

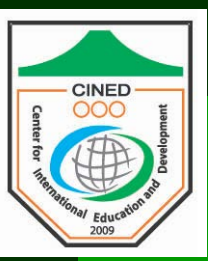
Center For International Education and Development

Steps of Materials Development



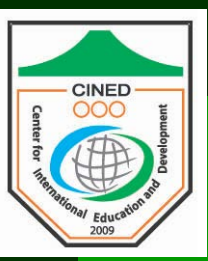
Why Learners Generated Materials ?

- Relevancy
- Inadequate number-less Access
- Dissemination of process rather product
- Ownership
- Dependency on experts



Importance of learner generated material

- The needs of the learners vary widely
- Reflect learners felt needs
- Transaction process can be planned considering socio-economic and cultural conditions
- It addresses the learning needs of the users
- Assessed needs and felt needs can be integrated in the materials and in actual transaction
- Create scope for active participation in the learning process.



Importance of learner generated material

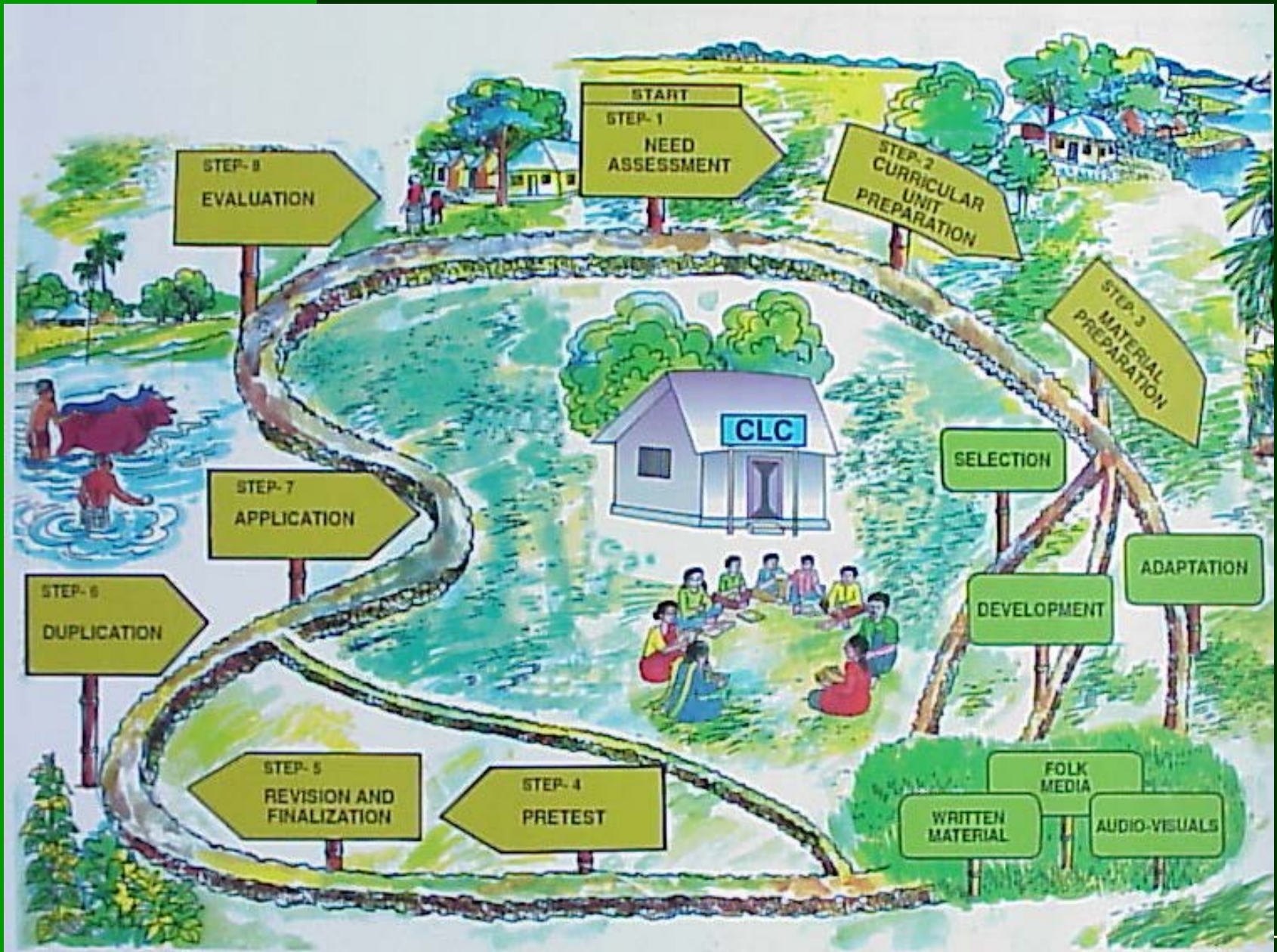
- Contextualizing learning by drawing from learners experience
- Involving learners in decision making concerning their learning
- Provides opportunities to learn through an interactive process
- Puts the learners at the Centre.



How to Involve learners and facilitators

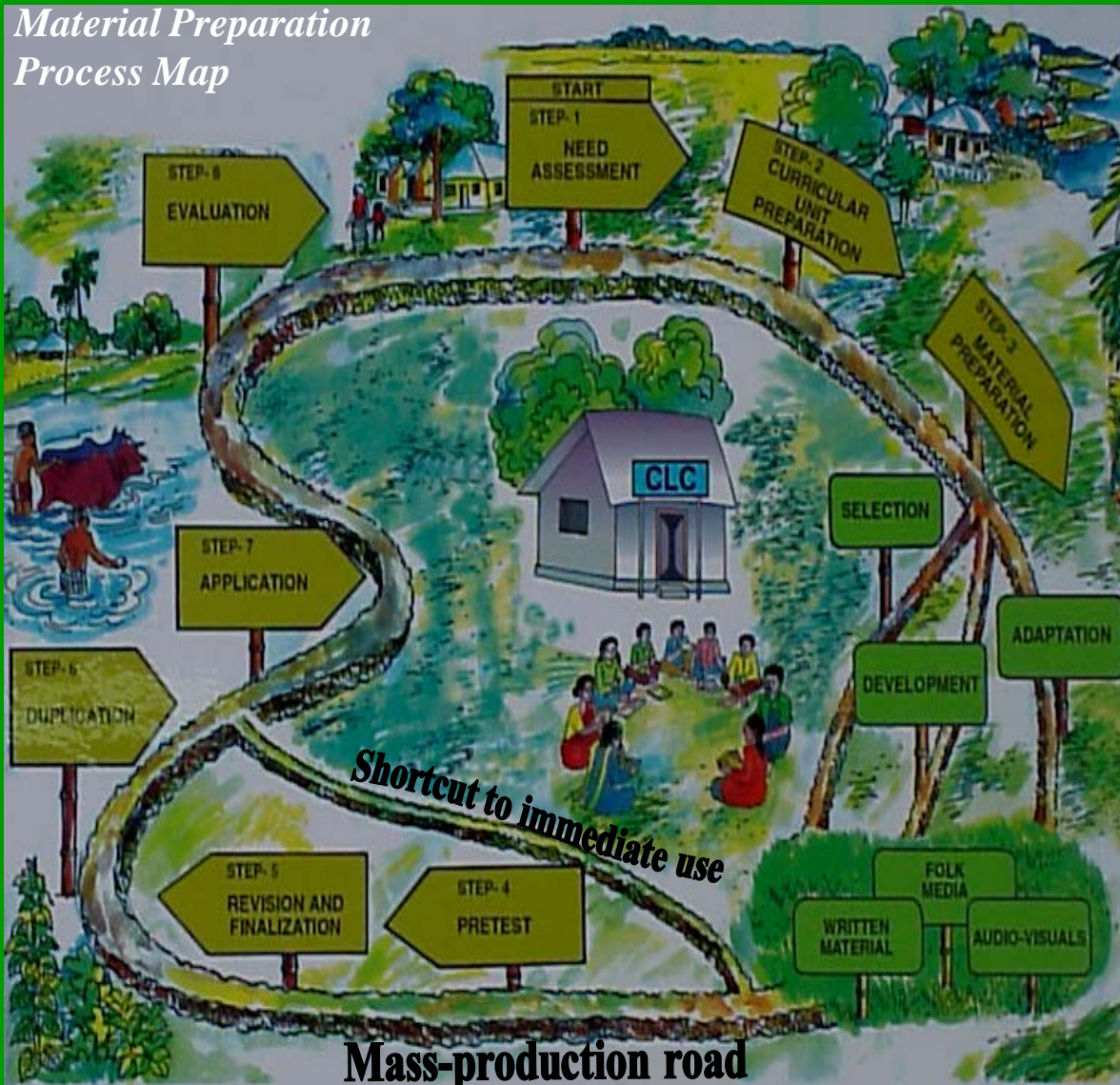
- ❑ Need assessment
- ❑ Selection and sequencing of contents
- ❑ Preparing texts and illustrations
- ❑ Tryout
- ❑ Distribution
- ❑ Evaluation of materials

Steps of Materials Development



Steps of Materials Development

*Material Preparation
Process Map*



- Needs Assessment
- Curricular Unit Preparation
- Material Preparation
 - Selection
 - Adaptation
 - Development
 - Written Materials
 - Folk Media
 - Audio-Visuals and Others
- Pre-test
- Revision and Finalization
- Printing of material
- Application
- Evaluation

"I know you don't know."

"How do you know I don't know?
— You're not me!"



Why needs assessment?

- To address problems & needs
- To suit with local context & culture
- Ownership

IDENTIFICATION OF TARGET LEARNER

- **Level of literacy skill**
- **Area (urban, rural)**
- **Age (children, adolescent, adult)**
- **Sex (male, female, both)**

ASSESSMENT OF LEARNERS NEED

- What are the physical, socio-cultural and economic characteristics of the learners?
- What are the common problems of the learners and their causes?
- What are the developmental need of the community as a whole and the learners in particular?

ASSESSMENT OF LEARNERS NEED

- What do they want from the programme?
- What learning style do they prefer?
- What learning skill do they have?
- Where, when and how will they be learning?
- How much time will they have available?
- What access will they have to media/facilities?
- What are the available resources?



Needs Assessment Methods

- Observation
- Semi-structured interview,
- Transect walks,
- Focus group discussion,
- Case studies,
- Resource mapping,
- Seasonal calendar,
- Direct matrix ranking,
- NP(New participatory)

CURRICULAR UNIT PREPARATION

Level	:	Basic, middle, self-learning, continuing education
Title	:	In congruence with needs/rational
Rational	:	Statements of problems and giving reason how this selected topic will help solve the problem
Aim	:	General statement of intent
Objectives	:	What learner will be able to perform
Pre-requisite	:	Pre-required literacy and numerically skill
Scope of content	:	Topics and learning points to be covered in relation to the objectives
Format	:	Type of material (Written/printed, folk media, Audio-visual)
Activities	:	Learning methods and activities to be used
Time required	:	Time required for presentation, exercise and evaluation
Evaluation	:	Process and time of evaluation

Selection of content

- **Felt need of the learners and their interest**
- **Content areas should be consistent with the objectives of the material.**
- **Content should be integrated with the literacy levels of the learners.**

Selection of format

- **Printed book**: Booklet, Primer, Comics, Work book
- **Printed non-book**: Poster, Flip chart, Wall newspaper, Card, Folding leaflet, Maps
- **Games and plays**: Matching card, Jigsaw puzzles, Snake and ladder
- **Audio-Visual Material**: Audio cassette, CD, Radio programme, Television programme, Video cassette, Slides
- **Other materials**: Drama, Street plays, Folksong, Puppet show

To decide appropriate format following aspects need to be considered

- Do any of the learning objectives dictate certain format?
- Which format will be most convenient for the learners to use?
- Are any of the formats likely to be particularly helpful for fulfilling any objectives?
- Do the learners have necessary skills to use the specific format?

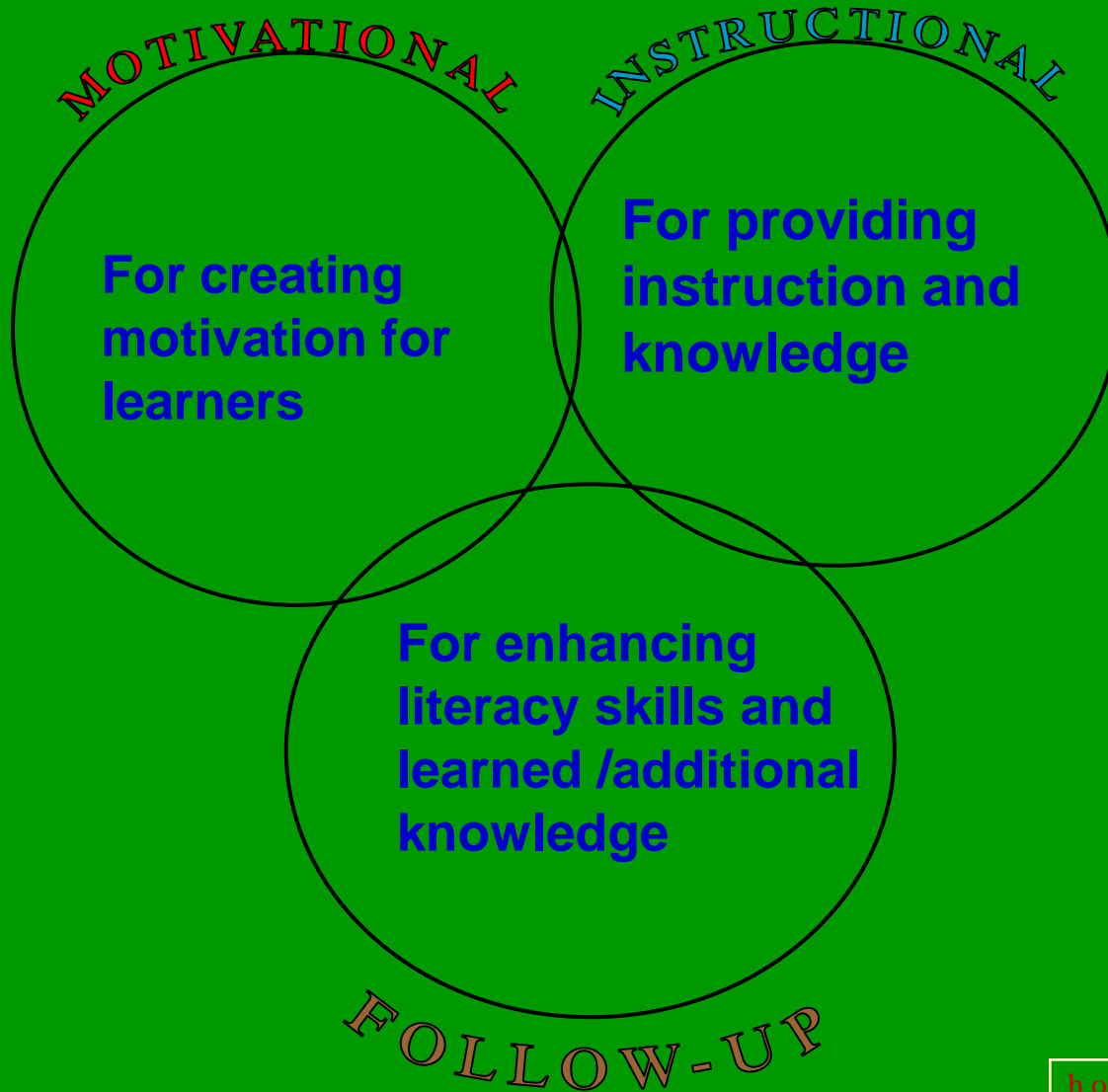
To decide appropriate format following aspects need to be considered

- Do the format affordable?
- Do the material developers have the necessary know how to develop materials with that certain format?
- Are the basic requirement (e.g. electricity) available in the area?

Types of materials

- Motivational
- Instructional
- Follow-up

Package Learning Material



Text writing

Content:

- Relevant to everyday life,
- Message should cover total concept
- Gradual development of knowledge, skill, attitude and values.

Text writing

Presentation

- Should be informal.
- A variety of ways to present
- Scope for reinforcement of ideas or issues
- Should include activities for interaction and self-learning
- Easy language and familiar words
consistent with level of learners' literacy skills

Teaching learning Activity

For Promotion of active learning

- Tick boxes in a checklist
- Answer a multiple choice question
- Underline key words in a text
- Complete a table
- Write learning in own words
- fill-in the blanks
- Discuss learning with other people
- Write simple answer
- Draw picture
- Choose the right word
- Put in the missing word

PRE TESTING OF MATERIAL

- Putting the users in a teaching-learning situation to see whether the steps and contents in the materials have been drawn properly.
- Can be done simultaneously at different places among similar group of learners.
- Feedback requires to be collected in terms of
 - clarity,
 - simplicity,
 - language,
 - Illustration,
 - relevance of theme and topics,
 - communication of message,
 - style and format.

REVISION AND FINALIZATION OF MATERIAL

- Findings of field trial should be compiled and analyzed.
- On the basis of summary feedback materials need to be modified.
- If required the modified materials may be sent for further round of field test.

EVALUATION

Few Quality indicators

- Achievement of objectives
- Relevance of content
- Attractiveness of material
- Appropriateness of language level
- Appropriateness of teaching learning process
- Others

EVALUATION

Few Quantitative indicators

- Number of material used
- Estimated development cost and actual expenditure
- Number of users
- Equipment and supplies used for development of materials
- Number and type of people involved in developing the material
- Others