

# Tutorial letter 501/3/2015

## MATERIALS SELECTION, ADAPTATION, DEVELOPMENT AND EVALUATION

### ABT3625

DEPARTMENT OF ABET AND YOUTH  
DEVELOPMENT

**IMPORTANT INFORMATION:**

This tutorial letter contains important  
information about your module.

BAR CODE

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## 1. Introduction to the module

Welcome to the certificate course module for materials selection, adaptation, development and evaluation in the department of Adult Basic Education and Training (ABET) at Unisa. We hope you will enjoy this course and develop your knowledge and skills in preparing materials for your ABET learners.

This module is divided into **four** units, which supplement each other in some way. We believe that each unit should be seen as a coherent whole, standing alone and separate from other units. However the units are also integrated and linked to one another in some way and should be treated as such from an educational point of view. Each unit has a set of outcomes and assessment criteria, which implies that there is a particular way in which these are organised and delineated.

Pay particular attention to the specific learning outcomes and what you are expected to know, do and understand at the end of each unit. As a practising teacher, trainer and community developer you may find that what you learn from this module is actually what you may have come across in practice.

Briefly, the purpose of this module is to equip you, as an adult education specialist or facilitator, with information on how to select, adapt, design/develop and evaluate materials for teaching your adult learners. This module will also assist you in creating opportunities and spaces for the learners to explore experiences and discover their own learning through the use of different print media.

## 2. Intended outcomes for this module

This module is built on outcomes which specify the knowledge, skills and attitudes that you need to gain from this study guide. There are three types of outcome for this module:

- critical outcomes
- specific outcomes
- outcomes for each unit

## 3. Critical cross-field outcomes to which this module contributes

By the end of this module, you should be able to:

- Demonstrate an understanding of print as a medium in education and how adult learners experience print.
- Examine and develop criteria used for the evaluation of materials in various media.
- Demonstrate knowledge of the principles of using, adapting and preparing educational kits and packages.
- Demonstrate an ability to develop some simple materials.

## 4. Specific outcomes of the module

By the end of the module, you should be able to:

- List important characteristics of popular types of printed educational text.
- Describe and compare ways in which print has been used for educational purposes.

- Accurately use the basic terminology of the print medium.
- State questions and criteria that are used when evaluating educational materials, for example:
  - What specifications are provided?
  - Is the purpose clear?
  - What content is available?
  - What is the presentation and technical quality of the material?
  - Is the material readable?
  - Is the material likely to be effective in teaching?
  - What are the costs?
  - Will the material be easy to maintain?
  - Will samples of educational material used in literacy and ABET be evaluated?
- Outline basic principles involved in using and preparing educational kits and packages.
- Describe and discuss typical adaptations that can be made to materials.

## 5. Outcomes for each unit

The broad module outcomes have been broken down into more focused outcomes, which are stated at the beginning of each of the five units in this tutorial letter.

## 6. Structure of the tutorial letter

The tutorial letter comprises five units. Each unit has the following elements:

- Main themes
- A number of key questions which you should try to answer and engage with. Most of these questions will assist you to understand the content and context used in the study guide. They will also help you to understand the meaning of concepts and other terminology used in this module.
- A conclusion, which is used to summarise the key elements of the unit
- Activities (self-help activities). These activities will give you a chance to apply what you have learned from this module or any other programme that is familiar to you.

We have summarised the different areas/themes briefly in Table 1.

**TABLE 1**

<b>UNIT</b>	<b>THEME/AREA UNDER DISCUSSION</b>
<b>1</b>	Demonstrate an understanding of print as a medium in education and how adult learners experience print.
<b>2</b>	Examine and develop criteria used for the evaluation of materials in various media.
<b>3</b>	Demonstrate knowledge of the principles of using, adapting and preparing educational kits and packages.
<b>4</b>	Demonstrate the ability to develop some simple materials.

## 7. Planning your time

This module counts 12 credits, which means that you will have to spend at least 120 hours working on the module.

We suggest that you look through the module, and then plan your workload for each week using a calendar or diary.

Studying, working and managing a family at the same time is not easy. You can only excel in your studies when you manage your time effectively. Good study habits can help you make the best use of the limited time that you have. We therefore recommend that you create your study timetable and read and understand the contents and contexts that are used in the study guide.

Test your knowledge and understanding of the information covered in this study guide by working on the activities. They will help you to understand the content, and to acquire the skills you need for this module.

The purpose of these activities is to improve your writing skills, prepare you for assignments and examinations and encourage you to make notes suitable for revision purposes.

## 8. Study groups

You can make more of your studies by forming a study group with other learners from your workplace or your area, or even online using the myUnisa tool. This will make your studies more interesting and productive. In your study groups you can do many things together, for example discuss problems, ask questions and share ideas. Sometimes you will be invited to discuss a topic in your study group or with family or friends. Wherever possible, these discussions should be held in English. The purpose of these discussions is to exchange views and generate debate that will provide a context for the text to be studied.

We hope you will find this module both informative and useful.

Good luck!

Mrs S Matlabe

(with contributions from Dr P Blake and the ABET team)

## UNIT 1: UNDERSTANDING THE USE OF PRINT MEDIA IN EDUCATION

### Learning Outcomes:

At the end of this unit, students should be able to:

- Define the concept “print media” and how it is used for educating adult learners.
- Explain how adult learners experience print media.
- Outline the types of print media in education texts and their characteristics.
- Describe how terminology is used in print media.
- Compare different ways of using print media for educational purposes.

## 1.1 Introduction

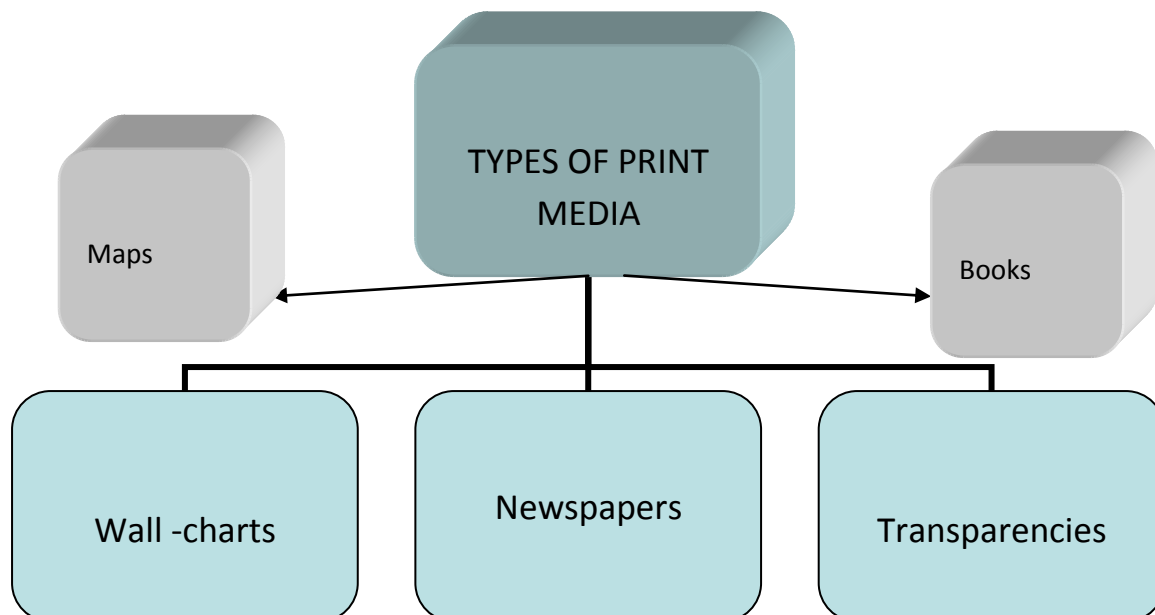
This unit starts with a definition of print media and how adult learners experience it. It also discusses different ways of using print media and their characteristics. The terminology which is used in print media is also highlighted and discussed in detail.

## 1.2 What is print media?

Print media can be defined as publications that are distributed in a printed form. The most commonly used print medium is paper. Print media can be used for teaching, informing and entertaining purposes, depending on the objectives of the lesson that are set by the adult education specialist or facilitator. Therefore, if print media is used to teach learners in a classroom, we can say that print media is used for teaching purposes. The same applies if print media is used for entertainment; the purpose of using the print media in that particular context will be for entertainment.

The following are different types of print media: maps, fashion magazines, catalogues, financial statements, newspapers, deposit slips, information pamphlets from hospitals, banks and universities etc., recipe books, application forms and so on.

The most widely used type of print media is the newspaper. South Africa has 20 daily and 13 weekly newspapers, making this print media readily available to most communities, ABET facilitators and learners.



Examples of newspapers in South Africa are: *The Daily Sun*, *The Citizen*, *The Pretoria News*, *The Times*, *City Press*, *The Mail and Guardian* and *The Sowetan*. There are also independent newspapers and community newspapers which are often free. Mother-tongue newspapers such as *Isolezwe* and *Ilanga* are particularly useful in mother-tongue literacy and numeracy classes.

## Activity

Read the case study below on how newspapers can be used in classes and answer the questions that follow.

Mrs Nkosi lives in a rural area in KwaZulu-Natal. She is on pension but her stipend from the Department of Education is not large and so she cannot afford expensive materials.

However, she tries to make her classes interesting by using different media, and her favourite is the newspaper *Isolezwe* which she buys twice a week. Her literacy learners become very excited when they are able to read the headlines of the newspaper.

Thandi comes bouncing into the classroom at the beginning of one lesson to announce that the Minister of Water Affairs is to visit the area the following week. She has just read the headlines of that day's paper in the small store.

**Below is one of the newspapers that are used by Mrs Nkosi**



1. In which lessons could Mrs Nkosi use a newspaper article on water?
2. Look at the following list of advantages of using newspapers as print media and tick (✓) the ones which would be appropriate for Mrs Nkosi's classes on the visit of the Minister of Water Affairs.

The advantages of using newspapers as print media in teaching ABET learners are that they:

- deal with current issues, i.e. what is happening here and now
- make learning fun
- are flexible and adaptable to all curriculum areas and grade levels
- close the gap between the classroom and the real world
- develop good reading habits that will last a lifetime



- can be posted on the wall where every learner can see them
- have something interesting to read for every learner, because they cover a variety of topics/subjects. The topics include sports, weather, jokes/comics and editorials.
- are a cost-effective way to teach and educate people
- contain simple, practical vocabulary
- contain clear, concise writing

Another good example of print media which is used widely for teaching purposes is the tutorial letter, such as the ones that lecturers prepare and send to Unisa students. Many open/distance learning universities depend on the use of tutorial letters for teaching and learning, since there is no physical contact between the lecturers and the students.

### 1.3 Different types of print media to be used for education purposes

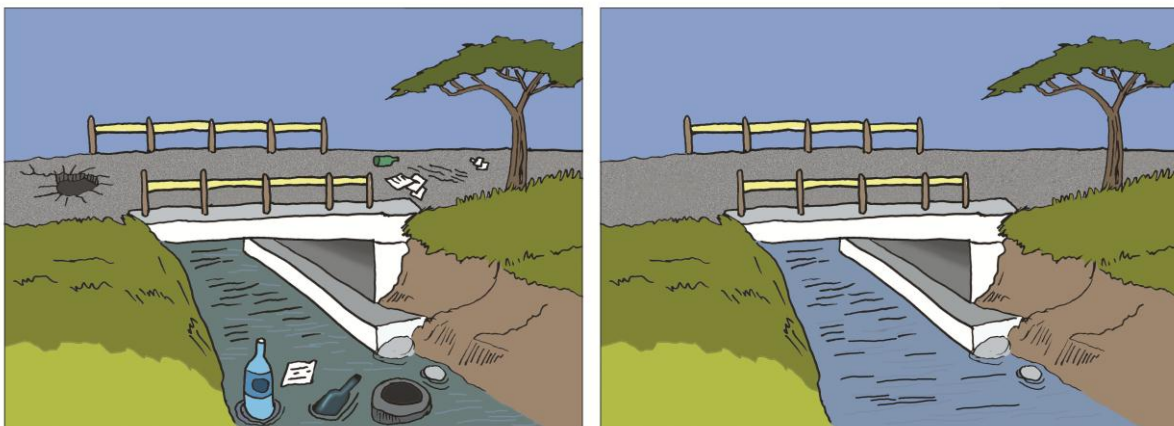
As a facilitator you can use any publications that are distributed in a printed form. Print media vary according to their specific purposes, for example the different topics that are covered in that particular medium. Some of the topics are sports, fashion, fitness, health, diet and so on.

Let's have a look at how Mrs Nkosi used the visit of the Minister of Water Affairs in her classes.

Mrs Nkosi used the newspaper article on the visit of the Minister of Water Affairs in a literacy reading class for Level 2. Her Level 3 learners wrote to the Ministry asking for information on clean water. They were sent leaflets and booklets which Mrs Nkosi was able to use in lessons on health. For her less literate learners in Level 1 Mrs Nkosi simplified the language of the leaflets and developed hand-outs for them to read and put in their portfolios. Some of the learners found pictures from old magazines to use. From these and from their own drawings, learners made posters to put on the walls of the classrooms and in shop windows, to make the community aware of health risks connected to unclean water and to advertise ways of conserving water.

#### Activity

Look at the two photos below.



1. Indicate the difference between the two pictures photos.

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2. Explain how you would use the photo above to teach your ABET learners a lesson on environment.

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3. Indicate a subject/topic that will be suitable for teaching by using one of the photos.

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4. Justify your reasons for choosing the photo in your answer to question 4.

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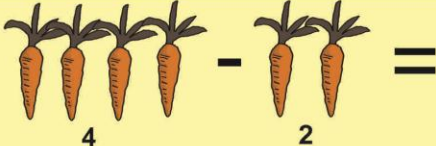
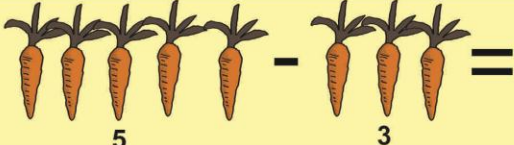
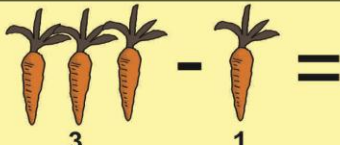
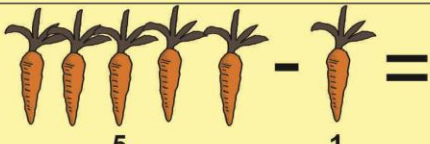
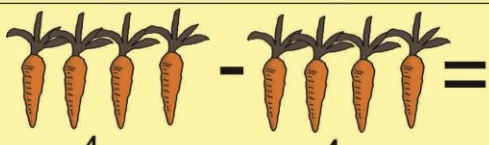
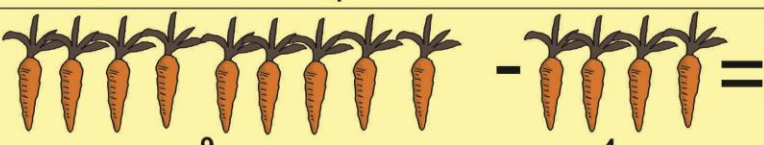
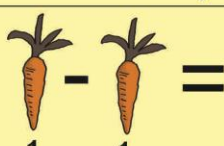


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**Case study**

Let's look at how Mrs Mfene can teach her learners, who are unable to read or count.

The visual below is clear and the images are big and easily understood.

SUM	ANSWER
	<p><b>2</b></p>
	
	
	
	
	
	

Look at the print item above and explain how you can use it in you class to teach subtraction to ABET learners.

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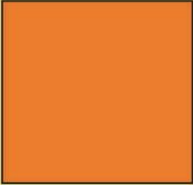

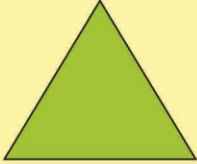
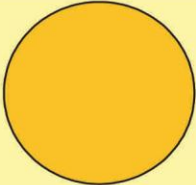
Use the information below to teach literacy in ABET level 3 in your ABET centre.

SUM	ANSWER
<p>4                      2</p>	<p><b>2</b></p>
<p>5                      3</p>	
<p>3                      1</p>	
<p>5                      1</p>	
<p>4                      4</p>	
<p>9                      4</p>	
<p>1                      1</p>	

Below is another print item that an ABET facilitator can use to teach shapes to ABET learners.

The advantage of using print items like this is that the images are clear and the facilitator has provided notes or details about the shapes next to each example. This kind of information can be hung on the classroom wall so that learners can read it and familiarise themselves with the information on the print item.

Let us assume that you are provided with the different shapes below.

SHAPE	NAME OF SHAPE	CHARACTERISTICS
	Square	This shape has 4 equal sides and 4 corners.  Each side is exactly the same length.
	Rectangle	This shape has 4 sides and 4 corners.  Two opposite sides are exactly the same length.
	Triangle	This shape has 3 sides and 3 corners.  All the sides are exactly the same length.
	Circle	This shape has no sides and corners.  It is round like a sun or ball.

1. How can you use the information on this print media to teach your ABET learners?

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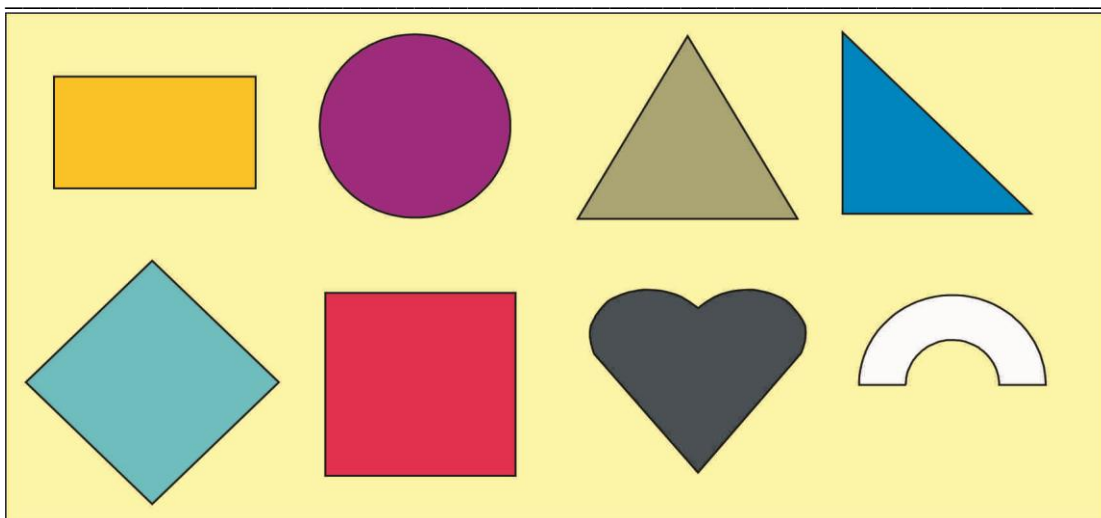
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2. How many different types of print media did Mrs Nkosi use?

There are many different types of print media that can be used to facilitate learning. Look around you in your home and your community at the many different types of print media and think about how you could use them in lessons.

Print media vary according to their purpose; the focus is different for different media. Men's and women's magazines focus on either women's or men's interests. Other magazines focus on sports, fashion, fitness, health, diet and so on. Many of these magazines can be used in different ways in different classes. Young learners and older learners will be interested in different topics.

Print media forms the backbone of lessons because it is so readily available. It helps learners to gain knowledge and skills and gives them practice in using their knowledge and skills in everyday life. The facilitator may choose to use print media for individual work (silent reading or answering questions), group work (discussion or roleplay) or working with the whole class in reading and discussion.

Many of the learners in Mrs Nkosi's class are grandmothers who are raising their grandchildren. They are eager to learn so that they can help the children with their homework. As their reading improves, the learners are able to read the instructions which their grandchildren bring home from school.

Print media materials are the centre of instruction in the classroom and influence the way lessons are taught. This is why it is important to understand that materials often have a hidden agenda. Read the material and look at the pictures carefully before you make your selection. Ask yourself what message they are trying to convey.

### Activity

Page through a women's magazine and look at the pictures.

1. What is the average age of the women pictured?
2. How many older women do you see?
3. What sort of figure do the fashion models have?
4. Think about what image of women the magazine is portraying. What sort of woman does it want us to think is beautiful? What is it saying about age?

The result of such images is that from a young age girls go on diet and wear what is thought of as "fashionable". Young women who do not fit the popular image become depressed and think of themselves as ugly. Older women try to look young because youth is fashionable, and some women spend their money on cosmetic surgery. Elderly women are often invisible in the magazines.

This is a simple example of how print media can affect society's values and an individual's self-image. The hidden agenda in print media can also affect the learner-facilitator relationship, if the media conveys a particular point of view in religion or politics to which all learners may not adhere.

Newspapers have their own agenda which focuses on news that will attract readers. Reading the same story in different newspapers will give you an idea of their different philosophies, whether they are for or against governments, liberal or conservative, or concerned merely with gossip.

### **Print media that can be used in education**

Different types of print media are discussed below in detail, where you will learn more about their terminology and characteristics.

Different types of media used specifically for educational purposes include: readers for different learning areas, numeracy books, assessment guides, notes, handouts, wall charts.

- **Learner packages or kits:**

Most NGOs and government departments provide learner kits or packages for the different ABET levels. These should cover all learning areas. They may consist of readers in African languages and English, numeracy exercise books and other learning areas.

- **Facilitators'/teachers' packages or kits:**

Teachers and facilitators receive their own package with instructions on how the material could be used. If you remember, Mrs Nkosi was very good at adapting material to the level and interest of her learners. The facilitator's packages should also be adapted where necessary to the needs of the learners.

- **Assessment guides:**

As learners progress it is important for learners to be able to evaluate themselves. Print media used in evaluation tasks can help individual learners to analyse and assess their achievement and find out where they need further help.

Assessment guides are used by an assessor or facilitator with the learner for the purpose of monitoring the learner's progress. They contain various questions (written, presentations, case studies etc.) to be used to assess the learner's knowledge and application of concepts.

- **Notes:**

There are times when you want to add clear explanations of some of the material you are using. Notes are sets of written material explaining various concepts, ideas and phenomena which are prepared by the teacher for the learner. Notes can be short, precise and simplified explanations of processes, systems and concepts as understood by the educator and the learner.

- **Handouts:**

These are materials specially designed for use in the classroom and home. They can be used for two reasons.

- Firstly, the information the facilitator has for a certain topic may need to be simplified. You will remember Mrs Nkosi simplified the information on water for her Level 1 learners.
- Secondly, the learner's packages will not contain all the information needed, particularly if the facilitator and learners are reacting to a situation in the classroom or community. You may want to create a lesson on human trafficking in your area. You would then develop a handout for both the learners and other interested community members.

Handouts can also be used to augment materials where there is a shortage of resources (e.g. the recent non-delivery of textbooks by the Department of Basic Education). The facilitator makes photocopies of excerpts from the textbook for all learners.

- **Posters and pictures:**

These are often used in literacy classes when learners begin to read. An interesting picture or poster can initiate conversation. From the conversation the educator will choose a simple sentence and write it up, reading the words out to the learners. This you will already know as the language experience approach.

Posters can also be used to convey a simple message. Health posters are often used to alert people about HIV/AIDS or other diseases, and can be used in the classroom to reinforce the lesson.

- **Cardboard strips:**

The educator/ facilitator/ language expert can begin by;

- i. Putting a picture on the wall.
- ii. Write a sentence on a cardboard strip which describe the picture on the wall.

***The print must be clear, and the letters large and bold.***

**To test the learner's understanding**, the educator cut the words in the card board strip and place them in a disorder.

In each of the above examples of print materials, a specific technique should be used to optimise their use. The context, the purpose of the lesson and the profile of learners/participants in a classroom determine the type and scope of materials to be used. Therefore it is very important for ABET educators or facilitators to prepare learning activities and supporting materials that will cover the needs of the learners. Let's see how

**Case study:**

One of Mrs Nkosi's learners has recently learnt that her sister has breast cancer. Mrs Nkosi decides that it would be good idea to alert all her learners to the importance of early diagnosis. To prepare for the lessons she goes first to the clinic to find out what material they have and to talk to the medical staff. She borrows posters from them and is given a set of leaflets.



However, there are not enough copies for all her learners. At home she studies the leaflets and decides that they are appropriate for her Level 3 learners.

Her next visit is to the library which entails a round trip of 20 kilometres by taxi. At the library she finds a few books which deal with cancer.

One in particular, which she borrows, has good clear illustrations. While in town she goes to an internet cafe where the owner helps her to look up breast cancer on the internet. He makes copies of relevant articles for her.

On her return home Mrs Nkosi spends time adapting some of the material by simplifying the words for her learners. She copies handouts for Level 1 and prepares questions for discussion in all the classes, which she writes down clearly. Now she is ready to develop her lesson plan.

If you are teaching a class of adult learners about cancer you have to use materials that are simplified. Materials that will capture the learner’s attention have illustrations, images or pictures. You can bring a wall chart to class showing the different stages of cancer. The language and terminology used during the lessons should be kept simple and to the level of the learners. The advantage of doing all the preparation listed above is that the learners will be able to understand your teaching and the content. The other important point to note is that in this example print media can be used to facilitate learning.

1. Can you think of other examples of print media apart from the ones discussed above?

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2. What newspapers are found in your province other than the ones mentioned above?

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3. Why do we use print media in our teaching?

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#### **1.4 Important points to consider when preparing materials for adult learners**

Materials used to teach adult learners in the classroom should be conceptualised to include and reflect on the learner’s experiences, knowledge, background and interests.

The materials used in teaching adult learners should be:

- authentic: that is accurate information

- interesting: make connections with learners' experience
- relevant: reflect the learners' needs and are in line with the learner's aims
- captivating: have attractive and interesting pictures and text
- informative: offer new facts or ideas

Using materials like these means that the teaching and learning will have an impact on the life of the learner; the skills the learner gains during the lesson will be used throughout his or her life to solve problems and to understand complicated matters better.

From the above you will realise that the teaching that was prepared by the facilitator is not only focused on the classroom situation. The advantage of using this approach is that learners become interested in the subject matter because they can relate to some of the issues using their own experiences and knowledge. Again, they can use the information or skills gained during this period to solve problems in future and outside the classroom. Mrs Nkosi is well aware of the importance of this as she prepares her next lesson on the environment.

**Example of lesson planning: Developing a lesson about greening the environment using the bullet points above**

When teaching about the need to save our environment, use examples that are realistic and discuss the impact that the environment has on us. Link all the information to the topic under discussion and be honest about what will happen to our environment if we neglect or destroy it. You can do this by telling a story about the future of our planet.

1. Interest the learners by beginning with the learners' context.

- In Mrs Nkosi's class learners are concerned about clean water and also about dirt roads, which are hazardous when it rains and dusty in the dry season. Mrs Nkosi will use the printed material she has collected to focus on these aspects before considering the wider implications. Materials could come from government or NGOs such as Trees for Africa.
- In a township there will be other environmental concerns such as litter or pollution. Mrs Nkosi can also explain to learners the many reasons why it is important to have a vegetable garden.

**Activity**

1. Look at the picture below, and explain how you can use it in teaching your ABET learners about the environment. Remember that your lesson should be convincing, otherwise learners will not pay attention to you.



3. Look at the two photos below and explain the steps which are involved in preparing a vegetable garden.



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4. Explain in detail what happens if the garden is not taken care of.

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5. Authenticity –here we refer to ; validity, truth accurate facts in the story.

If you are using newspaper articles, make sure the facts are correct. For example, there is an on-going debate about global warming and different groups give different facts. Which facts are correct? You should also make sure you know the difference between fact (something that can be proved or demonstrated) and opinion (what someone believes or thinks).

Let us assume that you are working as an ABET facilitator at Madi adult learning centre teaching life orientation. Explain how you could you make a lesson about an the environment captivating and interesting?

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You will notice that in our case studies we have described lessons which relate to the learners’ lives. We begin with what they know and build new knowledge onto this. These lessons are thus useful to the learners in their daily lives as well as being educative in the classroom. At the same time as the learners are attending classes in literacy, numeracy, and other learning areas, they are able to make use of the information outside of the classroom. Adult learners want to apply what they have learned to real-life situations. This results in greater motivation to continue learning.

**Activity**  
**Planning a lesson for adult learners**

Design a lesson plan that you will hand in to your HOD. Your lesson plan must be structured and must include the following:

- The learning area/subject. Examples of learning areas/subjects are Language, Mathematics, Life Orientation, etc.
- The topic of your lesson, for example HIV/AIDS.
- The duration of your lesson. For example, you might decide that you want your lesson to be one hour or two hours long.
- The specific outcomes of the lesson. For this lesson you need to have **two** specific outcomes. The specific outcomes tell us what competence or ability a learner should demonstrate in a particular learning area. The specific outcomes must contain an action word, e.g. demonstrate, identify, etc.

**Examples of specific outcomes:**

1. **Demonstrate** the ability to use interpersonal communication skills to enhance awareness of HIV/AIDS .
2. **Define** the difference between HIV and AIDS.
3. **Describe** myths and misconceptions related to HIV/AIDS discrimination.
4. **Identify** factors that contribute to the spread of HIV.

(Action words are written in bold).

- The critical cross-field outcomes of the lesson. For this lesson you need to have two critical cross-field outcomes. Critical cross-field outcomes are outcomes taught indirectly through the learning process.

**Examples of critical cross-field outcomes:**

1. Working together as a team or group
2. Solving problems

- The introduction of your lesson. This must be exciting so as to grab the attention of your learners.

Read the guidelines above; Write a lesson plan and include all the aspects that are discussed above.

We have discussed the importance of planning a lesson, and we have looked at the important aspect that should be included in a lesson plan.

The following section will look at how print media can be used as a source of information. Below is an article that illustrates how print media can be used as a source of information. This article teaches people skills on how to save their money during the Christmas season.

**Tips on how to enjoy the Christmas season and still save as a group**

Some people are good at saving money only when there are other people involved. And instead of sharing the money among yourselves, buy groceries as a group, as this will enable you to use your December salary in the New Year.

**Buy second-hand clothes**

Visit second-hand shops that sell used, quality clothes. T-shirts, sweaters, jeans and coats can be bought at these shops.

**Lay-by**

Instead of spending your hard-earned cash on clothes and school uniforms for children, ask for them to be put on lay-by and pay off the amount gradually, so that when December comes around you will still have money at your disposal instead of spending it all at once on these purchases. In winter, summer clothes tend to go on sale. Children grow quickly, so make sure that you buy one size bigger.

**Observe the time of sales/special offers**

A good method of saving money is to wait until the shops have marked their clothes/products down before buying. This usually is done after winter and in January.

Move Magazine, 12 October 2011

1. What is the purpose of using print media like the article above?

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2. Write a brief summary of the information given in the article above.

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3. How do you classify the information in the article above? Does it inform, entertain or educate?

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4. Discuss three advantages of using print media.

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5. Describe at least five characteristics of print media.

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Look at the following table and add other examples that you know.

No	PRINT MEDIA	CHARACTERISTICS
1	Newspaper written in English.	It gives in-depth views about events which are taking place globally. The main aim is to share information with a wide audience.
2	Tutorial Letter	The focus of the content is on the outcomes of the curriculum.
3	Study Guide	Its main focus is on guiding learners on how to articulate their opinions.
4		
5		
6		
7		

6. Discuss how print media is experienced by adult learners.

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7. Explain in detail how each of the print media listed above can be used in promoting learning in an ABET centre

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8. What do we mean by the concept “authentic materials”?

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**For example**

When we use real-life, truthful discussions and terminology, we are being authentic. There are many different ways of using print media materials when teaching adult learners.

The print media materials can be designed such that it is used inside and outside the ABET centres or classrooms.

What does this mean?

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Possible answers to the above question:

**Inside the classroom**

- Inside the classroom learners will learn to argue their facts in a clear and logical manner.
- They will be taught about their basic rights as consumers.

**Outside the classroom**

- Learners can use their letter writing skills whenever necessary in their lives, eg for job applications and so on. This type of skill cannot be kept in the classroom.
- Learners will be able to read advertisements for jobs and other important notices

What do we mean by using materials inside and outside the classroom?

This means that the teaching and learning will have an impact on the life of the learner; the skills learned during the classroom contact with the facilitator will be used throughout the adult learner's life. The skills received during the lesson will be used in future to solve problems and to understand complicated matters better.

Therefore, if we look at the above explanation you will realise that the lesson/teaching that the facilitator prepared is not only focussed in the classroom situation only, i.e. to achieve the outcome of the lesson plan. The advantage of using this approach is that learners become interested in the subject matter; because they can relate to some of the issues using their own experiences and knowledge. They can also use the information or skills gained during this period as a lifelong skill.

Print media materials can be used to focus only on the activities to be done in the classroom.

The disadvantage of this approach is that the adult learners are unable to master skills that they can apply in their immediate or future use, i.e. in solving problems that they come across in their real-life situations.

For example:

It makes sense to teach adult learners about completing a form by using a real one (see Figure 1.1 Motor vehicle registration form) than to use theoretical and unrelated concepts. Adult learners want to apply what they have learnt to a real-life situation or problem. Print allows us to also be practical than being theoretical only.

If you use an approach which the learners cannot use in a real-life situation, it can create problems. Some learners might find your approach boring; this might decrease their level of concentration in class. This may also result in absenteeism because the adult learners will not see the relevancy of attending classes.

Therefore, it is very important for adult educators and facilitators to be able to select materials which will add value to the learner's life and development.

Let us look at the different ways in which the print media can be used in the classroom.

Read the two scenarios below and answer the question which follows:

Example 1:

Figure 1.1 Motor vehicle registration form

### Vehicle Bill of Sale

For the Exact Sales Amount indicated below, I the Seller do hereby sell and transfer ownership of the Vehicle described below to the Buyer, acknowledge full receipt of payment, certify that I have the authority to sell it, warrant the Vehicle to be free of any liens or encumbrances, and certify that all information given is true and correct to the best of my knowledge.

**Vehicle Information**

VEHICLE IDENTIFICATION NUMBER (VIN#)		ENGINE NUMBER (if applicable)	LICENSE PLATE#
YEAR	MAKE	MODEL	BODY STYLE (2 Dr., 4 Dr., etc)
ODOMETER READING (Miles)		SALE DATE	EXACT SALES AMOUNT \$ (USD)

**Conditions and Warranty**

The Seller has no knowledge of any hidden defects in and to the Vehicle, and believes to the best of the Seller's knowledge that the Vehicle is being sold in good operating condition "AS-IS", meaning that there is no warranty for any defects and that all repairs are the responsibility of the Buyer.

Seller allows the Buyer \_\_\_\_\_ days to have the Vehicle inspected by an independent mechanic, and agrees to cancel the sale if the inspection is unsatisfactory to the Buyer.

**Odometer Discloser Statement**

Federal and state law requires the Seller of the Vehicle to state the odometer mileage upon the transfer of ownership. Failure to complete or a false statement may result in fines and/or imprisonment.

I the Seller hereby certify to the best of my knowledge that the ODOMETER READING listed under the Vehicle information above was not altered, set back, or disconnected while in the Seller's possession, and the Seller has no knowledge of anyone doing so, and is (check one of the following):

- THE ACTUAL MILEAGE
- MILEAGE IN EXCESS OF MECHANICAL LIMITS
- NOT THE ACTUAL MILEAGE. WARNING! ODOMETER DISCREPANCY

SELLER'S SIGNATURE X	SELLER'S PRINTED NAME	DATE	
SELLER'S ADDRESS	CITY	STATE	ZIP

BUYER'S SIGNATURE X	BUYER'S PRINTED NAME	DATE	
BUYER'S ADDRESS	CITY	STATE	ZIP

SWORN TO AND SUBSCRIBED BEFORE ME, this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
NOTARY PUBLIC

Contact your state's motor vehicle department to find out if there are special requirements for the sale and transfer of your vehicle.

Remember these are the questions that you have to ask yourself when preparing and selecting materials to be used in the classroom.

Example 2 Below is another example of good print media that you can use to teach adults.

## **EXAMPLE 2**

STI - Sexually transmitted diseases  
Infections  
HIV

### **What is HIV?**

HIV (Human Immunodeficiency Virus) is the virus that causes AIDS (Acquired Immunodeficiency Syndrome). HIV attacks your body's immune system leaving it unable to fight certain infections e.g. tuberculosis. People with healthy immune systems can fight these infections off; people with HIV may not be able to. When a person has HIV and becomes sick from one or more of these infections, they have AIDS. A person with HIV may not develop AIDS for many years.

### **How do you get it?**

You can only get HIV by having the virus enter your bloodstream. The virus can be found in and transmitted through blood, semen, vaginal fluid or breast milk. You can get HIV by having unprotected sex (vaginal, anal or oral), by sharing needles or other drug use equipment (cookers, water, filters, etc.) and razors or toothbrushes that have blood on them. If you are female you can pass the virus on to your baby during pregnancy or while breast feeding. HIV CANNOT be passed on through casual contact such as hugging, kissing, shaking hands, sharing food or toilet seats.

### **How can you tell if you have it?**

You can have HIV and not know it because you may have no symptoms for many years. You may develop a mild flu, 2-4 weeks after becoming infected. If you had risky behaviour as listed above you many want to get tested. It is important to wait for 12 weeks after your last risky behaviour or the test may not be accurate. Remember, you could still pass on the virus to someone else without knowing you have it.

### **How do you get tested?**

You can get a special blood test. When you have sex with someone, you are having sex with everyone they have had sex with; and everyone they have had sex with; and so on, and so on, and so on.

Adapted from <http://www.phac-aspc.gc.ca/publicat/std-mts/hiv-eng.php> accessed 15 October 2011

### 1.5 Characteristics of print media

No	PRINT MEDIA	CHARACTERISTICS
1	Newspaper written in English It gives in-depth views about invents which are taking place globally.	Their main aim is to share information with a larger and wider audience.
2	Tutorial letter	The focus of the content will be based on the outcomes of the curriculum.
3	Study guide	Its main focus will be on guiding learners on how to articulate their opinions.

Complete the table above (think of other ideas that you find important about print media).

The following section will be mainly practical exercises, try to pay attention to the content, language and the message that is being communicated.

### 1.6 Summary There are three main purposes that print media can serve.

- The print media can teach,
- entertain and
- report about things which are happening in the global village that we live in.

Therefore, we can conclude that print media is informative, educational and entertaining in its nature. It is also important for adult education educators or facilitators to consider their learners needs and background when choosing and preparing materials. There are number of things that should be considered when selecting and preparing print media for teaching purposes.

Materials often carry hidden agendas, when wrong selection is done it can result in unintended outcomes of learning and negative attitudes in the class.

**ASSESSMENT ACTIVITIES**

Can you think of other newspapers that are found in your province or area that are not mentioned above?

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Discuss how print media is experienced by adult learners.

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What does the word 'authentic' mean?

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**SCENARIO 1**

Learners are taught about different types of corruption which exist in each and every society. The facilitator does not bring different news articles about this matter. At the beginning of the lesson learners are advised that in order for them to pass the final examination they have to know at least two different types of corruption.

**SCENARIO 2**

If learners are concerned about corruption in their country, church or community, the facilitator may decide to bring various newspaper articles, magazines and any other materials concerning the issue of corruption to the classroom. This will be done in order to teach learners about corruption and the impact it has on the economy of the country. The facilitator may encourage learners to write letters reporting corruption to their nearest police station. The letters will only report about corruption that is taking place in their communities, churches and so on.

The facilitator can also urge learners to debate the challenges which are brought by corruption and come up with solutions to end this catastrophe.

Discuss what impact each approach will have on the learning skills of the adult learner. Write your answer inside the table.

<b>SCENARIO 1</b>	<b>SCENARIO 2</b>
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What type of learning will take place in each scenario?

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Can the learning be described as strictly classroom based or lifelong-learning?

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List the different types of print media that a facilitator uses when teaching adult learners in ABET centres?

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What information do you think is of importance and it was not captured in this unit?

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What did you learn in this unit?

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What information do you think is of importance and it was not captured in this unit?

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What did you learn in this unit?

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## **UNIT 2: CRITERIA FOR EVALUATING MATERIAL USED IN THE PRINT MEDIA**

### **Learning outcomes**

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

- Outline the criteria and questions for evaluating educational materials.
- Provide reasons why education reading materials should be evaluated.
- Evaluate samples of educational materials used in literacy teaching and ABET.

### **2.1 Introduction**

In this unit we look at the evaluation of materials used in teaching adults. We discuss criteria and questions to be considered when evaluating materials, and evaluate examples of different items used as educational materials.

### **2.2 Criteria and questions for evaluating educational materials**

A great variety of materials are used for teaching and sharing information. You need to be certain of their effect and relevance and evaluate them carefully, taking into consideration the following:

- relevance
- effectiveness
- level (complexity)
- content (sufficient? lacking?)
- alignment of content with the learning goals
- content alignment with the National Framework Qualification (NQF) requirements
- compliance with the standard required and/or requirements of the curriculum

### **Case study**

Mrs Masemola teaches a Level 3 class in the township of Mamelodi. Most of her learners are domestic workers in Pretoria. This means they have to take a taxi to work and do not return until after six o'clock at night. Most of them are bringing up children on their own. When they come to the centre they are tired and it is important

that the classes are interesting, so Miss Masemola spends a lot of time choosing the right materials for the class.

It is the beginning of August and the class have planned a trip to the Union Buildings to celebrate Women’s Day. Mrs Masemola decides that she will focus on women for the whole month in her lessons.

**Activity**

Look at the table below and fill in examples of printed materials she could use for the different topics. Add topics of your own in the blank spaces.

Remember this is a language class and there should be opportunities for learners to communicate with one other, as well as reading and writing. The learners can also create their own materials as well as looking at the ones provided.

<b>Women’s work</b>	
<b>Women’s rights</b>	
<b>Child care</b>	
<b>Funeral clubs</b>	

1. Were your suggestions relevant to women living in a township?

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2. Did they take into account the learning goals of an English lesson?

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3. Did you think of any forms that Mrs Masemola might use in her lesson, for example child care grants, housing, work contracts?

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In addition to the above points, it is very important for the “specialist” to select materials using the concept “how adults learn”; that is, they reflect the theory of adult learning.

When evaluating materials, consider the following:

- using the reservoir of knowledge that learners bring into the classrooms
- recognising prior knowledge and experiences of the learners
- accommodating different learning styles
- promoting active learning



How does Mrs Masemola evaluate the material she uses?

### Activity

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After the trip to the Union Buildings, Mrs Masemola wanted to build on the experience. They had heard the President and others speak of the plight of women. The following day she found a report in *The Star* newspaper which she decided to use it for her class.

Read the report below and consider whether it would be good print material to use.

#### **THE STAR AFRICA EDITION FRIDAY AUGUST 10, 2012**

Zuma wants women to feel safe in the streets, day or night. President Jacob Zuma has enjoined the nation to unite against the “hooligans who attack and sexually assault women and girls.”

He was delivering his annual Women’s Day address on the lawns of the Union Buildings yesterday where the strains of *Malibongwe Igama Lamakhosikazi* (praise be to women) rang out across the capital and across the country.

The enactment of the Domestic Violence Act was an important milestone, Zuma said, urging SA’s women to “use this law to protect themselves.”

He said the recently reported rape of a 94-year-old woman, who was the same age as Nelson Mandela, represented a “sickness in our society that must be nipped in the bud.”

Zuma touched on topics from domestic violence and sexual assault to gender parity in the private sector.

Shanty Aboobaker  
Political Bureau

Below is a picture showing four people carrying a banner.

Look at the banner above and create your own story, which aims at teaching your ABET learners and the community at large.

Remember not to promote hidden agendas which may result in racism and stereotyping of other population groups.



What is the main message in your story?

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Answer the following questions:

1. Does the article above use the knowledge that learners already have?
2. Does it recognise prior knowledge and experience?
3. Does it promote active learning?
4. How could Mrs Masemola use it to accommodate different learning styles?
5. What other print material could she use to support the article?

Let us look at an example which illustrates the scope to be covered by a checklist that educators use to prepare their lessons.

**This is my checklist (author's self-evaluation checklist): ODL learning materials**

The aim of this checklist is to determine the extent to which the enclosed learning package fulfils the requirements of SAQA / NQF, HEQC criteria and ODL principles such as outcomes, assessment criteria, and tuition policy and so on.

**College/school**  
 Responsible lecturer  
 Contact details  
 Date received by ICDL  
**Name of reviewer**  
 Contact details  
 Type/nature of materials  
 New \_ Old \_ Tut letter/No  
 Course/subject code  
 Signature  
 Date

**Key:** Yes, No, Not provided for [NPF], Not applicable [NA].

Please place a tick ✓ in the relevant block.

- 1 Has the module form been completed for this course/module?
- 2 Are the learning outcomes related to the purpose of the qualification?
- 3 Are the learning outcomes "smart", i.e. phrased correctly?
- 4 Are the business outcomes pitched at the right level according to the level descriptors?
- 5 Does the content match or link up with the learning outcomes?
- 6 Does the study guide reflect standards of the industry and/or professional bodies?  
Are there practical examples, cases studies and opportunities for reflection?
- 7 Are there activities and are they linked to the specific outcomes and assessment criteria?
- 8 Are there suggested (guidance) for the activities?
- 9 Do the activities cater for the different diversities and preferred learning styles?
- 10 Does the guide provide adequate examples for effective learning?
- 11 Are there functional introduction and function summaries for each unit/section?
- 12 Has the study guide been written in a personal and friendly manner (user-friendly)?
- 13 Have concept map, advance organiser and other diagrams been included to help students orientate themselves in terms of the content and to assimilate the content?
- 14 Are the graphs, illustrations and diagrams labelled and are they relevant and effective?
- 15 Are the icons functional?
- 16 Have they been used appropriate?
- 17 Are the fonts, headings and numbering appropriate?
- 18 Has the content been personalised so as to help the learners relate to the workplace and develop applied competence?
- 19 Has the content been personalised so as to help the students relate to the workplace and develop applied competence?
- 20 Does the course / module / unit accommodate diversity issues, e.g. gender, race and cultural grouping?
- 21 Does the curriculum and content assist in the contextualisation of the concept "Africanisation"?

**Activity**

Spend five minutes on this activity.

Read the checklist below it gives a number of things that an educator should consider and reflect on when preparing materials for adults.

List the items and indicate the ones you use the most as your checklist in your class.

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<b>Author's self-evaluation checklist: ODL learning materials</b>					
College/school					
Responsible lecturer					
Contact details					
Date received by ICDL					
Name of reviewer					
Contact details					
Type/nature of materials					
New _ Old _ Tut letter/No					
Course/subject code					
Signature					
Date					
Key: Yes, No, Not provided for [NPF], Not applicable [NA]. <b>Please place a tick ✓ in the relevant block.</b>		<b>Yes</b>	<b>No</b>	<b>NPF</b>	<b>NA</b>
1 Has the module form been completed for this course/module? 2 Are the learning outcomes related to the purpose of the qualification? 3 Are the learning outcomes “smart”, i.e. phrased correctly? 4 Are the business outcomes pitched at the right level according to the level descriptors? 5 Does the content match or link up with the learning outcomes? 6 Does the study guide reflect standards of the industry and/or professional bodies? Are there practical examples, cases studies and opportunities for reflection? 7 Are there activities and are they linked to the specific outcomes and assessment criteria? 8 Are there suggested (guidance) for the activities? 9 Do the activities cater for the different diversities and preferred learning styles? 10 Does the guide provide adequate examples for effective learning? 11 Are there functional introduction and function summaries for each unit/section? 12 Has the study guide been written in a personal and friendly manner (user- friendly)?					

13 Have concept map, advance organiser and other diagrams been included to help students orientate themselves in terms of the content and to assimilate the content?				
14 Are the graphs, illustrations and diagrams labelled and are they relevant and effective?				
15 Are the icons functional?				
16 Have they been used appropriate?				
17 Are the fonts, headings and numbering appropriate?				
18 Has the content been personalised so as to help the learners relate to the workplace and develop applied competence?				
19 Has the content been personalised so as to help the students relate to the workplace and develop applied competence?				
20 Does the course/module/unit accommodate diversity issues, e.g. gender, race and cultural grouping?				
21 Does the curriculum and content assist in the contextualisation of the concept "Africanisation"?				

### 2.3 Reasons for evaluating material

Let us start by defining the concept "evaluation". Evaluation in education can be defined as the process of finding out whether, or to what extent, the materials used achieved the aims and objectives (outcomes) of a learning programme.

When doing evaluation, you need to ask yourself a lot of questions; get information; and revisit the first question until you are satisfied with your choice. An example of a question could be: What materials should be used in class and why? You must continue asking yourself such questions in order to make a good choice of materials.

#### *When to evaluate?*

Evaluation can be conducted during each phase of the design and development process, during the post-development stage, when students are using the materials for the first time, or as part of a review of a course or programme.

#### *Why evaluate?*

Educators should evaluate their materials before going to class to check:

- how well the materials are aligned to the intended learning outcomes and how well they support learners in achieving these outcomes
- if the educators' educational objectives have been achieved
- if the content of the material is relevant
- if the materials meet the stated outcomes which are stipulated in the syllabus, programme or module
- if the use of materials results in effective teaching

- if the facilitation techniques and methods used are worthwhile
- if the materials match the level of understanding and appropriateness to your target group
- if the materials are language-appropriate to your target group

Evaluation helps you to improve your designing skills.

We can also evaluate to see if:

- We are making the best use of our resources.
- The trainer or facilitator requires development.
- The education and training function/team/service is supporting the organisation to develop its staff and its services.

Before you evaluate, ask yourself the following questions:

1. What is the purpose of doing this evaluation? Why you want to do it?
2. What and why am I measuring and what information do I want to get out of the process before selecting a specific evaluation tool?
3. What are the learning outcomes for the lesson?

The evaluation should be aimed at measuring whether you have achieved your learning outcomes/goals. This is very important because it makes the education and training processes valid for accreditation purposes.

4. Who is going to collect the information to be collected?
5. How is the information going to be distributed?

The learners' responses may be affected. For example, if the educator is going to ask about the quality of a session, attendees may be reluctant to give negative responses.

6. How often is the evaluation going to take place?
  - a) Will evaluation be a regular or periodic activity after each class?
  - b) Will evaluation be done every first, second and/or third week, or just after every training opportunity?
7. What kind of information are you going to collect and what methods of data collection are appropriate?

#### **2.4 Evaluate samples of educational materials used in literacy teaching and ABET**

Most learning materials must be

- practical
- relevant to the learner's situation
- built upon existing knowledge
- problem-centred
- logical

- clear
- rewarding

### *Formative and Summative Evaluation*

There are two main types of evaluation:

- formative evaluation
- summative evaluation

Both kinds of evaluation lead to scientific or research-based validated products such as learning materials.

Formative evaluation refers to the developmental stage of the learning material. The result of the evaluation tells the author/developer if the material is effective and if not, where and how to make necessary changes.

On the other hand, summative evaluation is evaluation that provides information necessary to assess the learners at the end of a learning programme/intervention. The results of summative evaluation assist us to consider disseminating, redeveloping, modifying, or adapting the learning package, or adopting it as is.

In the beginning stages of material development, there is a way to check the learning material being developed right away for fitness. This has alternately been called developmental testing, individual student tryout, and oral problem-solving. We usually test out and/or pilot the learning material to see how effective, relevant and beneficial it is to our learners.

During this stage, the author/developer goes through the material with one or more learners. The learners are told to think aloud as they work through the materials. By observing the learners' reactions and eliciting direct feedback on the material, the author/developer is able to note any ambiguities, errors of sequence and the like.

Formative evaluation is usually undertaken during the formative stages of development, that is, when the prototype product or learning material is being developed, tried out and field-tested.

Summative evaluation usually takes place at the end of the formative stages of development after the materials have been developed, tried and tested in the field.

ABET facilitators must be trained on how to evaluate their educational materials. The training should include the following:

- Demonstrate how to produce effective and appropriate ABET materials.
- Familiarise ABET facilitators with the processes that are involved in teaching adults.
- Teach ABET facilitators and tutors different teaching methods that they can use together with the educational materials.

**Advantages of evaluating materials**

Evaluating materials will assist ABET tutors and facilitators to assess the suitability and appropriateness of materials that have been designed elsewhere and decide if they will be suitable for their own target groups of learners.

It can also assist ABET tutors and facilitators with a self-evaluation tool that they can use in developing their own materials.

**Standards of evaluating educational materials**

Materials that are used in class should:

- Provide a positive experience.
- Encourage learners’ aspirations.
- Promote learning.
- Reflect the diversity of the rich South Africa culture that is composed of individuals.
- Avoid stereotyping groups of people. This can be achieved only when the educational materials are used to show diverse people in positive roles, and who are contributing to society in a positive way.

**Conclusion**

The process of evaluation can be done in planned activities such as examinations and tests. Evaluation can also take a form of activities for feedback, criticism and assessment and other ways in which the learners can express their opinions.

**Activity**

1. Formulate questions that you can use to ask for selected ABET learning materials.

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2. Design an evaluation checklist to use when evaluating your learning materials.

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3. What did you learn from this unit?

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4. What information do you think is missing and should be included in this unit?

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### **UNIT 3: DEMONSTRATING KNOWLEDGE OF THE PRINCIPLES OF USING, ADAPTING AND PREPARING EDUCATIONAL KITS AND PACKAGES**

#### **Learning outcomes**

By the end of the unit, you should be able to:

1. Explain how to use, adapt and prepare educational kits and packages.
2. Outline the basic principles involved.
3. Describe how typical materials are adapted.

#### **3.1 Introduction**

This unit will help you understand how to adapt and prepare reading materials for adults. The basic principles involved when choosing materials are discussed. The unit explains how to adapt materials for the teaching of adults.

#### **3.2 How to adapt and prepare educational kits and packages**

What do we mean by “adapting” materials?

Adaptation is a method for accommodating diverse learner needs in a classroom. There are certain factors to be considered during this process.

We have seen how Mrs Nkosi adapted material for different levels in Unit 1. Let us remind ourselves of some of things she did.

Mrs Nkosi used the newspaper article in a literacy reading class for Level 2. Her Level 3 learners wrote to the Ministry asking for information. They were sent leaflets and booklets, which Mrs Nkosi was able to use in lessons on health. For her less literate learners in Level 1, Mrs Nkosi simplified the language and developed handouts for them to read.

She thus adapted the materials to suit the learners. However, you may find that in one class some learners are quick to understand and others may be slower.

The process of adapting materials is based on the idea that all learners can learn, but not all learners can learn at the same pace. Facilitators use this understanding to prepare materials that will meet the diversity of the learners in the classroom.

Adapting materials focuses mainly on the content and how the individual learners cope with learning. The main purpose of adapting materials is to promote learning.

During the adaptation process the facilitator can ask the following questions:

- What will all students learn?
- What can most students learn?
- What can some students learn?

Before we can discuss how to adapt and prepare educational kits and packages, it is important to briefly discuss the characteristics of adult learners.

1. Adults bring a lot of life experience and knowledge into the classroom. This means that as an adult education specialist or facilitator, you should always remember that adult learners are not empty vessels waiting for you to pour knowledge into their heads.
2. Adults should be assisted to learn different skills such as writing and reading based on their needs or purposes.
3. Adults move from dependent to self-dependent and self-directed learning.
4. Adults are self-motivated; their motivation to learn comes from within themselves, and it is sometimes driven by their current needs and background.
5. Adult learners can also be described as voluntary learners because they participate in the classes out of choice. They are not compelled to attend classes.

Now let us look at how to use, adapt and prepare educational kits and packages for adult learners.

There are certain important guidelines that a facilitator should consider when preparing materials for adults. As a facilitator you must note that adult learners learn differently when compared to the school going children. Sometimes, this is referred to as “andragogy”, which is the art of teaching adults. It is based on the five assumptions about the characteristics of adult learners given above.

The most important point about adult learners is that they come to centres of learning for different reasons and with different needs.

Therefore, as an adult expect/facilitator/tutor you need to know the following about your learners:

- their background
- why they have enrolled in the ABET centre
- what they want to learn
- why they want to learn now

The answers to these questions will assist you to create a profile of your learners.

All planning and selection materials to be used in the classroom should be guided by the learners' needs. Learning should be learner-centred. Learners must be treated with respect; a facilitator should not use materials that promote stereotyping in terms of the gender, race or other characteristics of the learners.

As Miss Masemola was preparing for her series of lessons on women, she thought about her learners and what each would understand and how they could cope with the work.

She knew that the quick learners would become frustrated with the slower learners if she did not organise her material to meet the needs of different individuals.

The best way of doing this was to prepare a kit for the month for each learner which they could work at their own pace. It would contain simple exercises with learners drawing up plans and discussing their daily work. The kit would also contain more complicated work, such as the Domestic Violence Act Bill and the Labour Relations Act. In this way the faster-paced learners would be challenged while Mrs Masemola worked with the slower learners.

### *Learning kits*

These contain readers and exercise books as well as handouts and exercises for the learners to do. To cater for both slow and fast learners, the kits contain simple materials and exercises which gradually increase in difficulty, so each learner can learn at his or her own pace.

When writing, selecting and preparing learning materials for the learners, the facilitator must be guided by the premise that students learn in different ways and at varying speeds. Therefore, they need different instructional support. "One size fits all" teaching materials are not appropriate.

Adaptive instruction has to be considered when dealing with a diverse group. When using an adaptive instruction strategy, the facilitator adopts a variety of instructional methods and tailors them to the needs of the individual learner. Specific interventions for each learner are used to increase the learner's ability to learn and perform better in the learning environment.

### **3.3 Basic principles involved when preparing materials for adults**

Educators of adults need to learn the skills of using any print media in the classroom as a resource for creativity and inspiration and as a learning tool for their learners.

#### *Need analysis of the learners*

What is "need analysis"? It is a way of finding out exactly what a particular target group, e.g. adult learners, needs. Therefore, the concept "need analysis" includes the process of finding out what the target group needs. Remember that learners have different needs all the time/every year.

#### *Why is the need analysis process important?*

It enables the facilitator or the ABET specialist to design programmes that will meet the needs of individual learners or that particular group. Learners can benefit a lot from programmes which are designed specifically for their needs.

There is a checklist that should be followed when selecting adult learners' materials. This checklist will help you as an adult education specialist to select the best materials to use when teaching your adult learners. These materials should also address the problems of the ABET learners.

The checklist should include the following points:

- Select materials that will meet the special needs and interest of the adult learner.
- Make objective judgements based on a clear evaluation process.
- Provide individualised instruction that relates to the particular knowledge, abilities and informational needs of adult students.
- Identify and classify material for placement in a filing/retrieval system.
- Assist in staff development by providing a mechanism for sharpening staff judgments.

The following could be a checklist for evaluating a specific type of material:

- Is the content realistic?
- Is the content relevant to the needs of the learners?
- Is the content stimulating?
- Is the content motivating?
- Does the content take into account the knowledge and experiences of the learners?
- Does the content lead to opportunities of self-discovery?
- Does the content contribute to the development of thinking skills (cognitive), attitudes and values (affective) and psychomotor skills?
- Is the content practical enough for the learners?
- Does the content offer possibilities for learners' inputs and choices?
- Does the content have a balance in terms of extent and depth of the topic?
- Does the content cover the needs of the community, the country or the world?
- Is the content representative and relevant to the subject?
- Does the content contribute to the functional empowering the learners?
- Does the content contribute to the full development of the learners?

Looking through her file, Miss Masemola came across a story which had been written by one of the students at the ABET Department at Unisa. It was headed "Woman's Work". "I could use this", she thought, "even though it is about a woman in a rural area. Many of my learners have come here from rural areas to work. Others have relatives whom they visit. It would be interesting to compare women's work in different areas."

### **Woman's work**

There was a man called Tshovalakhe. He had a wife called Ntombi. They had three children. They lived in Zongozi location in a rural area.

Every day Ntombi woke up early in the morning. She went to fetch water from the river. Tshovalakhe had to go to the mealie fields to plough. He left Ntombi doing all the domestic work at home. She also looked after the children at home. Every time Tshovalakhe came back from the mealie field, he wanted food. If the meal was not ready he would become angry with Ntombi and shout loudly. His poor wife would apologise and prepare food quickly.

Tshovalakhe told his wife that she was very lazy. There was nothing hard about working at home. Ntombi had no reason for not preparing food in time for him. As Ntombi respected him, she kept quiet and did what her husband ordered her to do.

One day Tshovalakhe became tired of his food not being ready. He asked Ntombi to do all the work in the fields. He said he was going to stay at home and do his wife's domestic work. Ntombi woke up early in the morning and went to the mealie fields, leaving her husband behind.

When Ntombi came back from the mealie fields she found that most of the work was not done. Everything was a mess. Food was not ready for her.

She did not shout at her husband. She knew that a man cannot do domestic work. Tshovalakhe was very sorry and he apologised to his wife for shouting at her. He said that he had learned a lesson that day. He would never again call Ntombi lazy. He respected his wife and never insulted her domestic work again.

Written by Lindelwa Cynthia Mki

**Activity**

Look at the above story written by Lindelwa Cynthia Mki.

1. Does it fulfil the requirements of the checklist?

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2. Do you think Mrs Masemola could use the story in one of her lessons? How?

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We think that the content is relevant and could be empowering. It may not be realistic, as few men would agree to take over domestic work. However, this could stimulate discussion on the different roles men and women play culturally and socially and how these could be changed.

Mrs Masemola knows about the problems her learners face. She is well aware of the struggle they have to survive, and tries to develop learning kits which will help them.

3. Describe how you can adapt the story to teach adult learners about poverty and community development in your community or one you know well.

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## Practicals or fieldwork for learners

Let us assume that you work for a recognised educational institution in South Africa. You are doing a project on unemployment in one of the rural communities. Questions that you can ask the target group/community members can include the following:

- What is your age, gender, qualification/educational background, skills and hobbies?
- What language do you prefer to use as medium of instruction?
- What are the problems that are faced by your community?

## Activity

1. Do a need analysis of your village or community/the area you live in.
2. Ask what problems the village/community is currently faced with.
  - Try to prioritise the problems; start with the serious ones which need to be solved with immediate effect.
  - Indicate how you would work with the community to solve these problems.
3. Write detailed information about the target group, including the following points:
  - Age group
  - Gender
  - Qualifications/educational backgrounds
  - Skills
  - Hobbies
  - The language they prefer to use as medium of instruction
4. After analysing the information:
  - Decide on what to do next with the data you have gathered.
  - Explain the programme you plan to carry out.
  - Collect print media materials that illustrate the current state of your community.
  - Collect print media materials that will show changes after your intervention.

The information you have gathered will help you decide whether to continue or discontinue the programme you had in mind. If the programme is suitable, decide how it can best assist the target group or community members. However, if the programme you have in mind is not suitable for the needs of the target group or community members, you must stop the programme and start a new one which will cater for the needs of the learners.

## Conclusion

The most important rule that facilitators and adult education experts should consider is: teaching adults is not a process of instructing, but a process of enabling them to have a voice; it must also assist them to play a major role in their societies and communities. Valuing the experience, knowledge and insights of others, and working to strengthen these rather than weaken them, are basic to all approaches to teaching adults. The approach which is used to teach adults seeks to encourage the development of a listening society as opposed to a talking and shouting society.

In this unit you learned how to use, adapt and prepare educational kits and packages that will be suitable to the needs of your learners. You also learned about the importance of doing need analysis before and after implementing a programme.

**Activity**

1. List three characteristics of an adult learner.

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2. What do you understand by the concept “andragogy”?

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3. Why is it necessary to do need analysis of the targeted group/learners?

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4. List three checklists to be used when selecting reading materials for adult learners.

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5. After analysing the information you have gathered when investigating a community, what is the next step?

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6. The information you have gathered will help you decide on the following:

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7. What important information do you think was not captured in this unit?

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8. What did you learn in this unit?

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## **UNIT 4: DEMONSTRATING THE ABILITY TO DEVELOP SOME SIMPLE MATERIALS**

### **Learning Outcomes**

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

1. Prepare materials that meet the standards and evaluation criteria.
2. Ensure materials are suitable for use in literacy or abet situations.
3. Prepare guidelines for writing a story.

**(Please note that information given in sections 4.2 to 4.4 is not for examination purposes. However, you are expected to know about how to write study guides).**

### **4.1 Introduction**

This unit will provide you with a practical exercise for developing materials that meet the standard material evaluation criteria. It will also discuss programme accountability. You will further be expected to do more practical work.

### **4.2 Prepare materials that meet the standards and evaluation criteria**

Before preparing for the designing of learning materials, there are a few steps that an author or writer should consider:

1. Learners' need analysis
2. Unit standard - this is your work plan document
3. Writing or drawing the learning material

All the above steps will be discussed in detail in subsequent sections.

### **4.3 Learners' need analysis**

There are certain aspects that need to be considered before you can start to design your learners' materials.



As you write you have to remember that you are preparing materials for a diverse group of learners. It is very important to consider collecting information of your learners on the following topics:

1. Entry level of learners
2. Course information
3. Language level and proficiency
4. Demographic information
5. Their motivation to learn
6. Access to technology

Below are some of the useful tools that can enable you to design your own materials.

Unit standard: This is your working plan document.

The information contained in this document, should be relevant to the curriculum.

The unit standard should have the following information:

1. Title of the module/programme
2. National Qualification Level (ABET levels are from level 1 to 4)
3. Credit: this is the value of the module
4. Field: indicate the field that the module belongs to
5. Sub-field of the module
6. Purpose of the module
7. Range statements for the whole module
8. All the specific outcomes and assessment criteria of the module
9. Guidelines on accreditation and moderation options
  - Under accreditation d, discuss the specifics and options that will be used in accrediting the module/programme
  - Under moderation ,discuss the moderation specifics that will be used in this module or programme
10. Notes: any notes that can help in the delivery of the module/programme or learning material should be included in this section.

#### **4.4 The final step for writing your learning**

When preparing learning materials you have to register your qualification with the South African Qualifications Authority (SAQA). SAQA will then see to it that your learning material meets the required standards and evaluation criteria which were set by the Standards Generating Body (SGB).

After registering your qualification, the next step will be planning to write.

It is very important for facilitators or authors to note that each and every preparation that is done during the planning and the writing phase should be based on the curriculum of the learners.

Let us briefly look at the items that should be covered in your learning material.

**Learning materials should cover the following:**

1. Title
2. Learning area
3. Entry level of the learners
4. Learning outcomes
5. Introduction: in the introduction introduce your units or chapters of the learning material. Tell the learners what the unit or chapter is about.

You may also include the following points under this section:

- Provide an overview of the whole unit/chapter.
- Link the previous chapter with the new chapter.
- Indicate briefly the topics that will be covered in this chapter.

**Content to be dealt with**

When presenting the content to the learners you should try to follow these steps:

- Write in an interactive way.
- Write in a warm and friendly way.
- Provide the necessary information.
- Stick to your writing plan or unit of standards; follow the structure that is included in the writing plan.
- When presenting the content to the learners you should demonstrate the following action words: tell, show, ask and do.
- Create chapter headings: each chapter should meet the outcomes of the curriculum.
- New concepts Indicate and also define the new concepts or terms which are used in the material, in other words, provide definition for new concepts.
- Learning activities: This section should explain how learners will be assessed and what type of feedback will they receive. Anything that will be used to facilitate learning should be included in this section.

**Conclusion**

At the end of each unit write a brief conclusion or summary. The conclusion section should discuss the following important points:

- Provide a brief review of what you have covered in the unit or chapter.
  - Emphasise the key points of the unit or chapter.
  - Link summary or conclusion with the next chapter.
8. Create the purpose of the offering of the program or module.
  9. Indicate the hours that the learners will spend in completing reading and found in the learning material or module.
  10. Design assessment tools
- Design assessment tools that learners will be use in order to achieve the outcome of the program/module.
  - Indicate how this information will be communicated to the learners.
  - Include learning strategies to be used.

11. List of references. References/information to learning or prescribed books should be indicated in the learning material.
12. Include icons to be used in the study guide.
13. Their Motivation to learn
14. Indicate the integration of knowledge with skills, values and attitudes in the presentation of the content.
15. Indicate the integration of media. The media will assist you in responding to the following questions:
  - What is the reason for using this particular medium? Does it provide you with opportunities which you cannot be able to attain from other medium?
  - Can different people under different conditions use it in many different ways and for different purposes?
  - Will the learners accept working with the new media?
  - Does your design allow integration of the various media you plan to use?
16. Provide a list of what is included in the whole package that learners will receive.

Now let us look at some of the important aspects of the learning material in more details.

1. The critical outcomes of the curriculum. Critical outcomes are a series of cross-curricular outcomes on which a development of a curriculum must be based. These critical outcomes are identified by South African Qualifications Authority (SAQA). Therefore, it is envisaged that learners at all levels from grade one to tertiary level will strive to realise the above outcomes.
2. The learning area. There are eight learning areas in the curriculum, which are mathematics, languages, economic and management sciences, social sciences, arts and culture, natural sciences, technology and life orientation.

The materials you design should fit or carry themes of the particular learning area that you are teaching or involved with.

3. Learning outcomes sometimes referred to as specific outcomes. The learning outcomes were developed to indicate how the critical outcomes, mentioned in (1) above, will be attained. These learning outcomes are directly linked to the SAQA critical outcomes.

A learning outcome is developed from the critical developmental of outcomes. It is a description of what knowledge, skills and values learners should know, demonstrate and be able to do at the end of the General Education Band. A set of learning outcomes should ensure integration and progression in the development of concepts, skills and values through the assessment standards.

Learning outcomes do not determine content and methods to be used in teaching your learners in a classroom.

The most important point that the ABET specialist must remember is that ABET is found in the General Education Band in the structure of education in South Africa.

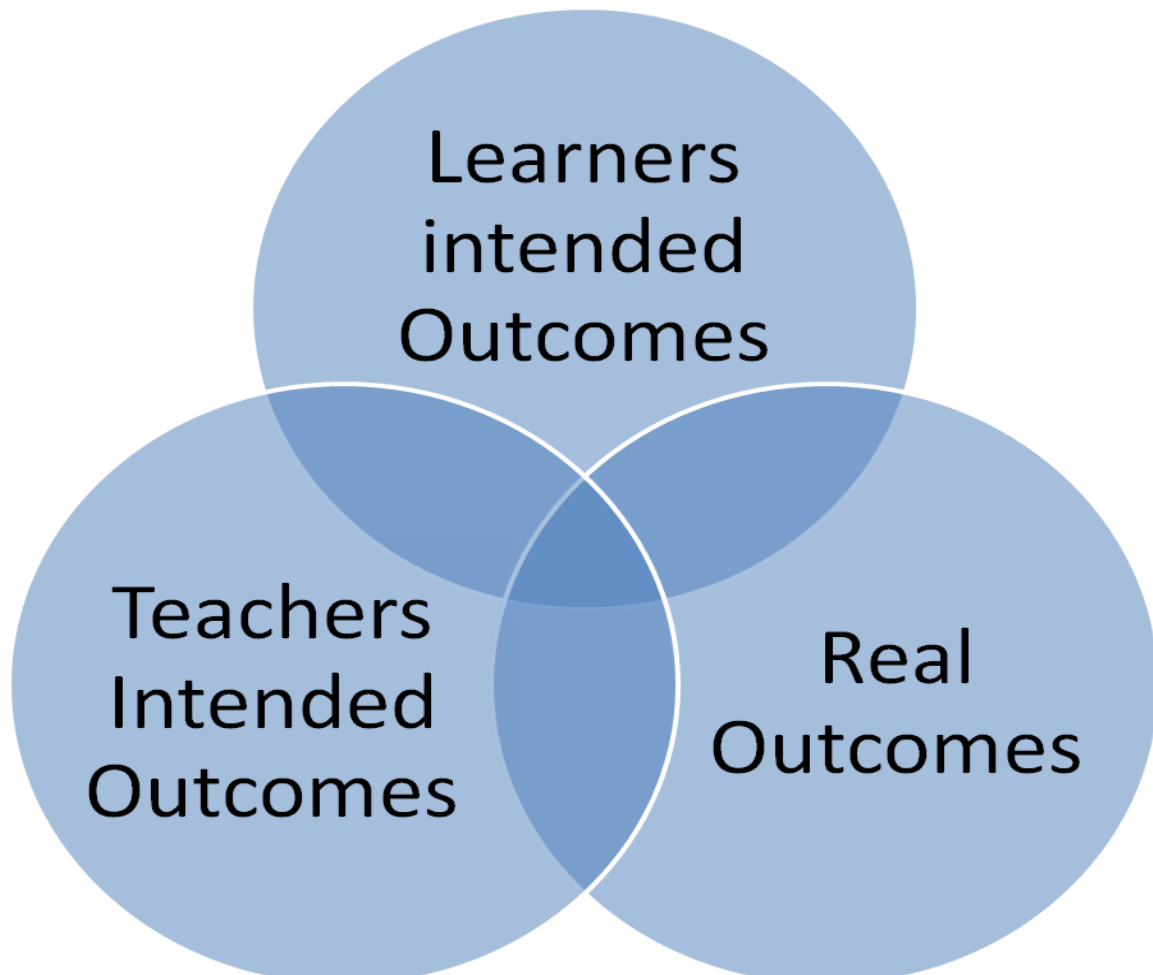
The facilitator must be conscious that in a learning situation there are three dynamic relationships involved, which are:

- a) Facilitator
- b) Learner
- c) Subject matter (content)

Therefore, the real outcomes may be different from both the facilitator's planned outcomes and the learner's desired outcomes.

The teacher and the learners should be aware of the possibilities of the unexpected outcomes which may result in unplanned results of the teaching and learning processes.

Look at the diagram below for more illustrations to this matter, ie discussed above..



Learners intended outcomes Teachers intended outcomes Real outcomes

This section will discuss and define the importance of setting goals (outcomes). What are goals? Goals are the intended outcomes of the lessons. Goals differ according to their levels below are some of the terms used to describe goals: AIMS: These are general in nature. Overall goals: These are based on the on the nature of personalities and society. They are long-term goals which inform much of what we do. For example, a facilitator who teaches about preserving an environment can hardly teach the subject without mentioning that an environment is something good and special and widely distributed in the society; and that it should be appreciated by people. These goals are never explicit. SPECIFIC GOALS: These are the short-term goals, which a facilitator can set in order to achieve outcomes of a material or programme. IMMEDIATE GOALS: These are the goals which should be attained immediately after the lesson. Facilitators must also pay attention on how they set and prepare their activities.

The emphasis on learning activities is on doing. Therefore, there are two types of objectives associated with doing, which are called behavioural and expressive objectives.

Behavioural objectives: These are the doing objectives that can be precisely stated. They are used mainly in learning skills such as drawing and sewing. They are simple in nature, for example an ability to draw. Most of the behavioural objectives can be determined by asking ourselves what we expect the learners to be able to do at the end of the course, what activities they will undertake and so on.

Expressive objectives: They are complex in nature. An example would be:  
Learners will use stories to teach their classmates in groups.

Learners will go to an art exhibit gallery.

The objective tasks need to be realistic, useful and purposeful, and do not write or give learners meaningless exercises.

Ensure materials are suitable for use in literacy or abet situation.

To ensure that the materials which are used in literacy or ABET situation are suitable, the facilitators should ask themselves the following questions:

- What is the purpose of this piece of teaching? Example of a specific aim.
- Why do I want to do it? Example of an overall aim.
- How best can I help the learners to achieve their purpose?

This in short can be achieved through the evaluation of adult learners' materials. Evaluation of adult learners' materials is important because the evaluation process serves two purposes, which are:

1. To ensure programme's accountability
2. To promote continuous improvement of the programme

Other important points to be considered when designing and preparing adult learners materials are:

- The logical classification principle, from simple to complex.
- The chronological classification principle, from basic to more advanced content.
- The psychological classification principle, from the unknown to the known.
- The punctual classification principle, a central theme serves as a point of departure.
- A central theme is repeated with greater depth or extent.
- Put events which took place more or less simultaneously against one another.

Facilitators should always remember that when developing materials for adult learners the selection and classification of content is one of the crucial functions of a curriculum. Contents in reading materials should not be chosen haphazardly.

Refer back to previous pages and see how the lesson plan can be prepared Look again at the different aspects that you should include in the lesson plan.

### **Using stories to teach**

Remember that you can use stories to teach your learners. Stories can be used as a powerful tool to teach learners the following;

- to memorise information
- explain events in logical sequence
- spelling/ vocabulary
- debates
- arguments
- Stating their opinions
- Teach morals
- Convey a message etc...

Can you think of other reasons of using stories in teaching?

However there are a few things that you should understand about stories.

### **4.5 Guidelines for writing a story**

1. Start by knowing your learners. Know their level of literacy. This will help you to write a story that they can easily understand.

For an example:

- Low level literate learners may find it difficult to read stories.
  - Language barriers can make it difficult for these learners to understand the contents and the message that is being conveyed in a story.
  - Low level learners may also experience difficulties with processing information, reading and interpreting what they are reading.
2. A story is a narrative about real life experiences, fiction or personal experiences. Note that these experiences are not necessarily of the author. An author can express or write about other people's experiences by using himself/herself as an instrument to convey the message.

3. Stories should teach morals to the learners.
4. Stories should address the beliefs and attitudes of the learners.
5. You may also include the culture, customs and traditions in your stories.
7. The main aim of the story is to get your learners talking. They have to discuss the impact of the story in their lives.

## Conclusion

There are few things which should be considered when preparing and evaluating adult learning materials. The role of a facilitator is to set up a learning situation in which the learners will participate. The facilitator has to assess the needs of the learners, establish goals and content of the materials. The learners come to the learning centres and the classroom with a set of intentions and knowledge. The facilitator determines the goals of the learning process. The facilitators intended outcomes helps to shape the learners expectations and hope.

## Activity

Take a leading story in one of the local newspapers; paste it in your workbook.

1. Analyse the information in the story.
2. Is there any interesting thing discussed in the story?
3. Do you think you can use this story to teach your adult learners? 4. Explain your answer.

(ACTIVITY 2 Article adapted from Readers Digest, page 186) Evaluate the story you have chosen above. Use the following points to make sure that you have chosen the material for your students. Indicate the answers in the spaces provided below.

**TITLE: How to back away from caffeine** Caffeine is a mildly addictive drug. Hanging up your coffee mug for good can result in several days of withdrawal symptoms, mostly headaches, fatigues and irritability. Therefore, your best bet is to do the deed gradually. Each day halve the amount of caffeine you consume. If you drink eight cups of coffee a day, for example cut back by four, then two and so on. Do the same with caffeinated teas and sodas. **Here are some of other tips for making the transition easiest, especially if you have been using caffeine as a morning booster.** 1. *To help you wake up, turn on the lights and open your window shades as soon as you get up in the morning.* 2. *Exercise in the morning, it will give you a jolt of energy.*

1. Who is this message intended for?
2. What do you want to teach this audience/learners and why?
3. From whose perspective is this story told?
4. Whose voices are heard?
5. What are the strategies that this message uses to get my attention?

Now let us look at a practical example on how to go about doing this: **TITLE: How to back away from caffeine.** Caffeine is a mildly addictive drug. Hanging up your coffee mug for good can result in several days of withdrawal symptoms, mostly headaches, fatigues and irritability. Therefore, your best bet is to do the deed gradually. Each day halve the amount of caffeine you consume. If you drink eight cups of coffee a day, for example cut back by four, then two and so on.

Do the same with caffeinated teas and sodas. Here are some of other tips for making the transition easiest, especially if you have been using caffeine as a morning booster.

1. To help you wake up, turn on the lights and open your window shades as soon as you get up in the morning.
2. Exercise in the morning, it will give you a jolt of energy.

Let us try to evaluate how you can use the story when teaching your learners. We shall start by answering the questions below to see if the material is relevant to the needs of the learners.

Question: Who is this message intended for?

Answer: This message is intended for all people of different ages. Question: What do you want to teach this audience/learners and why? Answer: I want to teach my learners about the dangers of becoming addicted to coffee and how to stop the bad addiction habit.

Question: From whose perspective is this story told? Answer: The story is being told from the health perspective. Question: Whose voices are heard? Answer: Health experts Question: What learning skills can you teach your learners?

Identifying problems and their consequences and then working for solutions to improve the problems.

In the story we have learnt that drinking a lot of coffee can result in poor health. List the symptoms which are caused by withdrawing from drinking a lot of coffee. What are the strategies that are used to get more attention in this message?

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This message is using simple English and it is easy for the reader to follow and become part of an argument. The topic under discussion is common; the learner may be going through the process of withdrawing from drinking much coffee. The learner might also know someone who is in the process of withdrawing from drinking too much coffee. Therefore, the subject used in this article is familiar to the learner. Learners are expected to participate during the lesson.

Develop two materials of your choice make sure they meet the required standards of your curriculum.

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