TEACHING AND LEARNING MATERIALS ANALYSIS AND DEVELOPMENT IN BASIC EDUCATION

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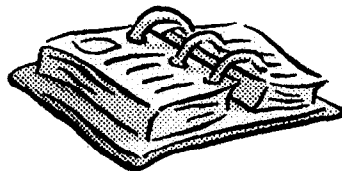
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About This Manual

The UNESCO supported project, Capacity Building for Local NGOs in Basic Education in LDCs (BECAB) aims at building up the capacity of NGOs to become effective partners of one another and governments in the delivery of basic education.
The Project has as one of it's objectives, "To develop a specific training kit on NGO capacity building in Basic Education that is adaptable to a wide range of NGOs. Each country will develop a National Training kit to be incorporated into a Global Kit."

The Project embarked on this objective to develop the National Training Kit, [Phase II], in November 2000.
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Messrs Henry J. Msango, D.C. Nkosha, Bentry Nkhata, D.C. Nkosha and Ms Imed Mumba, all lecturers with the University of Zambia, also aided the writing.

This manual, '**Teaching and Learning Materials Analysis and Development**', is *Theme 3* in a five-part National Training Kit. Other titles in this kit include:-
~*Theme 1   Government National Policy on Basic Education*
~*Theme 2   Participatory Management in Basic Education*
~*Theme 4   Gender Awareness and Sensitization in Basic Education*
~*Theme 5   HIV/AIDS And Its Impact on Basic Education*

It is hoped that this manual will be of invaluable assistance to the many Basic Education NGOs in the building up of their capacity to deliver quality education.

Jennifer M. Chiwela
NATIONAL COORDINATOR, BECAB
Executive Director - People's Action Forum

PREFACE

This training manual was developed after it was realised that a lot of Non Governmental Organisations lacked materials that would assist them in analysing and developing teaching and learning materials. It contains information that we hope will be of assistance to the NGOs.

This Manual gives guidelines on how NGOs can develop their own teach and learning materials (TLMs), especially that this is one of the greatest needs among NGOs dealing with Basic Education in all its forms: formal, informal and non formal.

There is also a section on evaluation of books which, it is hoped will be of great use to education providers. A lot of education providers, teachers, trainers and so forth, use many books which sometimes are not very helpful at all. It is hoped that teachers and trainers will find this section useful too.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

iii

INTRODUCTION

How to use this Training Manual

This training manual has been prepared for use by Basic Education trainers or teachers. The purpose of the manual is twofold:

- to provide trainers and trainees with tools and guidelines for use in the provision of basic education
- to enable trainers and trainees to choose, analyse, develop, use and evaluate their own TLMs.

This manual can also be used by others directly or indirectly working in programmes aimed at improving the quality of basic education .

The manual is arranged in five units. Each unit is subdivided into eight sections.
To use this manual the trainer will first of all have to read all of it for clear understanding. The trainer should decide which of the proposed training materials are available and which ones he/she will have to prepare. The trainer must also decide which training method he/she will use and what preparations to make.

The glossary or list of special terminologies, and abbreviations, which have been used in this manual, are adequately explained in order to help the trainers and trainees to understand the manual. There is also a module test at the end of Unit 5. This is aimed at establishing how much knowledge the trainees have grasped from their training. The trainers are free to prepare additional questions to assess trainees' understanding of any other aspects covered in this manual.

There is a list of accompanying fact sheets after Unit 5, which the trainer will refer to for more information or explanation on the use of teaching and learning materials. The purpose of providing this information is to enable the trainer to prepare and present his/her lesson with less difficulties and to ensure that the lesson is relevant to the needs of the trainees. The references section provides additional sources of the material that the trainers/trainees can use in their lessons.

It should be noted that the information given in this trianing manual is aimed at simply providing guidelines. Trainers are, therefore, free to think of and use as many innovative strategies as possible.

LIST OF TRAINING STRATEGIES USED IN THIS MANUAL

The following are the suggested strategies that can be used in this training manual:

- classroom presentation
- lecture method
- group work
- pair work
- individual work
- role plays
- brainstorming
- class discussions/debates

ABBREVIATIONS

PAF: People's Action Forum

TLMs: Teaching and Learning Materials

VIPP: Visual Image

UNESCO: United Nations Educational, Scientific and Cultural Organisation

RCZ: Reformed Church in Zambia Development Programme

UNIT 1: TEACHING AND LEARNING MATERIALS

AIM: The aim of this unit is to enable trainees to develop and analyse teaching and learning materials

EXPECTED LEARNING OUTCOMES

By the end of this unit, trainees should be able to:

- differentiate between teaching and learning materials.
- justify the purpose and importance of teaching and learning materials.
- identify the different types of teaching and learning materials.
- develop strategies of using teaching and learning materials.
- develop strategies for the effective use of teaching and learning materials.

CONTENT SUMMARY

1. Definition of "Teaching " and "Learning" materials.
2. Purpose and importance of teaching and learning materials.
3. Types of teaching and learning materials.
4. Strategies of using teaching and learning materials.
5. Strategies for effective use of teaching and learning materials.

PROPOSED TRAINING STRATEGIES

The trainer can use any of the following strategies:

- pair/group work
- brainstorming
- role plays
- lectures
- classroom presentations

PROPOSED TRAINING MATERIALS

The trainer can use any of the following materials:

- Teaching and learning materials manual
- VIPP cards
- Flip charts
- Felt pens/markers
- Exercise/note books
- Activity sheets
- Chalk/black boards

- Chalk
- Audio/video tapes

PROPOSED DURATION FOR DELIVERY OF SESSION

The trainer can teach this unit in sixty minutes

1.1 DEFINITION OF "TEACHING" AND "LEARNING" MATERIALS

Activity 1 a:

- What things will you and your trainer use in your class today to help you learn?
- Explain the difference between teaching and learning materials.
- Give examples of teaching and learning materials. Do this in pairs.

TRAINER'S NOTE

- Chalk/felt pens/pencils
- Teacher's guide
- Trainees' note books
- Charts/diagrams
- Erasers

KEY INFORMATION

- Teaching materials are the aids used by the trainer to help him/her in teaching his/her lesson effectively.
- Learning materials are the aids used by the learner/trainee to help him/her learn effectively.
- Both teaching and learning materials can be big or small.
- The teaching and learning materials can be bought or made easily by both the trainers and trainees.

1.2   PURPOSE AND IMPORTANCE OF TEACHING AND LEARNING MATERIALS

Activity 1b:

- What do you think is the purpose of teaching and learning materials? What would be the disadvantages of not using teaching and learning materials in the classroom situation? Do this individually.

TRAINER'S NOTE

Teaching and Learning materials:

- make lessons interesting.
- make learning easy
- help learning (i.e. what has been learnt) to remain in the minds of the trainees for a longer time.
- help the trainer to deliver his/her lesson successfully and easily.
- enable the trainer to express intended concepts of learning effectively.
- are things and ideas which are usually familiar to the trainees.

KEY INFORMATION

- TLMs can be found locally and are, therefore, cheap.
- TLMs are usually easy to carry (i.e. portable).
- TLMs should be simple and adaptable to the local situation/conditions.
- TLMs enable everyone in a classroom situation to participate actively.
- TLMs help trainees to relate what is being taught to real life situations.

1.3   TYPES OF TEACHING AND LEARNING MATERALS

Activity 1 c:

- Using role play, show the different types of teaching and learning materials used in your classroom.

TRAINER'S NOTE

The following are some examples of TLMs:
- Maps

- Charts
- Diagrams
- Books
- Overhead projectors/transparencies
- TV and Videos
- Slide projectors
- Blackboards/chalkboards/flip charts
- Chalk/ felt pens/markers

KEY INFORMATION

- There are many different types of teaching and learning materials that can be used by both the trainer and the trainee/learner.
- Many of these can be found locally.
- Some are expensive while others are relatively cheap and can be produced by the trainees themselves

1.4   STRATEGIES OF USING TEACHING AND LEARNING
          MATERIALS

Activity 1 d:

- The trainer asks one trainee to write any ten letters of the English alphabet on a small piece of paper. The trainer then stands in front of the class and shows the other trainees what their friend has written. Can the trainees easily read what has been written on the paper? Why?

TRAINER'S NOTE

- Teaching becomes interesting when the trainer uses reasonably sized teaching aids which can be seen easily by the trainees.
- Nobody in the class should strain their eyes to see what has been written on the board/flip charts.

KEY INFORMATION

- A strategy is the most effective way of doing something.
- It should be the best method when compared with other alternative methods.
- Strategies can be developed/improved upon after closer interaction with the learner

1.5   STRATEGIES FOR EFFECTIVE USE OF TEACHING AND LEARNING
       MATERIALS

Activity 1 e:

- Using role play show how a trainee might use TLMs in a classroom situation effectively.
- Discuss the strategies for the effective use of teaching and learning materials.

TRAINER'S NOTE

- The trainees must be able to handle the TLMs themselves.
- There should be a variety/wide range of TLMs.
- Use teaching and learning activities that lead to the achievement of the lesson objective(s).
- Make full use of teaching and learning materials.
- Adapt TLMs to suit the trainees' ability, background and classroom situation.
- Integrate two or more teaching methods or approaches into the design and use of TLMs.
- The trainees should be able to decide which TLMs to use for which subjects.
- Every subject should have relevant TLMs.

KEY INFORMATION

- The TLMs must be used often.
- Trainees must be familiar with the TLMs.
- Each trainee must always have an opportunity to handle the TLMs.
- Much as the TLMs are there to enable the trainer to teach well, they are also there to ensure the trainee learns well.
- TLMs are important to both trainee and trainer.
- Proper use of TLMs facilitates learning.

REFLECTION

A reflection question is one which encourages the trainees to look back at or consider the material they have learnt. It does not require the trainees to answer. It is something they can think about. It should not be answered with a "yes" or "no" or one word/sentence.

TRAINER'S NOTE

Ask the trainees to think of the important points they would cover in their lesson if they were asked to teach others about teaching and learning materials.

UNIT 2: ANALYSIS AND CHOICE OF TEACHING AND LEARNING MATERIALS

AIM: The aim of this unit is to enable the trainees to test the effectiveness and usefulness of the existing teaching and learning materials.

EXPECTED LEARNING OUTCOMES

By the end of this unit trainees should be able to:

- test the effectiveness and usefulness of the existing teaching and learning materials.
- justify the importance of proper analysis and choice of TLMs.
- identify different ways and methods of analysing and choosing TLMs.

CONTENT SUMMARY

2.1 Testing effectiveness and usefulness of TLMs.
2.2 Justifying the importance of prosper analysis and choice of TLMs.
2.3 Identifying ways and methods of analysing and choosing TLMs.

PROPOSED TRAINING STRATEGIES

The trainer can use some of the following methods:

- Lecture
- Group work
- Pair work
- Classroom presentations
- Role plays

PROPOSED TRAINING MATERIALS

The trainer can use some of the following materials

- Teaching and learning materials manual
- VIPP cards
- Flip Charts
- Markers/felt pens
- Chalkboards/blackboards
- Chalk
- Notebooks/exercise books

PROPOSED DURATION FOR DELIVERY OF SESSION

The unit can be delivered in sixty minutes.

2.1   TESTING EFFECTIVENESS AND USEFULNESS OF TEACHING AND LEARNING MATERIALS

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Activity 2 a:

- In groups, using role play, deliver a lesson without any teaching and learning materials. Observe the response from the rest of the members of the group
- In the same groups, deliver a lesson using TLMs of your choice. Observe the response from the rest of the members of the group.
- Which method helped the members of your group to understand the lesson better? Would you use this method often? How would you improve on it?

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TRAINERS'S NOTE

- To establish the effectivess and usefulness of TLMs you need to experiment with the same group of trainees or learners. You can choose two topics of the same level of difficulty and then teach one without using TLMs and the other one (i.e. topic) using TLMs. Compare the learners' responses and over all performance in both lessons at the end of the experiment.
- A lesson is more effective and useful to the trainees when teaching and learning are done with the help of things that can be seen, heard and touched.

KEY INFORMATION

- A lesson delivered without teaching and learning aids can be boring to the trainees.
- TLMs encourage nearly everyone (i.e. trainees) to participate.
- TLMs make lessons enjoyable and memorable.

8

2.2   JUSTIFYING THE IMPORTANCE OF PROPER ANALYSIS AND CHOICE OF TEACHING AND LEARNING MATERIALS

Activity 2 b:

- Individually, suggest TLMs that can be used for the following subjects:
  I. English
  II. Mathematics
  III.Environmental Science
  IV.Home Economics (needlework)
- Explain why the kind of TLMs suggested for each subject area are suitable.
- Why is it important to analyse and choose proper TLMs?

TRAINER'S NOTE

The following TLMs may be used for the different subjects:

- English   -   Teacher's guide
                  -    video
                  -    readers
                  -    work sheets
                  -    blackboard / chalk
- Mathematics   -   Teacher's guide
                  -    pupils' books
                  -    number charts
                  -    abacus
                  -    sticks/stones/bottle tops
- Environment   -   Relevant diagram, e.g. flower
  Science   -   Chalk
                  -    blackboard
                  -    surrounding environment
- Needle work   -   Cloth
                  -    needle
                  -    thread/cotton
                  -    a pair of scissors

KEY INFORMATION

- It is always important to use correct TLMs for every subject
- Both the trainer and the trainee should always be able to identify relevant TLMs for every subject

- Use TLMs that trainees can make easily and are familiar to the local situation.
- Trainees should be taught how to state why the TLMs they want to use are relevant to the situation as well as the kind of subject they are teaching.

2.3   IDENTIFYING WAYS AND METHODS OF ANALYSING AND CHOOSING TEACHING AND LEARNING MATERIALS

Activity 2 c:

- In pairs, discuss the major differences and similarities between large and small quantities of teaching and learning materials.
- Which of the two are preferable and why?

TRAINER'S NOTE

- Refer to Unit 1, Trainer's note 1d.
- Ask trainees to discuss ways and methods of analysing and choosing TLMs.
- Discuss with trainees the merits and demerits of the ways and methods of analysing and choosing TLMs, which they have identified.

REFLECTION

- From your own experiences, what various teaching and learning materials have you used and how effective were they?
- What are the strengths and weaknesses of the method(s) of analysing and choosing TLMs, and usefulness of the existing TLMs, which you and the trainces have discussed or used?

UNIT 3:   DEVELOPING NEW TEACHING AND LEARNING MATERIALS

AIM: The aim of this unit is to help the trainees to develop the skills for making new teaching and learning materials

EXPECTED LEARNING OUTCOMES

By the end of this unit, trainees should be able to:

- identify the need of developing new teaching and training materials
- identify the various types of TLMs
- identify the resources required for making TLMs
- identify the relevant target groups to make the TLMs
- plan the development of the TLMs
- develop the TLMs
- pre-test the TLMs
- evaluate and revise the TLMs

CONTENT SUMMARY

3.1   Identification of the need for developing new TLMs
3.2   Identification of the various TLMs
3.3   Identification of resources required for making TLMs
3.4   Identification of relevant target groups to make the TLMs for
3.5   Planning and development of TLMs
3.6   Development of TLMs
3.7   Pre-testing TLMs
3.8   Evaluating and Revising TLMs

PROPOSED TRAINING STRATEGIES

The trainer can use any of the following methods:

- Pair work
- Group work
- Individual work
- Role play
- Classroom presentations/demonstrations

11

PROPOSED TRAINING MATERIALS

The trainer can use some of the following:

- Teaching and Learning Materials manual
- Books
- Charts
- Bond paper (manilla paper)
- VIPP cards
- Pencils, pens, crayons, markers
- Glue
- Natural resources

PROPOSED DURATION FOR DELIVERY OF SESSION

This unit can be delivered in 120 minutes (i.e. 2 hrs)

3.1   IDENTIFYING THE NEED FOR DEVELOPING NEW TEACHING AND LEARNING MATERIALS

Activity 3 a:

- In pairs, think of at least two reasons why making your own visual aids could be better than using ready made ones. Write your answers on a piece of paper and then compare them with the ones your friends have written and discuss.

TRAINER'S NOTE

Making your own visual aids/TLMs means you do not have to depend on other organisations or people for TLMs. It is also a better way to learn to discover new information as well as to ensure that the TLMs are relevant to the needs of the learners.

KEY INFORMATION

- TLMs made by users themselves are less costly
- They are usually developed to suit the trainers and trainees' objectives of teaching and learning, respectively.
- Planning TLMs helps the users to think about the information in different ways
- Ensures active participation by the trainees

3.2   IDENTIFYING VARIOUS TYPES OF TEACHING AND LEARNING MATERIALS

Activity 3 b:

- Individually, identify and list down the various types of TLMs suitable for your subjects. Then state which ones of these TLMs can be easily made using locally available materials.

TRAINER'S NOTE

Identifying/making your own visual aids provides
- knowledge to both trainer and trainee
- enough TLMs in every lesson for every learner. For example, the following TLMs in English and Mathematics can be made locally:

Maths	-	abacus
	-	number chart
	-	number stories
English	-	language chart
	-	activity sets

KEY INFORMATION

- Locally made TLMs can easily substitute expensive ones which are not readily available.
- Developing skills in making various types of TLMs reduces dependance on other people's skills.
- Ability to identify various types of TLMs makes trainers and trainees adapt to any classroom situation.

3.3   IDENTIFYING RESOURCES REQUIRED FOR MAKING TEACHING AND LEARNING MATERIALS

Activity 3 c:

- In small groups, list down the TLMs commonly used in teaching in your classroom.
- Identify and list the resources you need to make the TLMs. Which of these are easily affordable?

TRAINER'S NOTE

Identifying local resources for making TLMs will help users to begin planning the materials they will develop and use to make some such as charts, maps, diagrams and models

KEY INFORMATION

Note the following points:

- Local resources are easily available
- Local resources can also be free or obtained at low cost

3.4   IDENTIFICATION OF RELEVANT TARGET GROUPS TO MAKE THE TEACHING AND LEARNING MATERIALS FOR

Activity 1d:

- Think of the people who would use your TLMs, their education levels and their age ranges. Then match these factors with each of the types of TLMs you have identified in 3.2b above

TRAINER'S NOTE

Identifying the right users will help you to design TLMs that can make the learning process easier and appropriate both for the trainees and the trainers. It is always important for the trainers to have in mind a specific target group who will use the TLMs.

KEY INFORMATION

Involve the identified target groups in planning and developing TLMs

3.5   PLANNING AND DEVELOPMENT OF TEACHING AND LEARNING MATERIALS

Activity 3 e:

- Think of your most interesting subject and the type of TLMs that you could use to deliver the lesson effectively. Identify the learners and how many they would be, the length of your lesson and the method to be used, and then design this lesson plan. Remember to indicate the kind of activities and the TLMs you will use.

TRAINER'S NOTE

Knowing the type of TLMs, the user, length of lesson and the method to be used to deliver the lesson effectively will make it easy for you to decide the type and size of TLMs you need to design.

3.6   DEVELOPING TEACHING AND LEARNING MATERIALS

Activity 3 f:

- In pairs, choose a topic to be covered in your lesson for a 20 minute session. Then prepare a lesson plan similar to the one you were asked to design in 3e above.

TRAINER'S NOTE

Allow the trainees to choose topics and work on their own. Let them make any kinds of TLMs suitable to their lessons or topics. Give learners time to make a plan for their TLMs.

KEY INFORMATION

What learners or trainees make and the size of TLMs will depend on what resources are available.

3.7   PRE-TESTING TEACHING AND LEARNING MATERIALS

Activity 3 g:

- In the pairs of Activity 3.6f, ask your group neighbours to review your TLM. They should comment on your TLM before it is taken out for use. Then ask two or more small groups of learners to comment on your TLM. Finally, use your TLM to present a 20 minute lesson to your class, and ask the other learners to discuss the strengths and weaknesses of your TLM.

TRAINER'S NOTE

Arrange for trainees to review and pre-test each other's TLMs. Assessment of TLMs may be done in brief classroom conferences or discussions. If time permits, let trainees hold large group assessment discussions.

KEY INFORMATION

Help the trainees TO GAIN confidence in their TLMs. Trainees should also accept review comments from their colleagues. Help them to discover that they can make useful TLMs using locally available resources.

3.8 EVALUATION AND REVISION OF TEACHING AND LEARNING MATERIALS

Activity 3 h:

- Working in groups of 3, let each trainee present a twenty-minute lesson using his/her own TLM. Allow the other 2 trainees to evaluate the appropriateness and suitability of their friend's TLM and explain to the session. Repeat the same activity for the other 2 trainees, allowing evaluation for each session. Improve your TLM according to evaluation comments from your colleagues.

TRAINER'S NOTE

When trainees have a basic understanding of the steps involved in the planning of TLM, ask them to work in small groups to evaluate and review their TLMs. Help the trainees to improve and revise their TLMs regularly.

KEY INFORMATION

When you have finished all your work on TLMs encourage your trainees to use their materials in the actual teaching and learning session with an actual group of learners. This will make them see the need for updating or revising their TLMs

REFLECTION

Individually, you are required to assess the planning and evaluation process for TLMs.

UNIT 4: EVALUATION AND REVIEW OF TEACHING AND LEARNING MATERIALS

AIM: The aim of this unit is to enable the trainees to develop the skill of Evaluating and Reviewing TLMs

EXPECTED LEARNING OUTCOMES

By the end of this unit, trainees should be able to:

- define Evaluation
- justify the purpose and importance of Evaluating and Reviewing TLMs
- identify various methods of evaluating and reviewing TLMs
- develop strategies for use in Evaluating and Reviewing TLMs

CONTENT SUMMARY

4.1   Definition of Evaluation.
4.2   Purpose and importance of Evaluating and Reviewing TLMs.
4.3   Types of Evaluation.
4.4   Strategies for use in Evaluating and Reviewing TLMs.

PROPOSED TRAINING STRATEGIES

The trainer can use some of the following strategies:

- Pair work
- Group work
- Role plays
- Lecture methods
- Classroom presentations
- Brainstorming

PROPOSED TRAINING MATERIALS

The trainer can use any of the following strategies:

- Teaching and Learning Materials manual
- VIPP cards
- Flip charts / chalk / blackboard
- Felt pens / markers / chalk
- Note / exercise books
- Activity sheets

PROPOSED DURATION FOR DELIVERY OF SESSION

The trainer can teach this session in sixty minutes

4.1 DEFINITION OF EVALUATION

Activity 4 a:

- On the activity sheets given out, define Evaluation. Exchange papers, read out each other's answers and then improve upon weak or poor definitions.

TRAINER'S NOTE:

Evaluation can be defined as:

- assessment, appraisal, judgement, determination of something.
- putting a value on something.
- going over work done previously with a view to reviewing it.
- looking back to determine levels of success or failure.
- determining where failure has occurred and what can be done.
- determining where success has occurred and how to improve upon it .
- a tool for planning for the future
- the process of forming an idea of the quality or value of something.

KEY INFORMATION

- Evaluation is important because it enables one to look back and see what has been done and how it has been done over a period of time.
- Revision enables one to go back over their work and check if it has been done well
- Both activities, Evaluating and Reviewing, are essential for the smooth running of work.
- Evaluation can be done in many different ways, all of which are important. This will be looked at in 'Types of Evaluation'.

4.2   PURPOSE AND IMPORTANCE OF EVALUATING AND REVIEWING TLMs

Activity 4 b:

- In pairs, write three reasons which highlight the importance of Evaluation.

TRAINER'S NOTE

Evaluating and reviewing enable:

- one to plan for the future
- one to see if materials are relevant.
- one to see if the TLMs have been used properly.
- the user to find out if the TLMs are relevant and easy to understand.
- the user to ascertain the durability/long lasting nature of the TLMs.
- the user to establish the *suitability* of the TLMs.

KEY INFORMATION

- Once evaluation has taken place, it must be followed by the review of TLMs.
- TLMs must be evaluated to see if they are relevant to the needs of the trainees.
- If they are not relevant, determine what can be done to improve on them
- An evaluation is a record for future references

4.3   TYPES OF EVALUATION

Activity 4 c:

- In groups, brainstorm on the various types of methods that can be used in an Evaluation exercise.

TRAINER'S NOTE

- Evaluation can be done orally or in written format
- It can also be done on a standard format
- Open-ended questions can be used
- Possible answers can be suggested
- An example of a standard format is added as a fact sheet

KEY INFORMATION

- There are many types of evaluation
- Most of them are specific to particular situations
- It is important for the trainees to establish a relevant evaluation method for TLMs
- An evaluation is only appreciated when the recommendations are acted upon

4.4   STRATEGIES FOR USE IN EVALUATING AND REVIEWING TLMs

Activity 4 d:

- The trainer gives out different evaluation forms to the trainees. The trainees must decide whether the evaluation forms are relevant to the subject or activity being undertaken.

TRAINER'S NOTE:

- The evaluation method must be relevant.
- It should be exact and clear.
- The recommendations made must be implementable.
- The evaluation should have a way forward.
- It should indicate the activity being evaluated.

KEY INFORMATION

- A definition of strategy is given in unit 1.4

REFLECTION

- Reflect upon what you have studied in this unit and state why it is important to evaluate TLMs.

UNIT 5: DISTRIBUTION AND CARE OF TEACHING AND LEARNING MATERIALS

AIM: The aim of this unit is to enable trainees to take good care of their teaching and learning materials during distribution and at their various centres

EXPECTED LEARNING OUTCOMES

By the end of this unit, trainees should be able to:

- explain how to take care of their TLMs during distribution
- explain how to take care of their TLMs at their various centres
- devise/arrange good storage facilities for their TLMs
- discuss what can be done to ensure that their TLMs last longer

CONTENT SUMMARY

5.1   Care of TLMs during distribution
5.2   Care of TLMs at centres
5.3   Preparation of storage facilities for TLMs
5.4   Preventive measures in the care of TLMS

PROPOSED TRAINING STRATEGIES

The trainer can use any of the following strategies:

- Pair/group work
- Brainstorming
- Role plays
- Lecture methods
- Classroom presentation

PROPOSED DURATION FOR DELIVERY OF SESSION

The trainer can teach the lesson in sixty minutes

5.1   CARE OF TEACHING AND LEARNING MATERIALS DURING DISTRIBUTION

Activity 5 a:

- Using role play, distribute TLMs to various centres using different methods in order to show the importance of care.

TRAINER'S NOTE

Pay particular attention to the following items and factors:

- Covered vans/canopy/tent
- Boxes for TLMs
- Proper handling during distribution
- Security to avoid pilfering/stealing

KEY INFORMATION

- When distributing the TLMs, the distributors should ensure that the vehicles that are used are secure
- There should be proper handover of TLMs during distribution
- Handover records should be kept and made available to show who has received what
- Two copies of materials distribution records should be made, one for the distributor and other for the receiver/centre.

5.2   CARE OF TEACHING AND LEARNING MATERIALS AT CENTRES

Activity 5 b:

- Ask the trainees to explain, in small groups, the meaning of the concept of "Care of TLMs".
- Demand that they also explain how they normally take care of TLMs.

TRAINER'S NOTE

The trainer can include some of the following:

- Care is the precautionary measure taken before something happens
- Care of TLMs means looking after TLMs properly.
- Looking after TLMs could include the following
  - covering of books.
  - use of cupboards.
  - washing of hands before handling books.
  - avoiding putting marks in books.
  - avoiding use of books near or while handling food.
  - putting away TLMs after use.
  - correct storage of TLMs, e.g. upright or rolled up.
  - keeping TLMs away from sources of water, e.g. leaking roofs.

KEY INFORMATION

- TLMs make lessons lively and interesting; therefore, this asset must not be impaired by damage.
- TLMs ensure understanding of lessons.
- Trainees should always ensure that TLMs are mended/repaired when they are slightly torn/damaged.
- Trainees should always handle TLMs delicately.

5.3 PREPARATION OF STRORAGE FACILITIES FOR TEACHING AND LEARNING MATERIALS

> **Activity 5 c:**
>
> - In groups suggest storage facilities for the following : Books
>   : Kitchen Equipment
>   : Garden equipment

TRAINER'S NOTE

Remember the following suggestions concerning the storage of books, kitchen and garden equipment:

Books - trainees are expected to mention cupboards made out of timber or steel or locally available material
- the cupboards should have lockable doors and shelves
- the cupboards should be made from material that is long lasting/durable and easy to clean

Kitchen equipment - trainees are expected to suggest a storeroom
- shelves must be made for the storeroom
- shelves should be strong and made from material that is easy to clean.
- the door of the storeroom must be lockable
- the storeroom should have a window

Garden equipment - trainees are expected to suggest using a disused garage/garden shed
- they could build one where the above is not available
- shelves should be made for it

23

- the storage place shelves should be made of material that is easy to clean
- the garage or shed should have lockable doors

KEY INFORMATION

- TLMs should be stored properly to ensure that they last longer
- TLMs should always be put back in their storage places after every use
- Doors to the storage places should always be locked: cupboards, storerooms, garage/sheds
- There must be one person in charge of the storage places

5.4 PREVENTIVE MEASURES IN THE CARE OF TEACHING AND LEARNING MATERIALS

> **Activity 5 d:**
>
> - On activity sheets, explain the term **preventive measures** and suggest some ways you would ensure prevention of damage, and care of your TLMs.

TRAINER'S NOTE

Here are some examples of preventive measures:

- An action taken to prevent something bad from happening.
- Taking precautionary/protective measures to safeguard the TLMs.
- Taking quick action to prevent something from going from bad to worse.
- Ensuring that something lasts its intended life span.
- Therefore, the suggestions below constitute specific examples of preventive measures:
- security, i.e. lockable doors and secured windows
- keeping records of materials received and used
- ensuring proper accountability of all TLMs

KEY INFORMATION

- Trainees must realise that in order for their TLMs to last longer, they should look after them properly.
- When a TLM item has a crack or tear, it should be repaired as soon as possible "A stitch in time saves nine".
- Trainees also ought to know that TLMs should not be handled roughly/thrown about.
- TLMs must always be cleaned after use (if they need cleaning) before being put away.
- TLMs should be maintained regularly (if they need maintenance).

24

REFLECTION

Having completed this unit, can you think about the way you have previously handled TLMs. What would you do differently now?

MODULE TEST

This small test is, indeed, intended to find out how much the learners have learnt from their training:

1. You have covered the unit of Teaching and Learning Materials; can you explain what they are?

    Answer: Is provided under 1.1, key information of unit 1

2. The second unit was on Analysis and Choice of Teaching and Learning Materials. What is the most important thing you have learned from the unit?

    Answer: Trainees answer individually

3. In Distribution and Care of Teaching and Learning Materials. What is the most important thing you have learned from the unit.

    Answer: Is provided under unit 5.1 key information

4. From the unit on Evaluating and Reviewing TLM, why is it important to evaluate and review teaching and learning materials?

    Answer: Is provided in unit 5.2

LIST OF ACCOMPANYING FACT SHEETS

The Use of teaching and leaning materials

1. Teaching and learning materials are not a complete method of teaching but an aid to learning.

2. TLMs are not necessarily required in all lessons.

3. Too many aids in one lesson may distract attention from the main subject of the lesson and can take much of the trainee's time.

4. TLMs should be adapted to the understanding and level of the class.

5. TLMs should be relevant to the subject of the lesson.

6. Do not use pictures when trainees can see and handle the real things, e.g. a real leaf is better than pictures of a leaf.

7. Do not leave TLMs on display for too long. When the class loses interest in them, they will no longer serve their purpose.

8. Make new TLMs each year. This creates the trainer's interest and interest among the trainees.

GLOSSARY

1. Activity: the free and useful movement of learners or trainees engaged in a task. It involves the learners/trainees fully in the learning process rather than being passive where only the teacher is active. Activities allow learners to learn by doing, apply what they have learned and apply their own skills.

2. Appropriate: Suitable and fitting

3. Assessment: Finding out the strengths and/or weaknesses of the TLMs in order to improve upon them.

4. Developing TLMs: Making the teaching and learning materials

5. Evaluation: The process of assessing or measuring the goodness or effectiveness of the teaching and learning materials

6. Learner: A person who is taught

7. Learning: The process of acquiring knowledge and/or skills.

8. Learning Materials: The things, usually objects, which help the learner or trainee to learn effectively

9. Local Resources: The various objects, things and materials needed to make the teaching and learning materials

10. Planning: The process of putting or arranging your ideas or what you want to do in order

11. Pre-testing: Testing the goodness and/or effectiveness of the teaching and learning materials by using them in actual teaching and learning situations.

12. Resources: The various objects, things and materials needed to make the teaching and learning materials

13. Reviewing: Assessing and updating the TLMs

14. Session: One or two periods in which a topic or part of it is usually covered.

15. Target Group: People who are supposed to use the teaching and learning materials

16. Teaching Materials: Things, usually objects, which help the teacher or trainer to teach his/her lesson well.

17. Topic: Part of the subject, usually subdivided into sessions

18. Trainee: A person who is being trained

19. Trainer: One who trains another person

20. Training: The process of transferring or acquiring skills

21. Up-date: Same as Reviewing but includes putting in or writing new ideas and dates

22. User: The one who is supposed to use the teaching and learning materials (same as Target Group)

23. Visual aid: Anything which helps people learn through seeing

27

24.   Work plan: The listing of planned activities in a step-by-step plan, showing the order of doing the activity and by whom.

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