LEARNING MATERIALS EVALUATION AND ADAPTATION

by:

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The rapid growth, modernization, and the number of teaching and learning materials available everywhere and in different forms, teaching has been an outlet of exploration and pedagogic experiences to the learners. Also, commercially produced materials can be valuable language learning resources. Evaluating and adapting activities found in the learning materials can increase their potential for learning and allowing learners to engage in a more complex task.

Aside from the resources that we can easily access through the Internet and teaching materials that are digitally provided, we are flooded by tangible sources like periodicals, reference books and textbooks as well. Through evaluating the content and structure, we can discuss if the resources are aligned with the standard of the curriculum.

Our curriculum never hinders us to make some innovations if needed. We can have developed modules in the different educational portals that can give us ideas on how to combine these resources to other materials to become adaptive with the various types of learners that we have. Can we consider the age, gender sensitivity, language and the cultural influence of our resources?

Tomlinson (2003: 15) defined materials evaluation as a process that involves measuring the value or potential value of a set of learning materials to be used by the learners in the classroom setting. Therefore, these learning materials should be aligned with existing curriculum including its content, structure as well the activities and strategies suggested to help both the teachers and the learners. The evaluation mainly focuses on the needs of the users of the materials, particularly the learners and makes subjective judgments about their effect. In the school setup, group of subject teachers
could initiate in the evaluation. The aim is to provide efficient tasks and materials for the learners.

In addition, as mentioned by Dickinson, teaching approaches that are based on the teaching principles must be considered before evaluating materials intended for learning to sustain the needs of the particular learners. The learning-centered perspective discussed in this study supported teaching and learning through tasks that help create the required demands in learning that depends with the participation of the learners and the facilitator. In the process of evaluating the materials and resources, it is revealed that although they were based on a teacher-centered approach they could be adapted to make them more suitable for a learner-centered classroom that focuses on individual learning through giving independent tasks and activities.

Based from my personal experiences, availability, appropriateness and the efficiency are my top three characteristics in choosing the appropriate materials for my students. Teaching Science would be a challenge to make my students understand learnings that are beyond general Science. Effective and appropriate materials will help us in resolving this challenge. This, brought an efficient way of teaching. Chosen activities are also being considered.

The adaptation of activities that are provided in the modules of the learners, assisted by the instructions in the teacher’s manual could still engage the students with the tasks with clear learning goals. Teachers can also provide young learners the enhance opportunities for language learning. As Dickinson (2010) stated that knowing the language could help both teachers and students in all areas of learning. Therefore, teachers should also check the language used in the resources and they have to make sure that all learning materials are evaluated to ensure its content and competencies so that students can learn within the standard of the curriculum.
References:
