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
- Try out
- Distribution
- Evaluation of materials
Steps of Materials Development
Steps of Materials Development

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

MOTIVATIONAL
For creating motivation for learners

INSTRUCTIONAL
For providing instruction and knowledge

FOLLOW-UP
For enhancing literacy skills and learned/additional knowledge
Content:

- Relevant to everyday life,
- Massage 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.
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
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