INTRODUCTION TO SELF-INSTRUCTIONAL MATERIALS

Dr. Nurul Hasan

Assistant Regional Director

IGNOU Regional Centre, Chandigarh

WHAT ARE SIMs/SLMs?

- Learner-centered materials
- Most important for Open and Distance learners
- Learners able to learn on their own, at time, pace and place of their own choice.

FORMS OF SIMS

- Books
- Workbooks
- Worksheets
- Audio tapes
- Video tapes
- Computer based packages
- Web based packages
- CD-ROMs

SIM AND DISTANCE EDUCATION

- SIM: The strength of distance education due to self-learning style
- Learners in DE: less in contact with institution/tutor
- SIM mimics a typical class room activity

QUALITIES OF IDEAL SIM

- Define the objectives very clearly
- Tell them about the preparation required before going through the material
- Helps learners in tackling the work
  - E.g. how much time to allow for different sections,
  - how to plan for an assignment, etc.

o Explanation of subject matter in a way that enables learners to relate it to their knowledge.

o Help the individual learners find their way into and around the subject by repeating the content in different ways and at different stages.

o Actively engage them in exercises and activities rather than merely reading it

- Encourage them to make as much efforts as needed to grasp the content
- Enable the learners to determine their understanding through exercises, activities, etc.
- Learners able to sum up at the end of the unit

SLMs are different from other learning materials

because

It can make a learner

"think, write and do"

- Think   -   through questions
- Write   -   setting exercises
- Do   -   through practical
                       exercises/activities

- **Thinking** : stimulated by questions. Questions make a learner, stop and think for a while

- **Writing:** help learners in consolidating what they learnt. It makes a learner more attentive and active

- **Doing:** practical helps in learning. It plays role in developing skills

Special features of SIM (Derek Rowntree, 1994)

o Clearly stated objectives

o Advice about how to study the material

o User-friendly, "You to study the material"

o Shortish, manageable chunks of learning

o Fewer words than usual per page (or screen)

o Plenty of helpful examples

o Reference to the learner's experience

o Illustrations used where they are better than words

- Headings to help learners find their way around

- Links to other media where appropriate

- Obvious awareness of different learners to use the materials

- Space for learners to write down their own ideas

- Feedback to help learners check their own progress

- Suggestions about getting help from other people

- Summary and Glossary at the end of every unit

CHARACTERISTICS OF SIM

- **Self -Explanatory**
  - Learner able to understand without external support
- **Self-Contained**
  - Learner may not need additional materials
- **Self-Directed**
  - Learner is given necessary guidance, hints, suggestions at each stage of learning
- **Self-Motivating**
  - Materials arouse curiosity and are related to familiar situations
- **Self-Evaluating**
  - Self assessment questions/exercises, activities, unit-end questions, etc. for providing feedback on performance

TEXTBOOK VS. SIM

Textbooks	SIMs
Assumes interest	Arouses
Written for teacher use	For learner use
No indication of study time	Gives estimates of study time
Designed for wide market	Designed for particular learners
Rarely state aims and objectives	Always gives aims and objectives
Usually one route through	May be many ways through it
Structured for specialists	Structured according to needs of learners
Little or no self assessment	Major emphasis on self assessment

Textbooks	SIMs
Seldom anticipates difficulties	Alert to potential difficulties
Occasionally offers summaries	Always offers summaries
Impersonal style	Personal style
Dense content	Content unpacked
Dense layout	More open layout
Readers views seldom sought	Learner evaluation always conducted
No study skills advice	Provide study skills advice
Can be read passively	Requires active response
Aims at scholarly presentation	Aims at successful teaching

ATTRIBUTES OF SIM (LOCKWOOD, 1997)

- Individual learning
- Self-paced learning
- Private learning
- Available at any place
- Available to any number
- Standardized content
- Expert content
- Updateable content
- Structured teaching
- Active learning
- Frequent feedback
- Explicit objectives

SIM Production

- Stage 1: Course planning

  - Need assessment
  - Defining objectives
  - Analyzing resources
  - Selection of media
  - Evaluation methods
  - Delivery mechanism

- Stage 2: Course development
  - Arranging the topics
  - Preparing unit outlines
  - Writing the text

- Stage 3: Course Production
  - Editing
  - Layout
  - Printing
  - Media production

ACCESS DEVICES IN SIM

- Devices which help course writer go as close to his/her learners as possibly he/she can, and help the learners come as close to the content as he/she can

  - Opening section
  - Main body
  - Ending section

- **<u>OPENING SECTION</u>**
  - Title
  - Unit Structure
  - Objectives
  - Introduction
  - Study guidance

- **<u>MAIN BODY</u>**
  - Thematic Content
  - Illustrations/ Photos
  - Diagrams/Tables
  - Graphics/Charts
  - Activities
  - References

- **<u>ENDING SECTION</u>**
  - Summary
  - Possible Answers
  - List of References
  - Bibliography
  - Glossary
  - Further Readings
 - Model Questions

FUNCTIONS OF ACCESS DEVICES

- Enable learners to find what they need to read in the unit, i.e. the means and ways to reach the content

- Make the content more intimate to learners and help them grasp what is presented in the unit

- Perform the functions of a live classroom teacher, i.e., build a teacher in the material

TERMINOLOGY IN DISTANCE EDUCATION/IGNOU

- P: Programme
- C: Course
- B: Block
- U: Unit
- S: Section
- SS: Sub-section
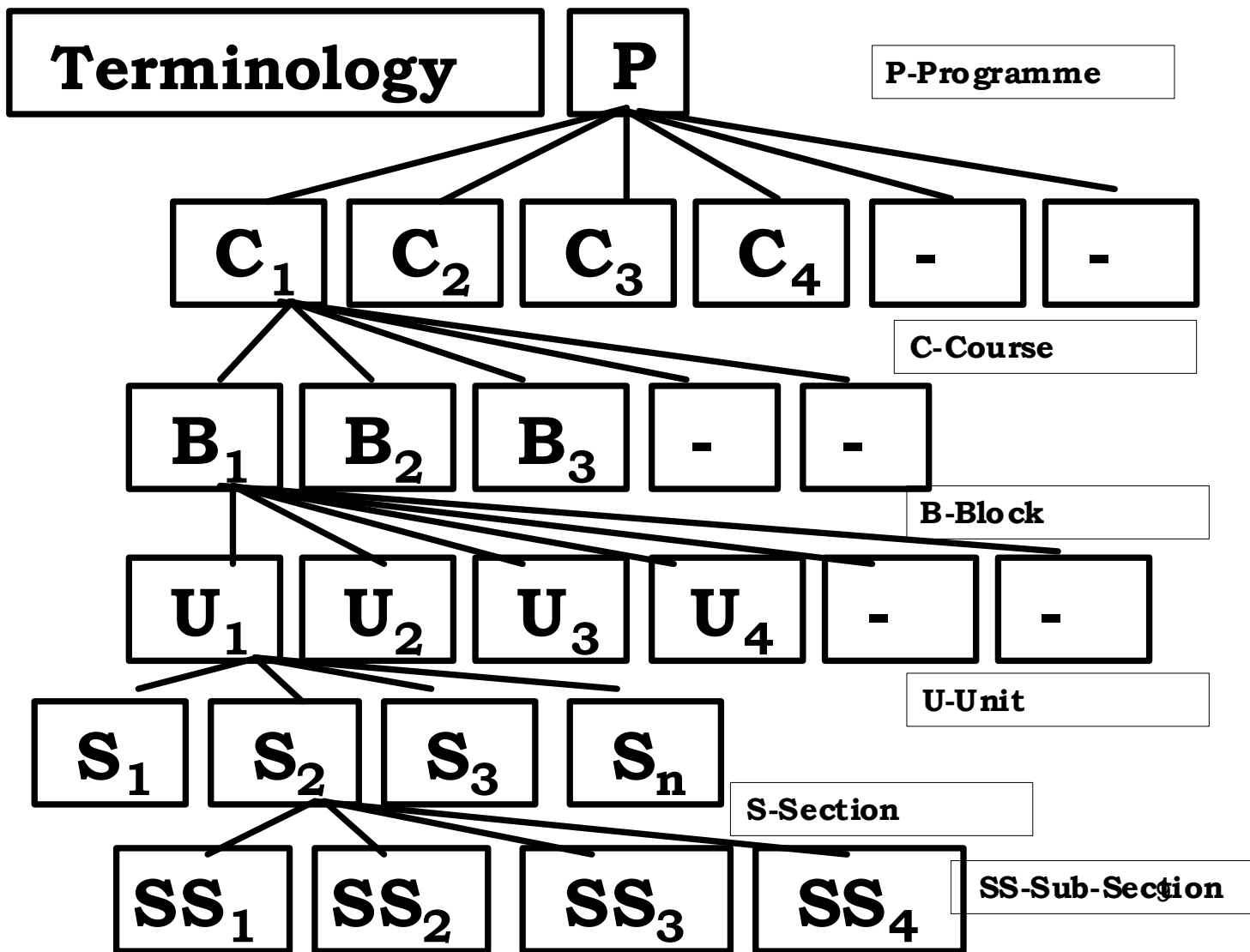
CREDIT SYSTEM IN IGNOU

Credits	Study Hours	Counselling Sessions	Assignment	Quantity in Blocks	Quantity in Units/ Lessons
2	60	3	1	2	6-8
4	120	5	2	4	12-16
6	180	8	3	5-6	20-22
8	240	10	3	6-8	30-34
Explanation: 1 Block of 60-70 printed pages (A-4 size) *i.e.,* 5,000 words per unit, 18-22 pages, 3-4 Units per Block					

STRUCTURE IN SIM

- A quality element in SIMs
- An in-house style
- Differs from one institution to another
- Some times within the same institution or in the same Open University, it may vary
- Desirable to have uniform structure for unit and in its block or in overall Programme
- Every unit specifies its objectives
- The learners are explicit in his learning process what he/ she are going to read in a particular unit.
- *Self Check Progress/ reflective question* at the end to reinforce the learning items.
- Glossary and suggested reading and references

1.0 Introduction

1.1 Objectives

1.2 …………..

   1.2.1   …………

   Check your progress

   1.2.2   …………

   Check your progress

1.3 …………

   1.3.1   ……………

   Check your progress

   1.3.2   ……………

   1.3.3   ……………

   Check your progress

1.4 ………….

   1.4.1   ………….

   Check your progress

   1.4.2   ………….

   Check your progress

1.5 Let Us Sum Up

1.6 Glossary

1.7 Suggested Readings Possible answers

References

INTRODUCTION

- **Structural part**
- Backward and forward linkages
- **Thematic part**
- What to study
- **Guidance part**
- Study guide
- How to achieve the objectives
- Time to be devoted
- Motivation role-How it is going to benefit

OBJECTIVES

Why? – It is a fundamental Question?

　　　　　　To identify the objectivity of an Unit

　　　　　　Sets the framework and Scope of the Unit

Person A :　Where does this road goes?

Person B :　Where do you want to go?

Person A :　I don't know.

Person B :　Then it does not matter, where this road goes?

Moral　　 :　If you don't know where you are going, then you will reach no where.

Why?

- Learner know when they achieve objectives
- Helps course-writers to plan instruction
- Explicitly explaining where we are going? and How we are going?

NATURE OF OBJECTIVES

SMART

    S- Specific

    M- Measurable

    A- Accurate

    R- Realistic

    T- Time /Testable

A - Accurate

B – Balanced

C - Compact

COMPONENTS OF OBJECTIVES

o Conditions

Given a list of examples…….

Given a list of terms……..

While in the laboratory…….

Using a soil sample kit……..

After observing a videotape…...

- Performance

  The learner will be able to define……

  The learner will be able to identify the components…….

  The learner will be able to determine   the kind of nutrients…….

- Standards

  - …accurate to the nearest tenth
  - …according to the steps listed in the manual
  - …within twenty minutes
  - …at the rate of 100 per hour
  - …without any errors

TYPES OF OBJECTIVES

As a trainer/ instructor you can observe and evaluate the learners':

- o Knowledge and intellectual abilities (Cognitive Domain)

- o Physical action and motor skills (Psychomotor Domain)
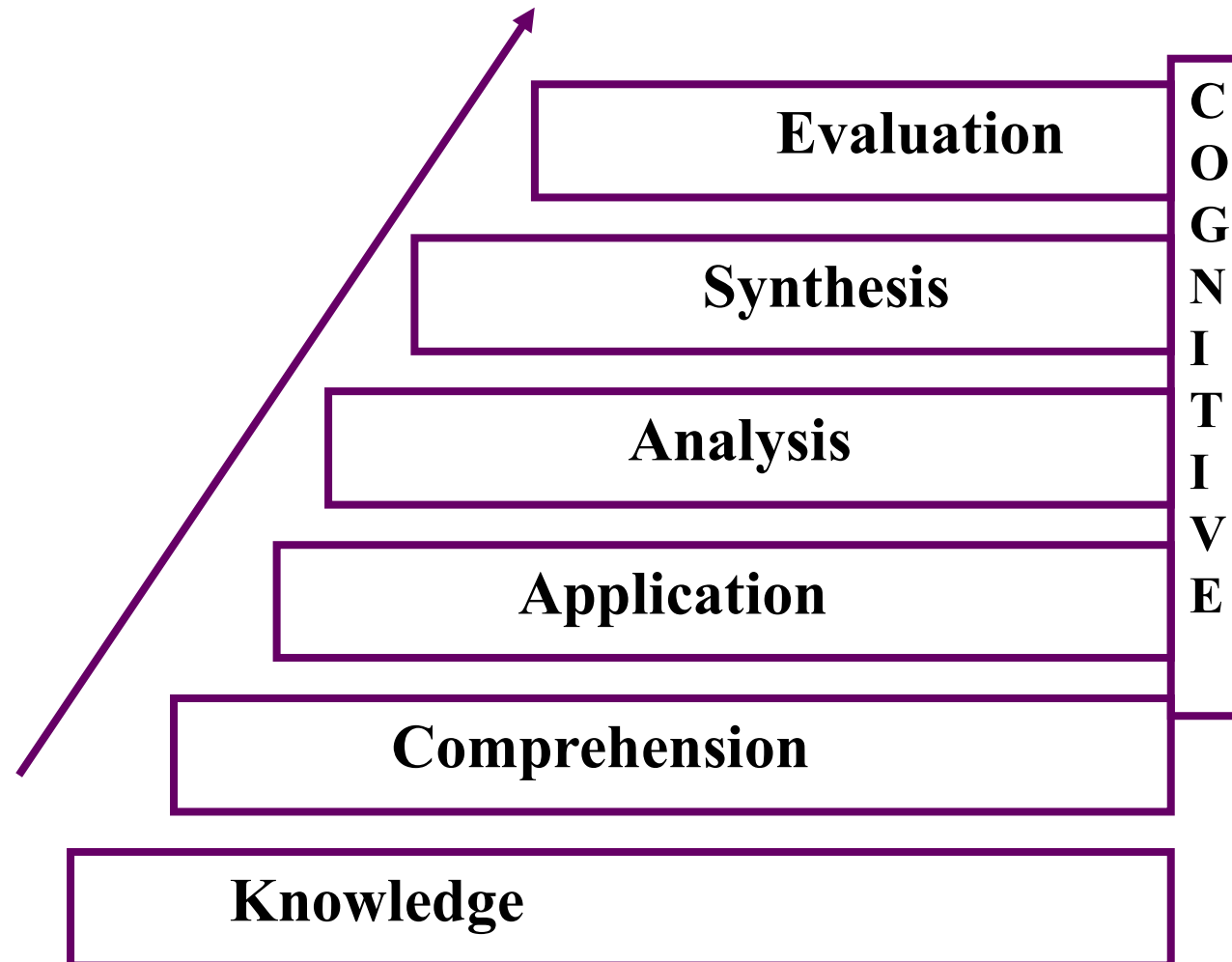
- o Feeling and attitudes (Affective Domain)

SEQUENCING OF OBJECTIVES
BASIC PRINCIPLE: SIMPLE TO COMPLEX
SEQUENCING IN COGNITIVE DOMAIN

HOTS

LOTS

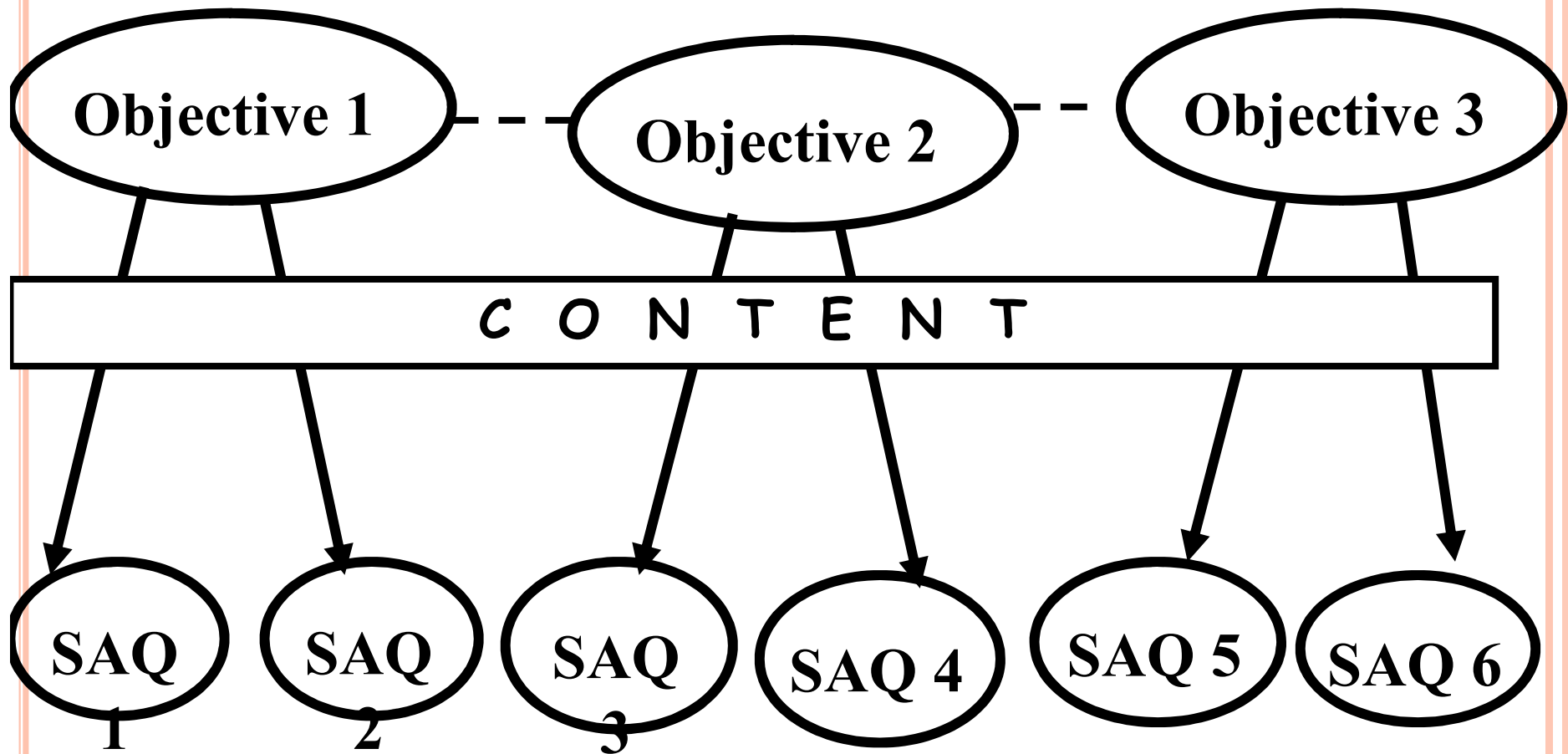| COGNITIVE |
|---|
| Evaluation |
| Synthesis |
| Analysis |
| Application |
| Comprehension |
| Knowledge |

CHECKLIST FOR WRITING OBJECTIVES

o What the learner is expected to do

o Simple and straight forward language

o In performance verbs and unambiguous

o Only a few manageable objectives per unit

o Sequence the objectives to help the learners

PRESENTATION OF CONTENT

Objective 1 → Section 1 → SAQ1 → Summary
Sub-section (s)

Objective 2 → Section 2 → SAQ2 → Summary
Sub-section (s)

Objective 3 → Section 3 → SAQ3 → Summary
Sub-section (s)

Objective 4 → Section 4 → SAQ4 → Summary
Sub-section (s)

SUMMARY

SLMs are a combination of interactive instructional steps and access devices, which help a learner to easily access and assimilate the contents. Access devices help the learners find their way into the text. The interactive instructional steps perform the task of tutoring by providing subject matter in sections and sub-sections, followed by in-text questions, activities and so on.

THANK YOU