

5

LEARNING RESOURCES



Learning resources constitute an important support component of the ALS-EST program as they enhance and optimize the teaching-learning process. It is essential to provide an environment that is conducive to learning, understanding, reflection, and engagement.

Resources are developed and provided for both the basic ed and skills training components of the ALS-EST.

Types of Learning Resources

Learning Facilities

Learning facilities are physical resources where the teaching-learning process takes place, for example, learning centers, kitchens, workshops, and laboratories.

- ALS-EST uses available facilities in the community that are conducive to learning, and help learners acquire the most appropriate and updated techniques and technology. These facilities frame the learning environment which is a critical pillar of learning delivery.
 - ✓ ALS-EST uses the facilities of the implementing schools as a main resource for the skills training component. These schools are equipped for the delivery of Technical Vocational Education Training (TVET).
 - ✓ The basic ed component is more flexible as to where learning takes place or as to the learning facilities used.
 - ✓ Where possible, implementing schools may link with partners for the use of specific facilities like kitchen, laboratories and workshops for both the basic ed and skills training components (see Chapter 10, Partnerships).
- A good learning facility is important because it provides:
 - ✓ Spaces conducive to basic learning and practice of skills
 - ✓ Repository sites/places to store modules and equipment used for basic ed and skills training
 - ✓ Spaces for interaction among teachers and learners
 - ✓ Spaces for other activities relevant to the implementing schools and learners

Learning Modules

Learning modules are printed or non-printed materials that guide both teachers and learners through the content of and learning activities for a subject matter, for example, subject matter modules in text or video format.

As ALS-EST evolves, it will contribute to the refinement of existing, and the development of new modules in line with these principles:

- ✓ Interactive
- ✓ Use the four A's of adult learning: Activity, Analysis, Abstraction and Application
- ✓ Informal and conversational in style
- ✓ Incorporate self-assessment
- ✓ Contextualized in everyday situations
- ✓ Culture-responsive/sensitive
- ✓ Gender-responsive
- ✓ Project-based learning
- ✓ Authentic assessment
- ✓ Suitable for self-learning

• **Basic Ed Modules**

- ✓ ALS-EST uses the basic ed materials prescribed in the regular ALS program (ALS Manual, forthcoming).
 - These modules are designed to address the skills and competencies corresponding to the six learning strands of the ALS Curriculum.
 - The Basic Ed component uses an integrated approach where lessons are tackled as practical applications across functions in everyday life.
- There are text-based materials currently available (ALS Manual, forthcoming):
 - ✓ Basic Literacy Program
 - ✓ A&E Program (Elementary and JHS)
 - ✓ Academic Bridging (JHS and SHS)
 - ✓ A&E modules for special groups
 - Indigenous People learners (IP modules) and Muslim learners (Arabic Language and Islamic Values Education/ALIVE modules) (D.O. 32, s. 2015)

• Skills Modules

ALS-EST prioritizes the acquisition and use of the most updated modules for skills training.

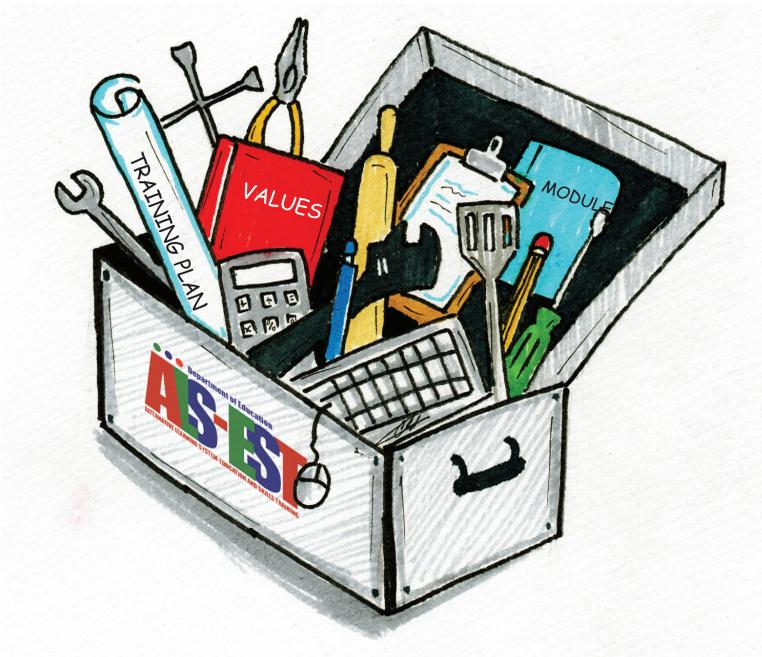
Modules for skills training are usually more technical in writing style with easy-to-follow instructions. Lessons focus on basic, common, and core competencies.

ALS-EST implementing schools use:

- ✓ Learning materials developed by their own Tech-Voc Teachers and Skills Trainers
- ✓ TESDA-approved modules that are not more than five years old
- ✓ Relevant resources developed by competent groups (government agencies, international organizations, Non-Government Organizations (NGO), industry groups)

SUPPORTING MATERIALS

- *ALS modules for basic literacy and elementary levels have accompanying **Facilitator's Guide** to assist in planning and conducting structured learning sessions for learners. Facilitator's Guides are self-contained with step-by-step procedures.*
- *Not all skills training modules have a Facilitator's Guide, and skills trainers are encouraged to develop their own guides.*



Box 5-2 shows excerpts from a TESDA TR on a specific skill. TESDA’s websites carry hundreds of downloadable TRs covering various skills (see Chapter 4, Curriculum).

Box 5-2. Excerpts from a TESDA TR in Automotive Servicing NC II

SECTION 2. COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in AUTOMOTIVE SERVICING NC II

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION
UNIT CODE : 500311105
UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables |
|--|--|
| 1. Obtain and convey workplace information | 1.1 Specific and relevant information is accessed from appropriate sources . 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information. 1.3 Appropriate medium is used to transfer information and ideas. 1.4 Appropriate non-verbal cues is used. 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed. 1.6 Defined workplace procedures for the location and storage information are used. 1.7 Personal interaction is carried out clearly and concisely. |
| 2. Participate in workplace meetings and discussions | 2.1 Team meetings are attended on time. 2.2 Own opinions are clearly expressed and those of others are listened to without interruption. 2.3 Meeting inputs are consistent with the meeting purpose and established protocols . 2.4 Workplace interactions are conducted in a courteous manner. 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 2.6 Meetings outcomes are interpreted and implemented. |
| 3. Complete relevant work related documents | 3.1 Range of forms relating to conditions of employment are completed accurately and legibly . 3.2 Workplace data is recorded on standard workplace forms and documents. 3.3 Basic mathematical processes are used for routine calculations. 3.4 Errors in recording information on forms/documents are identified and property acted upon. 3.5 Reporting requirements to supervisor are completed according to organizational guidelines. |

Supplementary Learning Materials

Supplementary learning materials may be used or developed if current ALS-EST materials are found to be insufficient, or needed enhancing for a better learning experience.

These include, among others:

- General reference materials (encyclopedia, dictionaries)
- Online materials (websites, learning portals)
- Posters and visual aids developed by teachers and learners

Learning Facilitators should be able to identify other suitable supplementary learning and reference materials.

- ALS-EST utilizes available resources and materials and will develop new ones as the Program evolves.
- ALS-EST encourages teachers to prepare contextualized ancillary teaching aids as needed, and implementers to tap partners for support for learning resources (see Chapter 10, Partnerships).
- School-developed materials for basic ed may be uploaded to the Learning Resource Portal (LR Portal) after undergoing quality assurance assessment by the Schools Division Office (SDO) and the Bureau of Learning Resources.

Tools and Equipment

For skills training to be effective, teachers and learners need access to tools and equipment. These will vary according to the requirements of each skill area.

Tools and equipment are devices like machines, gears, and implements.

Currently, only tools and equipment for skills training are available in ALS-EST. For basic ed, these could be available through partnerships in the future.

Raw Materials and Ingredients

ALS-EST implementing schools also provide raw materials, inputs, and ingredients for use in the skills training. The Program covers the expense for these inputs (see Chapter 13, Finance Management).

Raw materials and ingredients are consumable items which are necessary for a learning experience or a lesson to be fully grasped. These items vary accordingly per skills training. Examples of these are wood, paint, door handles, nails, and wood glue which are needed for carpentry and furniture-making skills training. For baking skills training, ALS-EST implementers need to provide supplies like eggs, flour, baking soda, sugar, and lard.

Box 5-3. Learning Materials in Different Forms

Learning materials may be text-based or non-text-based. Text-based are printed materials. Non-text learning materials include digitized and radio program canned materials.

Text-Based Materials

Printed regular ALS materials are ready for use by the ALS-EST program for the basic ed component.

DepEd is developing materials to fully cover the K to 12 competencies for ALS.

- DepEd has begun mapping existing materials against the competencies of the new ALS K to 12 Curriculum.
- ALS teachers are encouraged to use supplementary materials to cover the gaps.

The following are the most commonly available types of text-based materials:

- Basic ed modules
- Facilitator's Guide
- Textbooks
- Supplementary/contextualized materials
- Skills Training modules

Non-text-Based Materials

Radio-Based Instruction (RBI) Scripts are used for the broadcast of lessons within specified areas.

- RBI lessons may be broadcast in local community radio stations
- RBI scripts are also available in CDs, DVDs or flash drives, and can be played during learning sessions.
- Digitized Modules are printed A&E modules that have been converted into digital format, and can be accessed through computers, tablets, smart phones, and other digital devices.
 - ✓ The CO provides these learning materials to ALS Learning Facilitators through trainings.
 - ✓ The SDO and ALS Community Learning Centers also provide some of these soft copy materials.

Source: ALS Manual (Forthcoming)

Accessing Learning Resources

DepEd provides learning resources to implementing schools.

- Learning Facilitators and Tech-Voc Teachers are encouraged to be resourceful in looking for available supplementary learning materials.
- ALS-EST implementing schools have access to DepEd-developed materials through DepEd's Learning Resource

portal (<http://lrmds.deped.gov.ph>), a web-based catalogue and repository of learning, teaching, and professional development resources.

Some modules available for the ADM program may be useful supplementary resources for ALS-EST.

Modules for elementary level:

- ✓ *Modified In-School, Out-School Approach (MISOSA)*
- ✓ *Instructional Management by Parents Community and Teachers (IMPACT)*

Modules for secondary level:

- ✓ *Effective Alternative Secondary Education (EASE)*
- ✓ *Open High School*

Source: SEAMEO (2013)

Box 5-4. Accessing DepEd's Learning Resource Portal

Both ALS Learning Facilitators and ALS-EST Learners need to register in the LR portal to access it.

ALS-EST Learning Facilitators:

- Using DepEd Gmail account – gain full access to learning materials (ex. juan.delacruz@deped.gov.ph)
- Using a regular email address – access and view Learner's materials only

ALS-EST Learners:

- The Learning Resource Management Supervisor of the Division/Regional Offices (RO) shall assist the Learner in registration.
- Use personal email address to access and view learner's materials

Box 5-5. TESDA e-Learning Portal

ALS-EST Learning Facilitators can direct ALS-EST Learners to register in the TESDA e-learning portal (www.e-tesda.gov.ph) which also provides learning materials. They need to use their personal email address to register.

TESDA's portal also gives access to learning materials like Curriculum Based Competencies and TRs.



Distribution of Materials

• ***Distribution to Implementing Schools***

The Division Office provides soft copies of text and non-text learning materials which implementing schools can reproduce.

- ✓ The number of photocopies depends on the number of Learners who need them.
- ✓ Division Offices and ALS-EST implementing schools may seek support from partners for the reproduction of additional learning materials.

• ***Distribution to Learners***

Ideally, ALS-EST implementing schools reproduce enough copies of the materials so that each Learner has access to them (ALS Manual, forthcoming).

- ✓ The number and type of modules received by a Learner varies depending on his/her interest or learning requirement.
- ✓ A Learner receives copies of modules, handouts, and other specific learning materials based on his/her personal interests and learning needs documented in the ILA.
- ✓ Modules/handouts should be of good quality
 - clear, readable, and presentable
 - not reduced in size
- ✓ Implementers record and document the modules issued to Learners.
- ✓ The Learner returns the modules after completion.

The Borrowing or Library System

Ideally, each Learner should have a copy of the modules s/he needs. However, in cases that this is not possible, the Learner may access the modules through the borrowing or library system (ALS Manual, forthcoming).

Under this system, the Learner borrows modules from their schools or Learning Facilitators.

- The Learner answers the module activities in an exercise notebook rather than directly on the printed copy of the module.
- The Learner returns the module to the school or Learning Facilitator after completing the module.
- The module is made available for other Learners to use.

The implementing school or Learning Facilitator shall establish procedures for the loan and return of materials and recording/monitoring of module loans/return.

The school and Learning Facilitator undertake various measures to safeguard the physical condition of learning materials.

Storage, Maintenance, and Care of Learning Resources

D.O. 14, s. 2012, and D.O. No. 25, s. 2003 set the guidelines for storing and care of textbooks. While guidelines for learning materials are still not established, ALS-EST implementers can use the above department orders for the meantime.

- Implementing schools are required to permanently keep on-hand at least one complete set of modules (hard copy).
- Modules should be stored in a clean, dry, safe, and secure place.
- The implementing school is responsible for ensuring the security and proper storage of learning materials delivered to them.
 - ✓ The storage facility should be free from moisture, contamination of chemicals or fumes, termites, dust, and other elements or conditions that could endanger them.
 - ✓ The school shall keep soft copies of modules in secure digital storage devices.

Care of Tools, Equipment, and Gears

The implementing school is primarily responsible for the proper care, maintenance, and storage of the tools, equipment, and gears used for skills training.

- The Skills Teacher teaches Learners not only how to use the tools and equipment but also how to care for them.
- The Learner is encouraged to share responsibility for the cleaning and upkeep of the tools and equipment they use.
- Tools and equipment are properly stored in their shelves, secured and locked to prevent unpermitted use, and should be free from moisture that can cause rust.

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