Steps of Materials Development
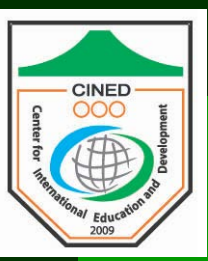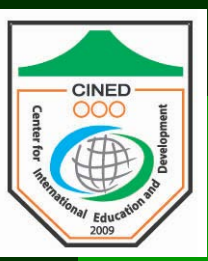
Why Learners Generated Materials ?

- 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.**
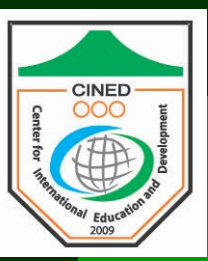
How to Involve learners and facilitators

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

Steps of Materials Development
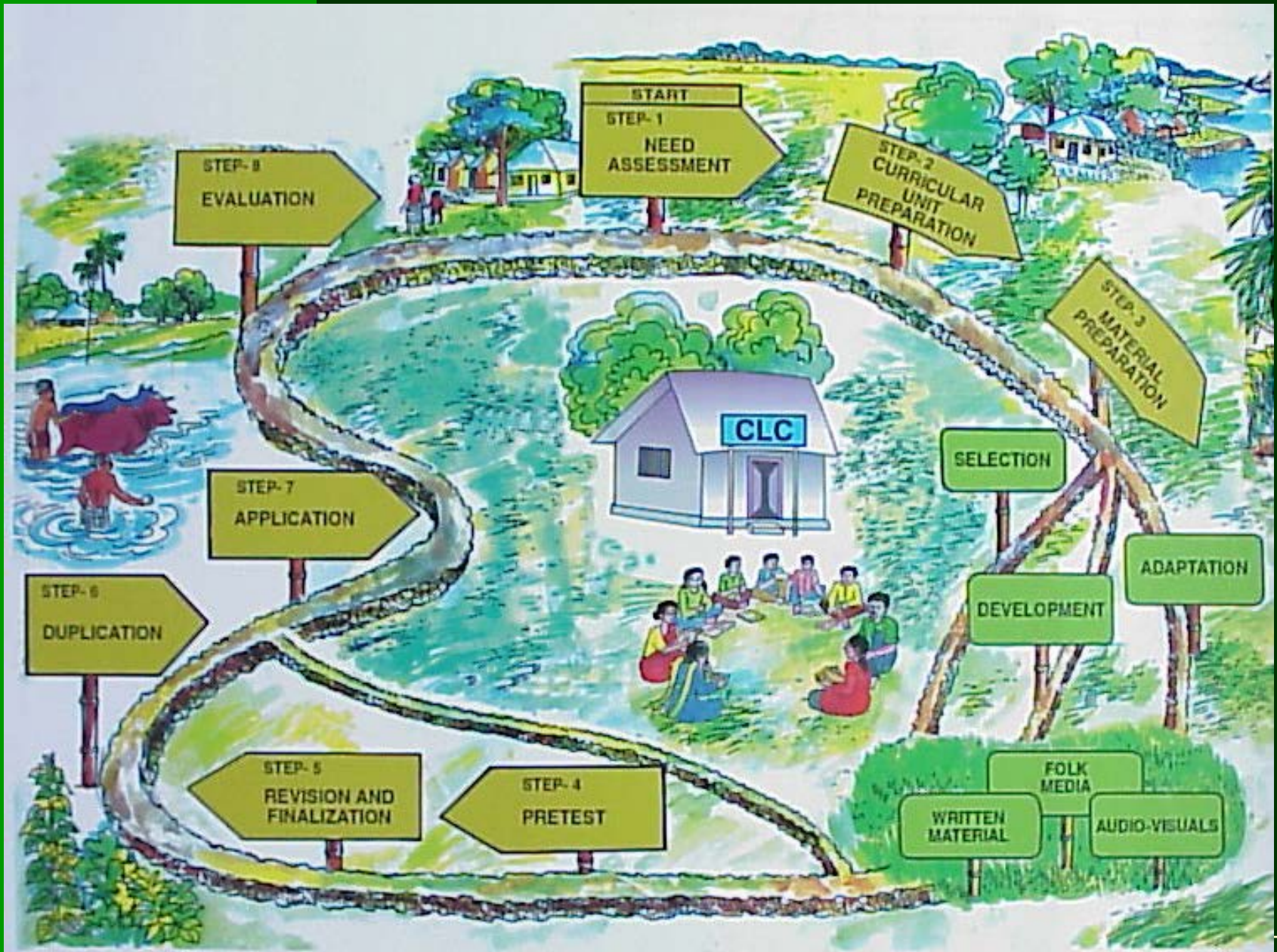
Steps of Materials Development

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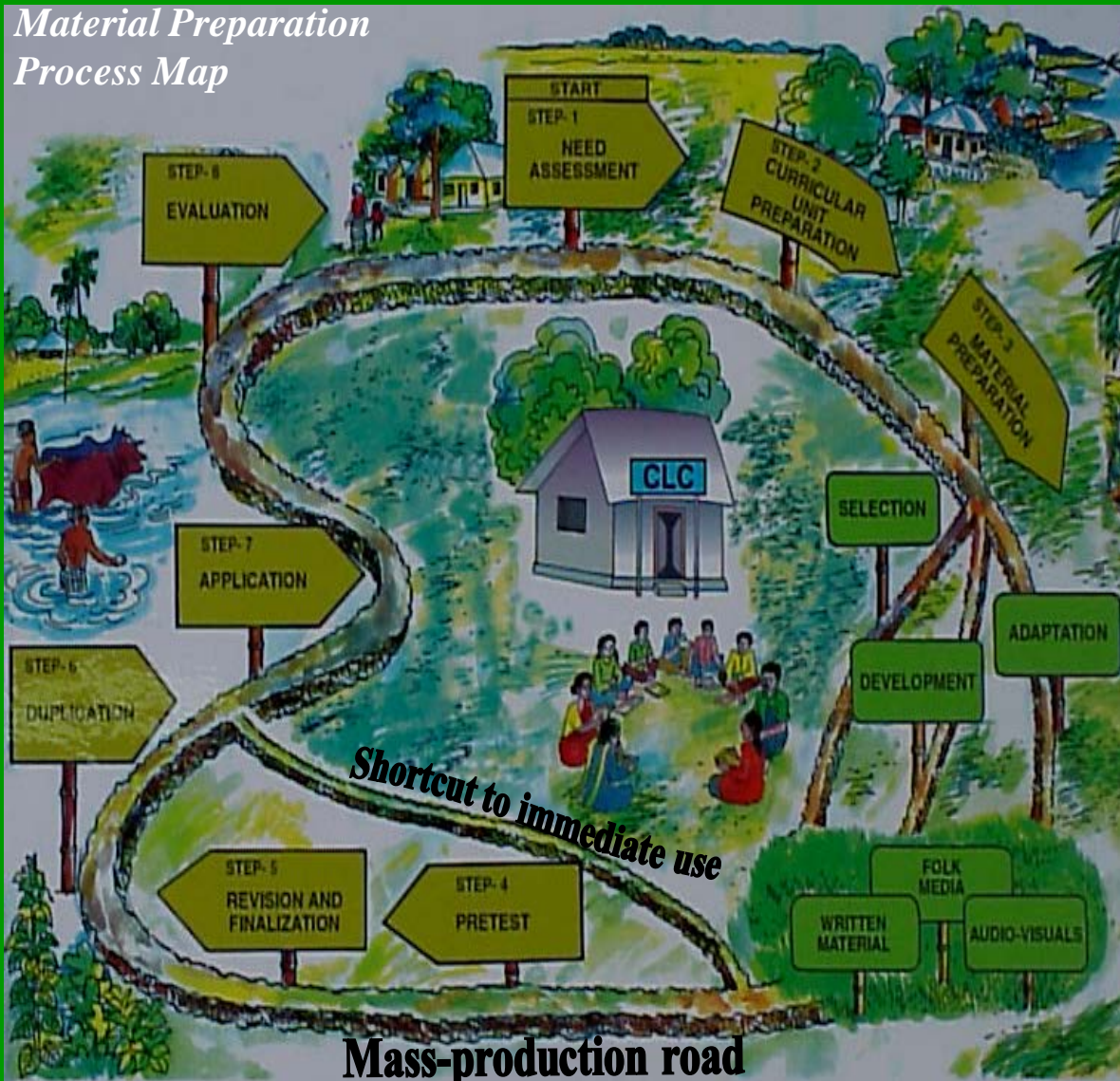
- Needs Assessment
- Curricular Unit Preparation
- Material Preparation
  - ➢ **Selection**
  - ➢ **Adaptation**
  - ➢ **Development**
    - Written Materials
    - Folk Media
    - Audio-Visuals and Others
- Pre-test
- Revision and Finalization
- Printing of material
- Application
- Evaluation

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?
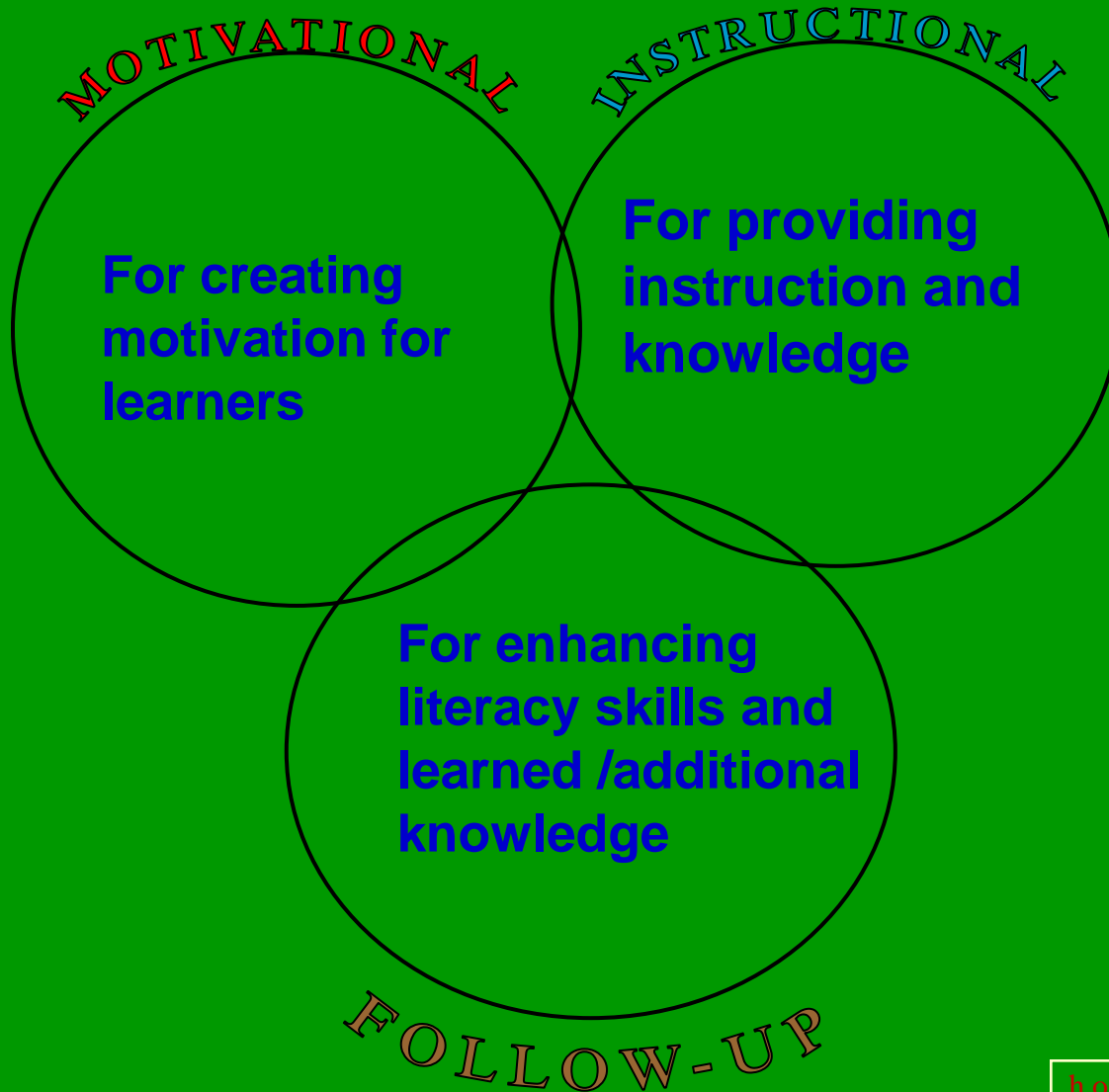- Do the learners have necessary skills to use the specific format?

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

MOTIVATIONAL

INSTRUCTIONAL

For creating motivation for learners

For providing instruction and knowledge

For enhancing literacy skills and learned /additional knowledge

FOLLOW-UP

Text writing

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
- Discus 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