SELECTION AND USE OF INSTRUCTIONAL MATERIALS-
ENHANCING THE EFFECTIVENESS OF TEACHING STRATEGY

by:
Bernadeth S. Mañalac
Master Teacher I, Jose C. Payumo Jr. Memorial High School

The use of a variety of tools is a “come-on” in the teaching strategy, every material used by the teacher is especially designed to provide the learners to cooperative, collaborative and independent learning of the target themes, concepts and competencies that will develop the readiness of the learners to become a 21st-Century real life-based skills.

Rose, Collin (1999) stated that education must serve society as an instrument for fostering the creation, advancement and dissemination of knowledge and the use of instructional materials nurturing through new ways of learning where both the thinking and the learning must be equal to the challenges and opportunities of the unfolding global village: visionary, dynamic, creative, liberating and transformative.

Knowing the significance of this, all instructional materials must be suited to teachers’ objectives. How it will be accomplished needs the creativeness of a teacher. It must offer opportunities among learners to engaged in varied, interesting, motivating, challenging and meaningful tasks that will develop the learners’ skills and will lead in them meaningful life.

Anything less would be a disservice to our students, anything less would be a failure of education, “Empires of the future are empires of the mind”, predicted by Winston Churchill several decades ago, as quoted by Alvin Toffler in his book “Power shift,” (2001), thus, the expectations in line of strategies and instructional materials
provided by a teacher must foster the creation, advancement and dissemination of knowledge that cultivates the higher-level of every learners transfer of learning.

The call therefore, among teachers is to provide learning instructional and instructional materials that are holistically moulding the learning process of every learner. The methodologies, aids and tools equipped with teachers’ instructional material must enable learners’ fullest potential develop.

The approaches teachers may use in preparation, creation and utilization of his/her instructional materials must not only focus on notions that may limit the capacity of his/her student because of too many limited reasons and hindrances that occur in his/her work place but on the principles prescribing the direction and the value content of education as a means for preparing our students for meaningful and effective participation in the “Empires of the future”, where each learner will enable to attain the fullest realization of their potentials and their dreams.

References: