MODULES VS TEXTBOOKS:
WHERE DOES THE DIFFERENCE LIE?

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The best efforts of the academic workforce in our society are now directed towards developing learning modules that students may use in pursuing education under community quarantine restrictions. All subject areas were provided with learning modules that are drawn from the most essential learning competencies of MELC.

The MELC is a compendium of objectives and learning competencies that are deemed vital towards the development of skills and gaining knowledge of learners. From the list of academic competencies that teachers use as guide with their daily lessons, experts chose those that are deemed most important and may be development on their own without reliance to pre requisites. Out of these weeded out competencies, the list of most essential and most valuable competencies were generated. Learning modules that are locally developed are using the MELC as the basis for lesson development.

But the MELC are also available on textbooks previously produced during the times that the pandemic has not yet struck the whole world. This means that the objective found in the MELC are also the same objectives found in the full length textbooks of students. Does this mean that the textbook can substitute the learning modules of the student in performing remote learning?

Though the text book may prove to be valuable in the process of skills and knowledge development, it is not well suited for independent learning styles. There are differences between the textbook and the learning modules. And these differences are highly dependent on the purpose these repositories of knowledge.
The textbook is a full length discussions of the topic that gives great details on the subject being discussed. Discussions found in textbooks require further elaboration on the part of the teacher. It is focused more on the presentation of facts, information and data pertinent to a specific topic or lessons. Textbooks may have activities at the end of each unit or chapters but these tests are pegged primarily on the knowledge acquisition of the learners.

Learning modules, on the other hand, are more activity driven and student centered. Modules focus more on the attainment of the objectives rather than the acquisition of knowledge. Modules are developed having self-paced progress outcome in mind. This means that the modules may cater a variety of learning mastery from the fast learners to the below average. Modules have more activities and possesses clear cut direction that are suitable for independent studying.

Though the textbook does not diminish its value towards providing knowledge but its suitability towards remote learning that leans heavily to independent learning is decreased. Modules provide a better learning opportunity if the nature of classes are closely inclined towards alternative learning modality.

References: