Text and Materials

Probak Karim
Asia Regional Literacy Director
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What makes a good instructional material
Understanding the classroom culture

- Textbook often replaces curriculum for most teachers
- Teaching textbook is easier than teaching children
- The ‘Power Dynamics’
- Inadequate/ no preparation
- Teaching to test
- Low contact hours
We want ALL children to be able to read
Text and Materials: Why

- Materials often help shifting the power dynamics
- Children need to read as much as possible in order to become good reader
- Help teacher plan a session
- Making learning visible
Text and Materials: How

• Review what is already available
• Analyze the curriculum
• Identify the ‘scopes and sequence’ of teaching the five key component
• Understand the children
• Form a team for materials development
• Instructional design
• Define specific objective and strategies
• Develop materials
• Field testing
How to ensure supplementary materials

• Teachers as materials developers – train them and support with stationeries
• School library: if possible, classroom library
• Child managed library
• Develop, procure and supply materials
What makes good instructional material
What makes good instructional materials

• Based on a good instructional design
• Task oriented/ engages children
• Scope for practice
• Shows examples for children
• Child friendly
The Operational challenges

• Printing/ procurement is time consuming
• Procurement includes distribution
• Being innovative to be cost effective: Color, size, binding, non-printing materials,
Summary

• A range of materials might already be available
• If new materials need to be developed: adopt a systematic approach
• Low cost, multi purpose materials
• Logistics might be more challenging than normally assumed.
Thank you