
UNIT 11 SELF-LEARNING PRINT MATERIALS

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11.0 INTRODUCTION

In the previous unit, you have studied about the learning process, various theories of learning and learning through print media. As you would recall print medium is one of the most important media for imparting instructions. Also, you realize that in distance education system, the students are encouraged for self-learning since they have little or no face-to-face interaction with the teacher. So, often the chief mode of communication between them is through the printed materials.

In the present unit, we will discuss the nature of self-learning materials and how to develop most effective self-learning print materials. We will study the characteristics and types of self-learning materials (SLMs), the access devices and activities that happen to be an integral part of the self-learning materials. We shall also bring to you the importance of giving due attention to the fact that before circulating the SLM among the learners, you are required to subject it to developmental testing in order to remove its shortcomings and increase its effectiveness.

11.1 OBJECTIVES

After studying this unit, you should be able to:

- explain the concept of self-instructional material;
- describe the characteristics of self- instructional material;
- devise access devices;
- describe the development of self-learning print materials; and
- discuss the procedure and importance of developmental testing.

11.2 SELF-INSTRUCTIONAL MATERIALS

In a conventional classroom environment, a teacher teaches and transmits the course content and helps the learners in learning the course contents. This traditional teaching method has its own advantages. What are they? In such face to face situations, the teacher constantly monitors the learning styles, skills and learning of students. S/he helps in arousing interest and motivates students to learn. S/he also helps them to overcome the difficulties and the hurdles faced while learning, evaluates learning and also provides feedback. The feedback not only identifies the strong and weak points but also motivates learners for further learning. Last but not the least, the teacher, by encouraging interactions in the classroom environment, promotes two-way communication which facilitates learning.

However, because of some of the obvious advantages over the traditional classroom education system, the field of distance education system is widening its scope. It is not only more economic than traditional education system, but also caters to the needs of masses. Hence, more and more countries are opting for this mode of teaching-learning. In distance education system, the role of teacher and his/her contact with the learners is reduced to a minimum and a learner is required to learn on his own. A learner is provided with *printed lessons* and/or *audio-visual programmes*, with the help of which s/he him/herself has to learn. In other words, you can say that, for the most part, a classroom teacher is replaced with self-learning materials (SLMs) also called self-instructional materials (SIMs).

11.2.1 Nature of Self Instructional Materials

As you have just read, in the distance education system learners are physically and geographically separated from the teachers and the teachers' role is substituted and performed by the SIMs. The learners are motivated for *independent learning* or *self-learning*. Independent study or learning refers to, for the most part, the learning that is independent of teachers and institutions. This approach to learning is the key element of distance education and learning (Garrison, 1987).

Broadly speaking, learners prefer learning by two major styles: (i) independently (without someone's help), or (ii) interdependently (with someone's help and cooperation). Research findings suggest that *independent* or *Self-Oriented Learners* are frequently found:

- to be self-reliant in collecting relevant information,
- setting learning goals as per personal capabilities,
- preferring structured personal learning,
- taking control of personal learning,
- utilizing learning opportunities,
- enjoying learning by self,
- finding enough time for learning,
- open to criticism and feedback,
- evaluating their learning progress and pace,
- enjoying finding solutions to the problems, etc.

On the other hand, the *Other Oriented* or *Interdependent Learners* are frequently found:

- depending on a facilitator for structuring learning activities,
- enjoying the support provided by a facilitator in learning,
- preferring learning when with others and/or peers,
- asking others for help, guidance, and direction,

- to be sensitive to criticism and feedback,
- requiring others for setting their learning goals,
- participating comfortably in group learning activities, and
- searching for help in solving their learning problems, etc.

Activity

Thinking of the characteristics discussed in which category of the learners do you place yourself and why?

On the basis of the discussion carried out so far, how would you define self-learning? A simple definition has been given below.

Self-learning is a process in which the learner himself/herself takes the initiative, with or without depending on others for help, diagnoses his particular learning needs, identifies personal learning capabilities on the basis of which s/he formulates learning goals for the self, identifies possible resources (human as well as material) which could facilitate learning, identify, choose and implement suitable learning strategies, and evaluate learning progress, pace and outcomes.

Most adults are continuously engaged in collecting information and learning new skills on their own and this is inevitable also because of the growing competition, rapid technological advancements and changes, and the continuous expansion of knowledge. It is natural that you can learn something when you take some initiative. This initiative or activity is called self-learning. In essence, self-learning is regarded as any learning form in which you own the prime responsibility for appropriate planning, intelligent implementation and for objectively evaluating your learning efforts.

It is interesting to note that self-learning is a characteristic which can be found to some extent in every person and learning environment. But from the above discussion you should not conclude that self-learning or independent learning takes place in entire isolation from others. It is recommended, you should strive for self-learning because you become more empowered when you take the maximum responsibility on your self learning efforts. Also, it has been found that such learners are better able to transfer and utilize their learning (be it knowledge or some skill) from one situation to the other.

It might be one of the main reasons that more and more educational institutions are nowadays being established to promote self-learning through open-learning programmes for learning outside the formal classroom environment. The establishment of IGNOU and other open learning centers and universities are the examples of such an endeavour.

11.2.2 Characteristics of Self Instructional Materials

As you know, in traditional or conventional education system, the learners have face-to-face interaction with teachers. The learners also have access to various reading materials like books and journals from the library. These materials are prepared keeping in mind only the subject matter and usually do not aid learning, i.e. are not designed pedagogically. If you have to learn from such books, you generally have to rely on a teacher who could provide you necessary support and guidance whenever needed.

However, as a distance-learner, self study is required. Hence, the *study material* itself should perform the teaching functions as for example, dissemination of knowledge, explanation, guidance, raising questions, giving answers, providing motivation and feedback, etc. These materials are known as self-learning materials (SLMs) or self-instructional materials (SIMs). SLMs are an instrument of learning, and are different from textbooks and journals. They are designed for a particular target group of learners. In the preparation of SLMs, the learners' needs as well as objectives of the course are specifically kept in view. Although, the distance-learners are separated from the teachers and learn on their own but they may have occasional meetings with the

teachers for counseling purposes. Nevertheless, major responsibility rests on the learning material itself and it must specifically be designed as such. The effective SLMs display certain crucial characteristics some of which are mentioned as follows:

- **Self-Explanatory:** the learners will be able to understand the course content better if the materials is self-explanatory with appropriate examples, illustrations and cases.
- **Self-Contained:** The SLM should be self-contained and self-sufficient so that the included subject-matter could be fully comprehended without any confusion. It should suggest additional reference materials to enrich and elaborate learning.
- **Self-Directed:** The SLMs should provide required guidance, hints and suggestions to facilitate self learning.
- **Self-Motivating:** Since, the distance-learners generally do not get any direct motivation from teachers. So the SLM should motivate learners through feedback at appropriate stages of learning.
- **Self-Evaluating:** One essential feature of SLMs is scope for self-test of the understanding and progress of learning. Hence, self-assessment questions, activities, etc. are inserted at appropriate places in the unit and learners are encouraged to check their understanding and progress with the help of these self tests. They are thus provided feedback about their progress by the SLM itself.

Besides these, there are some more characteristics of SLMs such as:

- The SLMs have clearly specified objectives.
- The content is learner-friendly, with the use of first and second person (I, You, etc.) in writing
- Consist of short and manageable chunks of contents for better understanding and learning.
- "A picture is worth a 1000 words". So, good SLMs should include pictures and illustrations (like tables, charts and graphs) to support and supplement the text, wherever required.
- Headings make the presentation systematic and highlight the major points which then become easy to comprehend.

It is important to note that these characteristics are to be incorporated in the SLMs at the time of course designing and developing. So, while writing SLMs, a writer should duly consider and incorporate these.

11.2.3 Types of Self Instructional Materials

Broadly, SLMs can be divided into two types: printed lessons and audio-visual programmes.

- **Printed Texts:** the use of print medium has been popular since a long time. As the distance education system intends to cross the barriers and reach learners, it has to make use of various media of communication. Of course the printed course materials have been the mainstay of distance teaching-learning. Even Open Universities in the most advanced countries, where multi-media have changed the world and the lives of the people in general and educational systems in particular, are still highly dependent on print medium because of certain inherent qualities of this medium itself. We have discussed these benefits in the previous unit.
- **Audio-Visual Programmes:** The second type of SLMs for distance education is audio-video programmes. Generally, print medium has long been the first preference of most of the distance education institutions, and other media (radio, television, audio-video cassettes, telephone, etc.) have been used as

complementary or supplementary to the print medium. However, the British Open University makes use of an integrated media approach and uses both media (print as well as audio-video materials) as integrated media of the course materials. In IGNOU, we use radio, TV, audio-video cassettes and even compact disks (CDs) to supplement print medium.

For any medium used, it is most important to ensure that in the preparation of the course materials, the academic standards are not violated. Secondly, the material should be "self-instructional" and should promote "self-learning". So, while designing and developing the course materials we have to **build the teacher** into the teaching-learning materials so that, in the absence of a teacher, this self-instructional material could perform the role of a classroom teacher.

11.2.4 Access Devices and Activities

Can you imagine of a book having no title page, or no page numbers? The readers will have to search the whole book to see 'what' has been presented 'where'. Later, the page numbers were introduced, not for the help of the readers but to help the binders arrange the leaves in the right order while binding that book. Most of us are busy and selective readers. Hence to guide the reader, SIM has access devices and activities. Let us first discuss access devices

Access Devices

In simple terms, access refers to means of approaching, and a device refers to plan/scheme. So, you can conceive of an access device as something which helps one to approach something. According to the 'Glossary of terms commonly used in Distance Education' (STRIDE, IGNOU, 1997): *Access devices are the devices used in self-instructional materials to help the learners locate concepts and ideas in any part of the material. They make the contents of learning text more accessible. Examples of access devices are: structure, objectives, advance organizers (information presented before learning and is used by the learner to organize and interpret the information later presented), content map, summary, glossary, etc.*

Mainly serving as a guide, these access devices perform the following three major functions:

- They help learners in finding what they are looking for in the text i.e. it offers a simple form of navigation.
- They present the material in more easy, understandable and highlighted form.
- They build the teacher into the course material.

Access devices are of different types. Global access devices present the overview of the text as a whole. It consists mainly of the aims and objectives, summary, index, and glossary. On the other hand, local access devices are those which label and highlight various parts of the text, for example headings and sub headings.

Access devices are also divided into three types on the basis of their actual location in the content. A brief description of these is as follows:

Beginning of a Unit: This portion consists of those access devices which appear before the actual presentation of the course content. It comprises the title, list of content/structure, objectives, introduction, etc.

Main Body: those access devices which appear at the main body of the course material. It includes introduction, headings and sub-headings, check your progress, summary, etc.

End part: Access devices which appear after the main body of the course contents and mainly consists of a glossary of the terms used in the text, suggested further

readings, answers to various self assessment exercises, unit-end-tests or assignments, references, etc. Glossary of terms commonly used in Distance Education (STRIDE, IGNOU, 1997) defines 'activities' in the following way:

"These are things that can be used to ask the learners to do and involve in active learning apart from reading of self-learning materials and watching or listening to audio-video programmes. These are questions or tasks designed to help the learners think for themselves and understand better. These also help to apply learning to do practical problems."

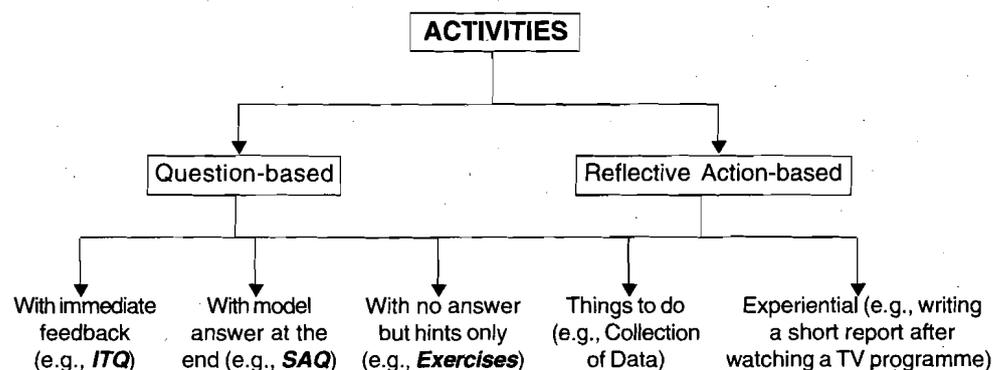
Simply put an activity is a process involving one or more sequential steps. It may be undertaken for pleasure or interest or even in order to attain a goal. As you are aware, in the distance learning mode, SLM plays the role of the teacher. Hence, just as a teacher asks learners to perform certain activities during the course of teaching, similarly, the SLM too includes certain activities to ensure that learning is active and meaningful. Activities are a means of interacting with the learners and often help the learners to gain first hand experience.

There can be a wide range of activities like:

- recalling learned course contents
- drawing a table, graph, chart, etc.
- judging and evaluating fresh ideas
- comparing new ideas with the old ones
- expressing views on various subject matters
- applying learning to new and practical problems
- critically analyzing various concepts and phenomena
- suggesting new solutions to different issues and problems
- identifying, developing and demonstrating new skills.

Types of Activities

STRIDE (IGNOU) has prepared taxonomy of activities which is as follows:



Let us have a brief look at some of the major types. We have just gone through the definition of activities. The first type of activity includes "**question-based activities**", requiring the learners to respond to the questions asked in the SLMs. These are further divided into three types. Can you notice any difference among these three types discussed above? Yes, it is regarding the delivery of *feedback*.

In-Text Questions (ITQs)

These are questions and activities embedded in the text itself. They help test learner's understanding of text. The basic purpose of this type of activity is to continuously interact with the learners through these questions. It keeps the interest and motivation of the learners alive because they are provided with the immediate feedback about these answers.

Broadly categorized under in-text questions, these are questions juxtaposed among sections and sub-sections in a unit. These are aids for the learner to check his/her progress in studies and can be of a variety of types. You might have noticed that, in order to give these a distinctive look, these are mostly put inside a plain box or sometimes within lines. The major purpose of these SAQs, once again, is to make the learners aware of their learning progress. You yourself might have gone through various types of SAQs given in your SLMs. The popular SAQs used by course authors are as follows:

- **True-false Items:** These are the simplest types of SAQs. However, true-false items are criticised on various grounds like , as they are directly from the text, they encourage rote memorization. Secondly, they are simple and hence they cannot assess as per the complex instructional objectives. Moreover, they permit guesswork. Following is an example of True-False format:

Classify the following statements as true (T) or false (F). Write T or F in the boxes provided on the right hand side.

- Learning is a permanent change in behaviour. []
- Good SLMs comprise a number of interactive devices, known as activities. []
- Electronic media proves to be cheaper than print medium. []
- Activities help one to apply learning to do the practical problems. []

- **Multiple-Choice Items:** As the name implies, many response alternatives to a single question are given. But only one response is correct and remaining incorrect response options act as *distracters*. The examinees are required to find out/identify the correct one.

You might note that finding out a correct response among many requires a good discriminating power and not only the ability to recall and recognize the correct option. Since you see many options, you cannot simply guess blindly as you could in the case of true-false type items. Also, an analysis of selected distracters might be required.

However, it is difficult to construct good multiple-choice items which contain equally attractive distracters to minimize the guessing. Secondly, recognition ability rather than recall and/or organization of information helps in answering these questions. One can *recognize* the correct answer. Following is an example of Multiple-Choice Items:

Which among the following is *not* the characteristic of SLMs? Check the correct answer.

- Self-directed
- Self-motivating
- Self-esteem
- Self-evaluating

- **Matching Items:** In this type of activity, a set of responses is to be matched to a set of options or premises. The basic distinction between true-false and multiple-choice items with this type is that the former has only one stimulus question and two or more response options. On the other hand, in this type there are multiple stimulus questions and multiple response options in the matching items. Here the learners is required to find out which response option matches with which stimulus option. Following is an example of Matching Items:

Match the items given in Column 1 with those in Column 2:

| Column 1 | Column 2 |
|------------|-----------------------------------|
| Technology | Scientific study of living things |
| Psychology | Scientific study of behaviour |
| Biology | Science put to useful practice |

- **Short-Answer Type Items:** As the name implies, these items require you to reply briefly. This category further contains three types of activities: (i) *fill in the blanks*, (ii) *sentence-completion items*, and (iii) *descriptive tests*. 'Fill in the blanks' essentially is a recall type of activity as the learners are provided blanks within the sentences and are asked to fill in these blanks with suitable words. Sentence completion activities require learners to complete a half written sentence. Following is an example of Short-Answer Type Items:

- Fill in the blanks** choosing the alternatives given within brackets:
 - Learning is a relatively permanent change in _____
(thinking/ feeling/ nature/ behaviour)
- Complete the following statements:**
 - Self-Learning is a process in which the learner

 - The SLMs are an instrument of learning, and are different from

- Descriptive type SAQs:** Define the following concepts in your own words (30-50)with the help of suitable examples:
 - Classical Conditioning
 - Meaningful Learning

The second major type of activity deals with the *Reflective Action-based Questions*. Here the learners have to utilize their full cognitive abilities because they are required to, after going through some information, think about it, analyse it, and may prepare some report regarding their analysis. Besides this mental exercise, they might also be asked to collect some primary data on any situation, concept or phenomenon, and to write their findings in the form of a report. You can well judge that these types of activities can well be performed by those who have not only sufficient and strong cognitive abilities (e.g., capability to analyse, evaluate, and judge objectively and accurately) but also some hands-on-experience and skills.

Activity

Go through any two units of this block and develop "activities" for them.

You have seen that a variety of activities can be used in the course materials to interact with the learners. There is no hard and fast rule of using any type of activity. But it has been observed that such selection of the type of activity is influenced by two major factors:

- The knowledge and understanding of the authors about different types of activities.
- How much the activity is relevant to the objectives of the unit.

Taking into account the importance of activities, you can note that these are inevitable part of SLMs.

Importance of Activities

Activities are highly important for the following reasons:

- Activities provide an order and structure to the SLMs.

- Activities guide and check whether a learner is fulfilling the objectives.
- Activities not only generate interest and enthusiasm but also motivate for self-learning.

Precautions to be taken while designing Activities

Suppose, you are a course developer, in order to help the learners get maximum benefit from the activities, you need to consider the following points:

- identifying key areas in which the activities are to be developed
- keeping in mind the nature of objectives while designing the activities
- activities should be directly related and relevant to learners' immediate needs and environment
- the purpose of your activities should be clear to the learner
- activity should match the learned course material
- useful feedback - relevant to each activity should be provided.

Check Your Progress 1

Answer the following questions briefly:

1. List some features of SLM

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2. What access devices would you use at the end of a unit? Answer with reference to any unit of this course.

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11.3 DEVELOPMENT OF SELF-LEARNING PRINT MATERIALS

As you now know, distance education system is excessively based on the printed SLMs. In order to build the teacher into the material itself, the SLMs are prepared with utmost care to ensure their quality. Here you should remember that writing SLM is not like writing any article or research report. Your first and foremost aim here is to enable the learners to learn on their own i.e. indulge in self-learning. For this purpose, you have to prepare a self-sufficient, self-explanatory, self-directed, self-motivating, and self-evaluating SLM. Did you recognize these keywords? You have already gone through these earlier in this unit.

Although there is no general formula for developing a SLM but there are many important dimensions which should be given due importance while preparing SLMs. For convenience, a SLM unit is generally divided into three sections:

- Beginning part of the Unit
- Middle part (Main body) of the Unit
- End part of the Unit

Let us discuss each of these sections in details.

11.3.1 Initial Part of the Unit

From this heading, you rightly guessed that this is the very first part of the unit which basically orients you to the unit. You will not find, however, this very heading in your SLM. This first part is dissected into the following three parts which you generally find in your course unit: Structure, Objectives and Introduction.

Structure of the Unit: Although most authors, as you usually see in the books and journals, name it as *contents*, in the distance education field, the term *structure* is preferred and used because of its pedagogical value. Under this heading, in your SLMs, you find detailed itemization of the content, which is divided into sections and sub sections as and if required. Here the structure serves the same basic purpose as an index in a book. In other words it is meant to guide you "where" you can find "what" easily. You may now take a close look at the 'structure' of the present unit.

Objectives of the Unit: This is a unique feature of the SLMs and rarely found in any text book. In simple words, an objective refers to a statement regarding some desired outcome. It specifies what a learner should be able to do or tell after going through a specific section. It is important to note that only the objectives formation is not sufficient rather a constant check is also required to determine whether these objectives are achieved or not. Also, the use of verbs in 'stating your objectives in behavioural terms' is very crucial and essential. You might use verbs like define, explain, write, describe, state, outline, illustrate, identify, etc.

Introduction of the Unit: Under this heading, you are supposed to briefly introduce your unit. Here, along with emphasizing and linking the past knowledge of the learners, you should discuss the structure of the unit to explain what you are going to present in the unit. The basic theme of the unit is also to be given due importance. Besides, if available, you should mention special audio-visual aids, references, supplementary material which could help the learners for additional learning side by side. These are regarded as additional sources of help.

11.3.2 Middle Part of the Unit

Now it is time to present your course content in the form of SLM in order to fulfill the objectives you set for your unit. It is better to divide your material in the form of short, manageable chunks which should be put under a section. Each section should be provided a unique and relevant heading, and should deal with one objective of your unit. Your content should be logically arranged and bound in a sequence to facilitate the learning. If the unit lacks logical arrangement and sequence of the content, the resulting jerks and ups and downs might cause the loss of interest and motivation in learning.

Furthermore, to give a personal touch, use of first and second person in writing SLM is recommended and preferred. So, it should seem like a conversation between the distant teacher and distant learner. Also, you should be very particular and careful in using the language in your unit. Simple and short sentences should be used, and passive voice and impersonal usages should not be used much. Also, simple, directly related and self-explanatory 'illustration' add to the effectiveness of a unit.

Up to now, you have been concerned with fulfilling your course objectives through sections and sub-sections of SLMs. What can you do to check whether you have been succeeding in achieving your objectives? Yes, you can and must use "activities" for this purpose. You have already learned about activities in this unit. We should generously and creatively make use of activities in your unit.

11.3.3 End Part of the Unit

This section also is equally important as the previous two parts are. This end part consists of summary, glossary, references and suggested further readings, and model

answers or clues to the unit activities and questions (e.g., SAQs). After you have discussed your material in sufficient details, you should revise and summarise your important points. This serves as feedback and promotes self-learning. Glossary has its own importance in the SLMs. Although it is not a compulsory part but should be provided if your content included some new concepts, terminology and words which require sufficient elaboration for full understanding. Further, many readers wish to read additional materials. In order to help them for additional learning, you should provide a list of useful references and should suggest further readings which are easily available. Lastly, you should provide model answers or clues to the SAQs.

11.4 DEVELOPMENTAL TESTING

Do you know 'why food is tasted in kitchen itself before serving it?' Yes, you are right. This ensures the quality of the food to be delivered. Same is to be followed here. After you have prepared the SLM you must conduct a *try-out* before submitting it for bulk printing. This process of ensuring its quality is known as developmental testing. You can do developmental testing in two ways:

- **Face to Face Try-out:** Find out a few (4 - 5) sample learners from the target population for whom you are developing your SLM. Clarify your aim and intentions. Provide them with your unit and ask them to pinpoint your weak and difficult areas. Encourage and welcome comments, criticisms and suggestions. Note their points. Ensure that their responses are not affected by your presence. Wherever you feel it genuine, objectively modify your material. Is it not a cost-effective method for improving the quality of your SLM?
- **Field Trial:** In comparison to face to face try-out, this method takes much time and requires more systematic efforts in serving your purpose of improving the quality of your self-learning materials. Here, you should have a sample of at least 25-30 learners from the target population, *experts*, and *experienced colleagues*. Explain your purpose and ensure their cooperation. Send a copy of your unit to all of them with a request to critically evaluate this unit and detect difficult areas. For this purpose, you can also prepare a questionnaire in which the respondents might be asked to rate the effectiveness of various parts, sections and sub sections, activities, etc. of your SLM.

In your questionnaire, you may cover the following areas for developmental testing among others:

- Relevance and clarity of the objectives;
- Relevance and clarity of the contents;
- Relationship between theory and practice;
- Appropriateness of language;
- Usefulness of activities and feedback;
- Is the material capable of motivating the learners for self-learning?
- Are tables, charts, examples appropriate and relate to the theory?
- Overall presentation of the material;
- Others as applicable.

After you receive the required feedback, analyze and compile that information, and modify your SLM as and where required. This way, you can ensure the quality and effectiveness of your SLM through developmental testing.

Check Your Progress 2

Answer the following question briefly:

1. How is the structure helpful as an access device?

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2. Why is it important to frame objectives for a unit?

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3. What are the benefits of developmental testing?

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11.5 SUMMARY

In this unit, we have discussed mainly about the self-learning print materials. If you carefully look at your daily life, you might feel that most of your learning is self-directed and self-motivated. Hence, in the present unit, an attempt was made to broaden your understanding of the process of self-learning by clarifying the nature and importance of self-learning materials you read in distance education system. You have learnt about various characteristics and types of SLMs, access devices and activities in this unit. You can well judge the importance of access devices and activities in guiding and helping you to learn effectively.

In the conventional education system, learners and teachers are physically separated and share their learning experiences, for the most part, through SLMs. Hence, your main emphasis, as a course developer, should be on *building the teacher into the SLMs*. So that the SLM can guide, explain and motivate learners. However, only writing a unit does not serve your purpose successfully. You have to ensure the quality of the information you are providing. For this purpose, your SLMs must pass through developmental testing i.e. adjudging the suitability of the material before it is printed in bulk. Only after the developmental testing has been practiced objectively you can be confident about your SLMs.

11.6 UNIT END ACTIVITIES

1. Being a distance-learner, you have been reading and learning from SLMs. While going through them, did you think of any features other than those mentioned in the unit which can improve SLMs? Think and write about them.
2. Select text on any topic and prepare activities that will make the learner reflect on the text as well as require him/her to perform.

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11.8 CLUES TO CHECK YOUR PROGRESS

Check Your Progress 1

1. Motivating, easy to understand, interesting, etc.
3. Lucid with words used commonly

Check Your Progress 2

1. Acquaints the learners with the information to be provided and location of various parts of the content.
2. Learners will stay focused and be able to adjudge the learning outcomes.
3. Before making investments in printing in bulk, pilot test i.e. developmental testing can point out the problematic areas, which can then be taken care of.