SOME INSIGHTS ON THE ACCEPTABILITY OF TEACHER-MADE MODULE

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As educators are challenged with new instructional interventions, because of the COVID 19 pandemic and its effect to the education systems worldwide, different modalities and instructional materials to improve learning are being tested and utilized at present. The elearning, modular approach and TV/Radio based instruction dominate the education environment in the teaching-learning process. However, many schools simply proceed with the use and implementation of teacher-made modules, hoping against all odds that the promised results will be convincing. The teacher-made learning module is an organized collection of content presented together. A Learning Module is composed of a goal or a course objective, a subject, a concept, or a theme. Instructors can set a structured path through the content items using a storyboard or a set of dependencies; and finally, the assessment and the references. The modules must use the critical elements of mastery learning and proven effective teaching practices, and most importantly, the teacher-made modules must be submitted to the jurors who are known experts in the field to assess the modules. In the Division of Bataan, the Education Program Specialist (EPS) serve as the experts who can check the modules. These modules shall also serve as an innovation for teachers who made and produced it. Although some minor errors were found in the modules, but it shows that the modules are generally very satisfactory in terms of physical aspects, objectives, instructions, learning, and evaluative instrument of evaluators since there are no negative feedbacks that the teachers received. This points out that they're acceptable as a learning intervention. The evaluation paves the way to factors such as the modules are designed based on effective teaching practices that conforms the ideas which are: optimizing academic learning time, rewarding
achievement in appropriate ways, utilizing interactive teaching practices, holding and communicating high expectations for student performance, and selecting the appropriate unit of instruction. More than a teaching strategy, the modular approach also follows the mastery, develop a self-learning kit suited to the idiosyncrasies of unique learners.

References: