**Blessing Fumilayo Elimimian**

**(UD82111ED91328)**

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**Introduction**

Adult education over the years has begun to gain wide acceptance across the globe. Its principles, theories and flexibility afford learners to participate at their own timing and convenience. The impact of adult education cannot be under emphasized as it leads to development, self-realization and expertise in many areas of social life. The role of and programmes in Adult education has increased significantly, its aim is to expand the ability of adults, provide a second chance educational opportunity for adults, help adults obtain additional knowledge and improve professional qualifications and several other roles adult education plays. Teaching adults is an art; it requires a specialized set of skills. The complexity of adult learners requires adult facilitators to have well-structured instructional materials in order to deliver lessons well and simplify teaching. A good instructional material plays a vital role in the successful teaching delivery of adult education programmes.

**Instructional materials**

According to Karen (2022), Instructional materials are the content or information conveyed within a course. These include the lectures, readings, textbooks, multimedia components, and other resources in a course. These materials can be used in both face-to-face and online classrooms; however, some must be modified or redesigned to be effective for the online environment. The best instructional materials are aligned with all other elements of the course, including the learning objectives, assessments, and activities.

Instructional material, also known as teaching/learning materials are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Instructional materials may aid a student in concretizing a learning experience so as to make learning more exciting, interesting and interactive. They are tools used in instructional activities, which include active learning and assessment.[2] The term encompasses all the materials and physical means an instructor might use to implement instruction and facilitate student’s achievement of instructional objectives. (https://en.wikipedia.org/wiki/Instructional\_materials).

Instructional materials are materials that simplify the learning process it makes the teaching process attractive and can sustain the interest of adult learners. They include both visual and audio-visual aids and could either be concrete or non-concrete. These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end (Kadzera, 2006). This is not to say that good instructional materials can replace the facilitator but it is necessary for effective teaching and learning. Some instructional materials are chalkboard, models, graphs, television, public address system, diagrams, pictures, charts, maps, cartoons, games, slides, filmstrips, radio. Instructional materials are required necessities in teaching as teaching may not be very effective without them. A facilitator who has adequate and relevant instructional materials is more effective, efficient, organized, confident and productive. It helps to reduce recitation and rote learning that may want to dominate a lesson. Instructional materials also help the learning process to be more real and practical. For instance, in my class I use YouTube to show my learners illustrations, one time I told them the whale is bigger than an elephant, it was quite abstract in their imagination so in order to portray my point more, I went on YouTube and downloaded videos and showed them they were so thrilled and I am sure the video helped create a better imagination in their minds. The right selection, modification and effective utilization of the right instructional materials increase adult learners engagement and learning. For instance, even if learners seem stressed from the day’s work, having a film illustrate learning or games, spurs their interest.

According to Ms. Nishat Farooq (2015), the instructional material can be classified on the basis of material used in different phases of adult education programme. Thus, it

Includes:

1. Instructional material:

- Basic Literacy Primer

- Bridge Primer

- Vocational Skill Development Primer

- Teachers Guide

- Teaching Aids and Supplementary materials

2. Continuing education material for neo-literates -- booklets, newsletters etc.

3. Basic education material – For level A (equivalent to class III), B (equivalent to class V), and C (equivalent to class VIII), developed by National Institute of Open School (NIOS).

4. Publicity material: The print material produced for basic literacy (Basic Literacy Primer) and post literacy (Bridge Primer) is based on Improved Pace and Content of Learning (IPCL). This is a unique type of material specially prepared for adult learners, taking into consideration the adult psychology.

**Considerations before Choosing an Instructional Materials**

An adult facilitator should have a basic understanding of how adults learn, Adult learners bring experiences and self-awareness to learning that younger learners do not. To understand adult learning, the facilitator should understand learning domains, learning styles, and how and why adults learn.

The three primary learning styles are: visual, auditory, and kinesthetic.

Visual learners tend to learn by looking, seeing, viewing, and watching. Visual learners need to see an instructor’s facial expressions and body language to fully understand the content of a lesson. They tend to sit at the front of the classroom to avoid visual distractions. They tend to think in pictures and learn best from visual displays. During a lecture or discussion, they tend to take detailed notes to absorb information.

Auditory learners tend to learn by listening, hearing, and speaking.

Auditory learners learn best through lectures, discussions, and

Brainstorming. They interpret the underlying meaning of speech by

Listening to voice tone, pitch, and speed and other speech nuances. Written information has little meaning to them until they hear it. They benefit best by reading text out loud and using a tape recorder.

Kinesthetic learners tend to learn by experiencing, moving, and doing. Kinesthetic learners learn best through a hands-on approach and actively exploring the physical world around them. They have difficulty sitting still for long periods of time, and easily become distracted by their need for activity and exploration. We retain approximately 10 percent of what we see; 30 to 40 percent of what we see and hear; and 90 percent of what we see, hear, and do. We all have the capability to learn via all three styles, but are usually dominated in one.

The table below shows some of the methods that appeal to visual, auditory, and kinesthetic learners. Training should take into account all three styles. (https://www.123helpme.com/essay/Different-Learning-Styles-Learning-about-Learning-208405).

These are things an adult facilitator should consider before choosing an instructional material

Does it cover the scope of the lesson?

What experience will it create for the adult learner?

Will it be of impact to the adult learner?

Does it complement the lesson or make it seem more complex?

Can it keep the learner engaged in the learning process?

Is it in line with the learning objectives?

What is the age category of learners?

Is the instructional material easily accessible

Will the material be bought, created by the learner or by the facilitator?

Is the instructional material affordable for both parties involved in the teaching learning process?

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**Different Types of Instructional Materials for Adult Learners**

Textbook: This is one of the most common instructional materials, which is also readily available. Textbooks provide a lot of details on a topic. However because it can be so elaborate and comprehensive it may be difficult for learners to understand on their own. In order for textbooks to be effective there is need for the assistance of an adult facilitator and it should be supported by other instructional materials. Text books make sure that same topics are covered across different schools and states in a country. Knowledge attitudes, values and skills are transmitted and it provides a guide for teaching and learning. These are the disadvantages of the instructional material:

 Is that some of them are not portable. Some of them are quite big in size and not handy.

 it doesn’t make room for all level of learners (fast learners, slow learners and learners with learning disability)

 Text books can become outdated with time. In a situation where a facilitator is using text books which were made 10 years ago it may not have enough impact on learners because the world is evolving.

Text books are more of theoretical and don’t give place for enough and adequate practical. Abstract ideas remain abstract

Some text books are expensive to afford by some adult learners especially those who earn low income

Text books sometimes can lead to over dependence on the part of both facilitator and adult learners.

Mind puzzles: The can be called manipulative materials because they task the mind of the adult and they include games such as blocks or puzzles can be helpful in teaching new ideas by allowing learners to manipulate objects and see how they fit together. Its disadvantage is that sometimes it can be mind tasking for learners and they learners begin to loose interest in the learning process.

Games: This is an interesting instructional material it can also be used in promoting student engagement and helping them to retain information. The disadvantage of this method is that not all adults like to get involved in competition and would avoid any activity that seems to bring tension.

Projector: This device uses light rays which enables slides to be projected on a screen. Projector is quite portable, displays pictures clearly, it increases student participation and understanding and enhancing collaboration and communication. The disadvantage of projector is it expensive and it requires maintenance

Charts: this is a sheet of information in the form of a table, graph or diagram. Charts displays complex data in a more simple and a précised form. The disadvantage of a chart is that data can be manipulated.

Television: an electronic system of transmitting transient images of fixed or moving objects together with sound over a wire or through space by apparatus that converts light and sound into electrical waves and reconverts them into visible light rays and audible sound. (https://www.merriam-webster.com/dictionary/television). Television increases knowledge and helps in giving out knowledge in audio and visual form. Disadvantage is television can be expensive and requires power supply. This is an issue in Nigeria where there is no stable power supply.

Public Address System: this is a device that helps to amplify the voice and it is useful in a class with quite a number of adult learners, like during conferences, seminars and workshop

Work book: Another type of instructional material is the workbook. Workbooks engage the learners more than textbooks, they are less comprehensive and are set along side with textbooks and lecture notes.

Other instructional materials includes; radio, video recordings, online resources, powerpoint presentations, chalkboard, notebooks, writing material.

**Categories of Instructional Material**

Traditional resources (textbooks, anthologies, and workbooks): These are structured resources that provide structured educational experiences. Textbooks provide explicit explanation and information about a topic. It also provides questions or assessments for learners to improve their learning. Anthologies provide reading passages or other resources to display examples of themes, presentations of specific topics, and other educational subjects. Workbooks are mostly dedicated to providing opportunities for the demonstration of knowledge. At times, sets of textbooks, anthologies, and workbooks come together. At other times, educators must pick and choose individual resources from each type of traditional material.

Digital Presentations: This makes use of software such as Microsoft PowerPoint etc. This allows the facilitator prepare text, sounds, movie clips and images for lessons. This is unlike using chalkboard or textbook. Digital is adaptable, more interesting and the facilitator can easily switch between slides.

Rubrics: These are charts commonly used by facilitators to aid adults by showing quantitative data, providing numerical score in corresponding box in the chart.

Graphic organizers: These resources may be created by facilitators, but they are usually made by learners under the guidance of an facilitator. Learners are allowed to organize and present the information in a way that works best for them. This helps students to comprehend knowledge in a way that works with how they think.

Facilitator resources (worksheets, handouts, projects, assessments): these are all materials created by the instructor to test the knowledge of a student or provide support for their methods of learning the information. (https://study.com/learn/lesson/instructional-materials-teaching-components-evaluation-examples.html)

Graphic organizers and facilitator-made resources are not traditional because they are not created in a structured format. These tools are used to:

Help learners teach themselves the information relevant to certain objectives in the way that will best suit them

Assess the progress of an educator's students in regards to their knowledge of the curriculum (https://study.com/learn/lesson/instructional-materials-teaching-components-evaluation-examples.html)

**Guide for Selecting Instructional Materials**

Instructional materials should not be solely relied on and whatever materials that is to be used should be adequately evaluated by the facilitator based on the right criteria’s in order to ensure maximum effectiveness. This also implies that the facilitator must be equipped with the skill of andragogy. If an instructional material is so good and the facilitator is not good the learning process will not be as effective as it should be. Instructional materials complement the teaching process. For instance, even though I have a television and internet to show my learning real life images it doesn’t remove my role to first of all explain whatever image I am portraying. Facilitators should also note that the fact that it is a teaching material doesn’t imply it is relevant for that class. Adult learners are problem oriented learner that is they take up a class because they want to solve a problem, so the material must be in coordination with the purpose of the class. It is necessary the facilitator understands his or her learners, for instance not every adult like movies, it would be a futile effort to use movie as a teaching aid or an instructional material to relate a lesson to an adult who falls under this category

Facilitators should ask their learners several questions when creating instructional materials. The materials should meet the learning needs of all adult learners, including adult with learning disabilities. As an adult facilitator I wrote a book for teaching adults literacy, I made provision for fast learners, slow learners and learners with learning disabilities. I did this so that all categories of learner can fit into the learning system.

Facilitators should have more than one instructional materials for a topic, this is because adult learners are diversified, some learn better by visuals, others audio and still others learn through physical contact. Facilitators should ensure that all types of learners are able to learn the required materials. During my lessons these are some experience I have, some of my learners can learn with just audio messages, others want to see videos on the topic, still some others don’t understand the topic until there is a practical

When facilitators are assessing and selecting traditional resources to use to teach their students, the most important factor they should consider is the ability of the assignment or passage to help students fulfill a learning standard. If a traditional instructional resource does not adequately meet the needs and a learning standard. If a traditional instructional resource does not adequately meet the need and requirements of current standards, it should probably not be used without significant modifications. If it cannot be modified, non-traditional materials may be a better fit for the needs of the classroom. (https://study.com/learn/lesson/instructional-materials-teaching-components-evaluation-examples.html)

**Guide for using Instructional Material**

Engagement: The facilitator should ensure that throughout the learning process all adult learners are engaged. The lesson should be enjoyable and interesting to both learners and the facilitator.

The Purpose: The facilitator should ensure learners understand the purpose for the instructional material in use

Practicability: There should be enough room and opportunity for learners to practice with the instructional material this will help to boost confidence.

**Importance of Instructional Materials**

These are the importance of instructional materials:

Structured process: Instructional materials provide a structure for learning which makes the process organized with direction. It provides a frame work by which adult learners can learn effectively.

Learning is more engaging: As long as the instructional material is done well, it is relevant and adequately used; the learning process would be exciting and engaging.

Reduces Boredom: Adult learners tend to easily get bored during a learning process, get distracted or they can be tired. The right instructional material is all that is needed to sustain their interest.

Time saving: Instructional materials help to save both the time of the learner and the facilitator. It makes the learning organized and helps learners to comprehend the lesson more hence less time is spent trying to prove an abstract point.

Skill Acquisition: the use of instructional materials helps learners to acquire skills than without the materials

Knowledge can be retained more with the use of instructional materials.

**Some challenges using Instructional Material**

Some instructional materials are really expensive. For example, a television, desktop system, projector, Etc. Even if they are not expensive most instructional materials has to be purchased with money.

Finding the right and relevant instructional material for each lesson can be really tasking sometimes.

Some instructional materials are not diversified, so while they cover one part they do not cover others. For instance, most textbooks just cover a particular subject, so if text book is the instructional material, several text books will be needed to cover all topics.

The facilitator has a task to know how to use almost all instructional materials available that can be a bit tasking sometimes.

**Conclusion**

Instructional materials are used to support and enhance the teaching and learning process as well as provide opportunities for adult learners to engage actively in the learning process. It is important that the facilitator put into consideration the content, andragogy and the learning capacity of the learners.

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