that pupils' age had no significant influence on their reading comprehension performance when digital storytelling was used. The consistency of low correlation values before and after the intervention suggests that the ICT-based strategy was effective across different age levels, supporting its suitability as an inclusive instructional approach for Grade II learners.

Table 10

Significant Relationship in Reading Comprehension Skills of Pupils When Grouped According to Gender

Reading Comprehension Skill	Pre-test		Interpretation	Posttest		Interpretation
	t-test	p-value		t-test	p-value	
Noting Details	-1.212	0.237	Not significant	-2.473	0.021	Significant
Sequencing Events	-2.125	0.044	Significant	-1.505	0.145	Not significant
Predicting Outcomes	-0.980	0.336	Not significant	0.213	0.833	Not significant
Values Integration	-3.071	0.005	Significant	-3.916	0.001	Significant

Table 10 presents the independent samples t-test results on pupils' reading comprehension skills when grouped according to gender. In the pretest, significant differences were found in *Sequencing Events* ($p = 0.044$) and *Values Integration* ($p = 0.005$), while no significant differences were observed in *Noting Details* ($p = 0.237$) and *Predicting Outcomes* ($p = 0.336$). In the posttest, a significant difference emerged in *Noting Details* ($p = 0.021$) and remained significant in *Values Integration* ($p = 0.001$).

However, *Sequencing Events* ($p = 0.145$) and *Predicting Outcomes* ($p = 0.833$) showed no significant differences between male and female pupils. Overall, the results suggest that digital storytelling helped reduce gender differences in some reading comprehension skills, particularly in *Sequencing Events*, while gender-related differences persisted in *Values Integration*. This indicates that although the ICT-based strategy was effective in improving comprehension skills, gender may still influence performance in specific domains.

Table 11

ANOVA on Reading Comprehension Skills of Pupils Grouped by Availability of ICT Gadgets

Reading Comprehension Skill	Test Phase	F-value	p-value (Sig.)	Interpretation
Noting Details	Pre-test	0.751	0.660	Not significant
	Posttest	0.694	0.706	Not significant
Sequencing Events	Pre-test	2.220	0.075	Not significant
	Posttest	1.440	0.247	Not significant
Predicting Outcomes	Pre-test	1.858	0.130	Not significant
	Posttest	0.751	0.660	Not significant
Values Integration	Pre-test	1.593	0.195	Not significant
	Posttest	1.509	0.222	Not significant

Table 11 presents the one-way ANOVA results on pupils' reading comprehension skills when grouped according to the availability of ICT gadgets. Findings show that all computed F -values across the four skills—*Noting Details*, *Sequencing Events*, *Predicting Outcomes*, and *Values Integration*—both in the pretest and posttest phases were not statistically significant ($p > 0.05$). This indicates that there were no meaningful differences in reading comprehension performance among pupils regardless of their access to ICT gadgets. Although slight variations were observed in the mean scores across groups, these differences were not sufficient to establish statistical significance. The results suggest that the availability of ICT devices alone does not significantly influence pupils' reading comprehension outcomes. Overall, the findings imply that effective reading comprehension development through digital storytelling is not dependent on the quantity or type of ICT gadgets available, but rather on how these tools are utilized within instruction. This highlights the importance of instructional design and teacher facilitation in maximizing the benefits of ICT-based learning strategies.

CONCLUSIONS AND RECOMMENDATIONS

The study found that the Grade II pupils were generally age-appropriate, gender-balanced, and had adequate access to ICT gadgets, indicating readiness for ICT-supported instruction. Both conventional instruction using printed materials with images and ICT-based digital storytelling improved pupils' reading comprehension; however, greater gains were observed in the group exposed to digital storytelling. Digital storytelling was found to be effective in enhancing pupils' reading comprehension across all skill areas—*Noting Details*, *Sequencing Events*, *Predicting Outcomes*, and *Values Integration*—resulting in improved and more consistent performance. Posttest results further confirmed that pupils exposed to digital storytelling performed significantly better than those taught using conventional strategies. Moreover, the effectiveness of digital storytelling was not influenced by pupils' age, gender, or availability of ICT gadgets, indicating that it is an inclusive instructional strategy suitable for diverse learners. Overall, digital storytelling is an effective ICT-based approach that enhances both cognitive and affective dimensions of reading comprehension among Grade II pupils.

Recommendations

Based on the study's findings and conclusions, teachers are encouraged to integrate digital storytelling into reading instruction to enhance pupils' comprehension skills, particularly in noting details, sequencing events, predicting outcomes, and integrating values. Printed materials with images may still be used as supplementary instructional resources to further support learners' understanding. School administrators are encouraged to provide training and professional development programs to strengthen teachers' competencies in using ICT-based instructional strategies such as digital storytelling. In addition, schools should improve ICT infrastructure and resources to ensure effective implementation of technology-enhanced teaching and learning. Since digital storytelling has been found to be effective regardless of learners' age, gender, or availability of ICT devices, it may be adopted as an inclusive instructional strategy for diverse learners. Finally, future researchers are encouraged to conduct similar studies with larger samples, across different grade levels, or in other subject areas to further validate and expand the findings of this study.

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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YouTube Instructional Materials

Noting Details

<https://www.youtube.com/watch?v=0OBVzXDlgmK>

<https://www.youtube.com/watch?v=rm44By6Fjs0>

Sequencing Events

<https://www.youtube.com/watch?v=LxC9bgtPfWQ>

Predicting Outcomes

<https://www.youtube.com/watch?v=5xHac3Y-kcw>

<https://www.youtube.com/watch?v=wRppMLRN5o>

Values Integration

<https://www.youtube.com/watch?v=WGGUvaOMtoM>

<https://www.youtube.com/watch?v=wxb3yeBxkqE>

<https://www.youtube.com/watch?v=c36a5bER-uo>