



REPUBLIKA NG PILIPINAS
Republic of the Philippines
PAMANTASANG NORMAL NG PILIPINAS
Philippine Normal University
ANG PAMBANSANG SENTRO SA EDUKASYONG PANGGURO
The National Center for Teacher Education
Maynila
Manila

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President

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UNIVERSITY CIRCULAR

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TO : Vice-Presidents, Campus Executive Directors & Provosts, Deans, Associate/Deputy Deans, Directors of Institutes/Academic Centers/Administrative Services, UCMIMO Head, Members of the Administrative Council, and All Faculty Members

SUBJECT : Guidelines for the Development of Instructional Materials

1. Purpose

This Circular is issued to prescribe the guidelines pertaining to the *Development of Instructional Materials* in accordance with BOR Resolution No. U-2153 dated August 1, 2014.

2. Objectives

The development of Instructional Materials (IMs) aims to promote and sustain high-quality, research-based IMs for use of students in all the courses. Specifically, the IMs are designed to:

- 2.1 enhance the students' content knowledge (CK), pedagogical knowledge (PK), pedagogical content knowledge (PCK), and technological pedagogical content knowledge (TPCK) in the three areas of the Outcomes Based Teacher Education Curriculum, namely: General Education, Professional Education, and Specialization;
- 2.2 develop the required 21st century skills such as creativity, higher order thinking, and problem-solving abilities necessary for effective and high quality teaching; and,
- 2.3 incorporate recent advances in disciplinary content, research on teaching and learning, and instructional technologies and technology integration in the different disciplines and levels.

3. Criteria for Quality Instructional Materials (IMs)

3.1 High quality Instructional Materials (IM) should meet the following standards:

- 3.1.1 IMs must reflect a coherent content framework that is aligned with the Outcomes-Based Teacher Education Curriculum (OBTEC) standards and consistent with curriculum policies for example, CMO 30. Likewise, the IMs

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should consider the standards of the area of specialization alongside national and international contexts.

- 3.1.2 IMs should be anchored on established educational objectives to help enhance student learning and address the specific needs of the students for whom they are intended.
 - 3.1.3 IMs should reflect accuracy of the content, appropriateness of the pedagogy, and suitability of the contexts and language for the intended audience.
 - 3.1.4 IMs should be part of a systematic curriculum development process which considers where and how materials fit within a complete curriculum.
- 3.2 There shall be a formal selection and evaluation process for all the IMs to ensure the teachers' integrity, spontaneity, and creativity in developing their own materials.

4. Classification of Instructional Materials (IMs)

IMs cover a wide range of materials that can be used in actual classroom engagements, on-line interaction, or through distance learning mode. The IMs may include Course Files, Textbook, Reference book, Handbook, Workbook, Manuals, Modules or Interactive Software which may be presented in any of the following modalities: print, web-based, or CD/DVD-based materials. The development and production of innovative instructional materials combining up-to-date research-based content and using state-of-the art technologies is encouraged.

The table below shows the different types of IMs and their classification. Collaborative IMs, which are only compilations of readings are considered inherent in the subject and will not be considered for the one-unit Non-Teaching (NT) load in Materials Development (MD).

<i>Type of Instructional Materials</i>	<i>Description</i>
Syllabus	<p>A syllabus is a summary, or plan, describing main points to be covered and requirements to be met in a course of study. It is a guide prepared by the instructor and given to the students at the beginning of the course. It contains the following required parts:</p> <ul style="list-style-type: none"> • Outcomes, Performance Indicators, and Performance Standards • Course Content Matrix including Time Frame • Assessment Strategies and Evidences of Performance • Requirements, Readings, and References • Policies for Grading • Other information necessary for the teacher to convey to the students the content and requirements of the course
Course Files	<p>A Course File is a compilation of the readings, lectures and lecture notes, and other relevant documents needed in the course. The materials that may be included in the course file may range from a simple lecture of the professor, printed copy of slide presentations, articles from various sources, readings from original texts, results of studies published in journals or books. The materials in the Course File should reflect the course syllabus. Proper citations and origin of sources for all the materials in the course file must be made. The course file is strictly for classroom use only.</p>

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Textbooks/ Sourcebooks/ Reference Books	<p>Books provide the “curricular hub” around which much of what is taught revolves. The Textbooks provide an outline that teachers can use in planning courses, units, and lessons. They summarize a great deal of pertinent information, provide common resource for all students to follow, and provide teachers with ideas regarding the organization of information and activities.</p>
Workbooks/ Manuals/ Handbook	<p>Workbooks are used independently to provide exercises for practice and drill in most skills courses. These contain drill exercises for the course content. Workbooks are used in different content areas as supplement to the textbooks for purpose of practice.</p> <p>A Manual is a book or booklet of instructions designed to improve the quality of a performed task. For example, manual in sports, dance, use of a musical instrument which contains information on skills, processes, and other information necessary to perform tasks required in a course.</p> <p>A Handbook is a concise book of reference which provides specific information about a subject or location. It provides guidelines or basis for certain actions or behavior.</p>
Self Learning Materials/ Modules	<p>Self Learning Materials/ Modules are flexible materials designed for individualized learning which can be studied in a variety of modality such as print, CDs, or via internet. Traditionally, these are self-learning kits where content and topics are divided into smaller “chunks” to allow learners to progress at their own space as they go through the materials by themselves or with minimal supervision of the teacher.</p> <p>Modules are designed in such a way that learners are actively involved through the many activities and self-assessment questions provided in the lesson. These are specially designed for specific groups of learners.</p>
Technology Based Materials	<p>Technology-Based materials are basic or supplemental instructional materials that are designed for use by students and teachers as learning resources which require the availability of electronic equipment. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, and data bases.</p> <p>Courseware is an educational material intended as kits or as tutorials for students, usually packaged for use with a computer. Courseware can include: 1) Material for instructor-led classes; 2) Material for self-directed computer-based training (CBT); 3) Web sites that offer interactive tutorials; 4) Material that is coordinated with distance learning, such as live classes conducted over the Internet; and, 5) Videos for use individually or as part of classes. The CD-ROM is the most common means of delivering courseware that is not offered online. Courseware content may include set-up information, a course plan, teaching notes, and exercises.</p>
On line/ Web Based/ Web Portal Materials	<p>The on line, web based materials use the World Wide Web (www) as the delivery medium for teaching materials. They are designed to augment learning opportunities for students by providing an extension beyond what is covered in the classroom. These are highly interactive materials which are uploaded in the nct or portals and can be accessed through the internet.</p>

5. Mechanics for the Development of IMs



<i>Steps</i>	<i>Activities</i>	<i>Persons/ Unit Tasks</i>
A. Development of IM (By Faculty/ specialization and/or Individual level)	Conceptualization, Design and Field Testing	<ul style="list-style-type: none"> • The individual, specialization or faculty group, or Faculty/ Institute concerned where the IM will be used prepares proposal which include design and development. • The preparation, development and validation of IM shall consider the standards and criteria for IM development. • If the IM is a flexible Learning Material, the proponent or the writing team, should consult the College of Flexible Learning (CFlex) for guidance and assistance in the preparation of the IM.
	1. Analyze needs	
	2. Design framework	
	3. Develop content	
	4. Implement the use of materials	
5. Evaluate materials		
	<i>Note: Course files and Syllabus are not covered by this process.</i>	
B. Review and Evaluation of IM	Phases of Review and Evaluation of IM	<ul style="list-style-type: none"> • The adoption and use of the prepared Instructional Materials will be based on the recommendation of the Faculty teaching the course, the local Instructional Materials Committee (IMC) of the Faculty/ Institute, Faculty/ Institute Assembly and the endorsements of the Associate Dean, College Dean/ Institute
	1. Presentation of the Instructional Material to the faculty teaching in the program specialization particularly to the experts in the particular area or to the Faculty/ Institute where offering the course where the IM will be used.	

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	<p>2. Presentation to the Faculty/ Institute Assembly for approval</p>	<p>Director, VP Academics, and UCMIMO.</p> <ul style="list-style-type: none"> • Review and Evaluation of the Instructional Materials shall pass through several phases. • Instructional Material should be presented to the Faculty/ Institute for critiquing and review based on specific accepted criteria formulated by the Faculty specialists to ensure accuracy of the content, relevance, and appropriateness of the design. • Faculty Assembly will be asked to give their feedback and recommendation based on the criteria set forth by the Faculty/ Institute either in writing or during an actual review meeting. This process encourages collegial sharing of goals and ideas for instructional materials as teachers engage in the preparation and selection of materials for their courses. The Faculty/ Institute will then decide on the approval or adoption of the IM.
	<p>3. Submission to the Publications Office of the CGSTER for Anti-plagiarism test. The Publications Office then makes appropriate recommendations to UCMIMO.</p>	<ul style="list-style-type: none"> • Once approved by the Faculty/ Institute, the Associate Dean/ Institute Director endorses the IM to the Publications Office for an Anti-plagiarism test. The Publications Office of the CGSTER then makes recommendations based on the result of the anti-plagiarism test. • Based on the results of the anti-plagiarism test, the Associate Dean endorses the IM to the College Dean for endorsement to the VP for Academics. The Institute Directors, on the other hand, submits the IM directly to the VP for Academics.
		<ul style="list-style-type: none"> • Approved Materials will be

	<p>4. Submission to the UCMIMO for review and recommendations. The UCMIMO Review Committee shall be composed of the regular UCMIMO members, external evaluator, and a language editor. The review of IM will take a maximum period of three weeks.</p> <p>The schedule below is suggested:</p> <p><u>Term 1</u> – Proposal period, presentation and evaluation to the Faculty/Institute assembly and review of the local IMC</p> <p><u>Term 2</u> – Development of Materials</p> <p><u>Term 3</u> – UCMIMO Evaluation</p>	<p>submitted to UCMIMO.</p> <ul style="list-style-type: none"> • Sitting as a special committee, the UCMIMO will review the IM based on the given guidelines and criteria. • If approved, UCMIMO recommends to the VP for Academics adoption of the IM. If disapproved, IM will be returned to the concerned Program Specialization for revision based on the comments provided by the CGSTER Publications Office and UCMIMO.
	<p>5. Submission to the VP for Academics for approval and adoption by the University</p>	
C. Publication and Adoption of IM	<p>1. Submission to the PNU Press for Printing</p>	<p>Once approved by the VP for Academics the IM may then be submitted to the PNU Press for printing.</p>
	<p>2. Submission to the University Promotions and Business Development Office (PBDO)</p>	<p>The UCMIMO shall coordinate with the PBDO for setting up guidelines on remuneration, royalty, and marketing of the IM.</p>
D. Review and Evaluation of Instructional Materials	<p>Evaluation of Instructional Materials by the faculty and students who used the IMs</p>	<p>The concerned Faculty shall constitute a committee responsible for the review and evaluation of instructional materials. This can be done by gathering feedback and providing evaluation tools/instrument to assess the IMs based on certain criteria identified by the committee.</p>

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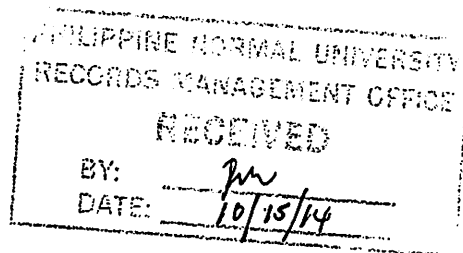
6. **Effectivity**

This Circular takes effect upon approval of the Board of Regents on August 1, 2014.

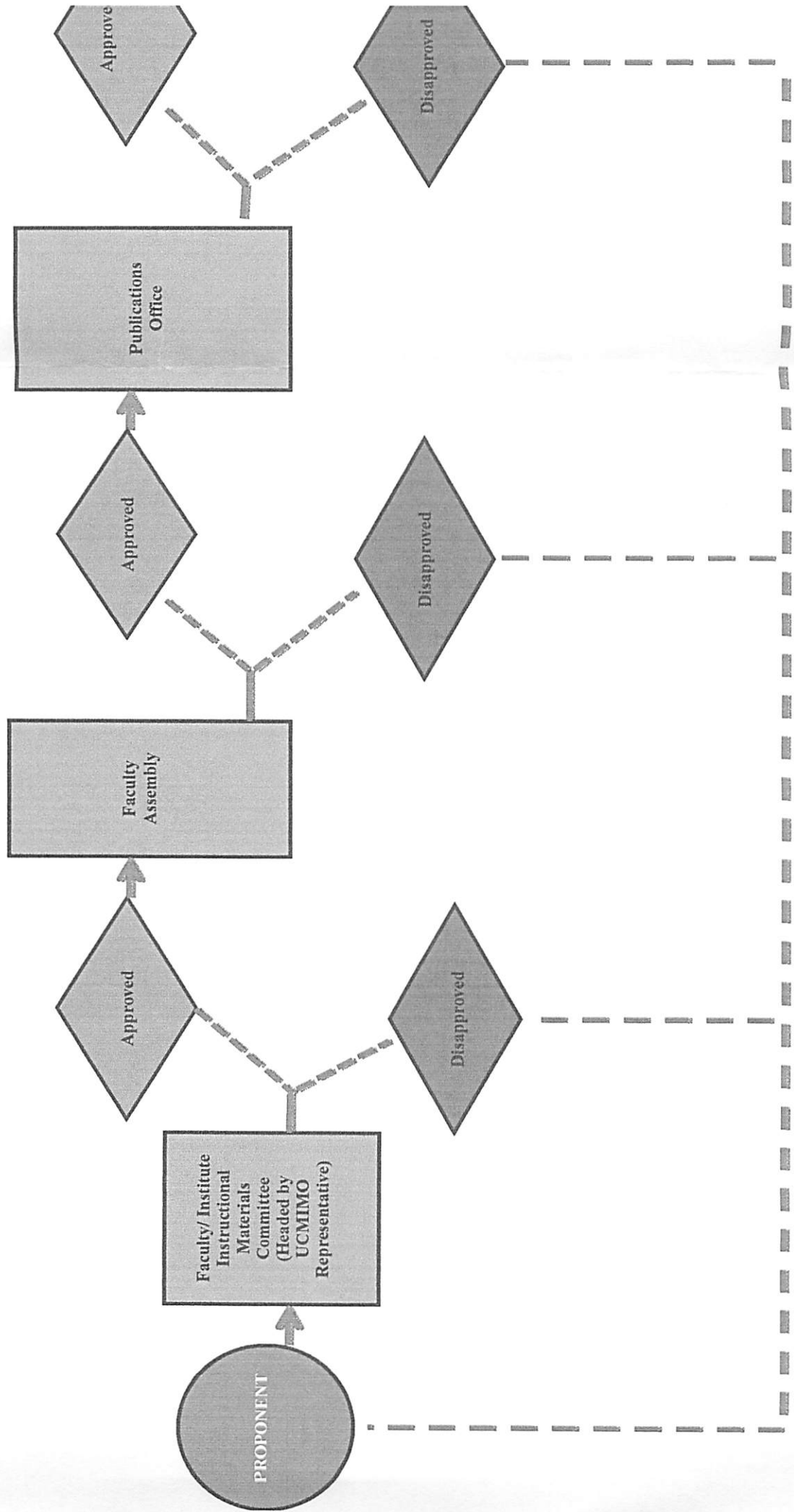
Wide dissemination of this information to all concerned is desired.



ESTER B. OGENA
President



FLOWCHART FOR THE ENDORSEMENT AND APPROVAL OF INSTRUCTIONAL MATERIALS (IMs)





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ALPHEUS E.V. FERRERAS
University and Board Secretary

EXCERPTS FROM THE MINUTES OF THE 62nd REGULAR MEETING OF THE PNU BOARD OF REGENTS HELD
ON 01 AUGUST 2014 AT THE CONFERENCE ROOM, 4TH FLOOR, HEDC BLDG., COMMISSION ON HIGHER
EDUCATION, C.P. GARCIA AVE., U.P. DILIMAN, QUEZON CITY.

PRESENT:

Hon. PATRICIA B. LICUANAN	Chairperson
Hon. ESTER B. OGENA	Vice Chairperson
Hon. PIA S. CAYETANO	Member
<i>Represented by Atty. Raissa C. Villanueva</i>	
Hon. ROMAN T. ROMULO	Member
<i>Represented by Atty. Michelle Diana P. Maniwang</i>	
Hon. ERLINDA M. CAPONES	Member
Hon. MARIO L. RAMIREZ	Member
<i>Represented by Dr. Teresita G. Domalanta</i>	
Hon. MICHAEL M. NAEL	Member
Hon. MELITO S. SALAZAR, JR.	Member
Hon. DANA JANELLA L. BELTRAN	Member


On motion duly seconded, the Board passed –

BOR RESOLUTION NO. U-2153, s. 2014

**Approving the Guidelines for the Development of Instructional
Materials and the Grant of One Non-Teaching Load (1NT) for
Materials Development of Faculty.**

APPROVED

Certified correct:


ALPHEUS EUGENIO V. FERRERAS
University and Board Secretary