



Republic of the Philippines
Mountain Province State Polytechnic College
Bontoc, Mountain Province

Policies & Guidelines on
INSTRUCTIONAL MATERIALS

Table of Contents

I. RATIONALE.....	2
II. OBJECTIVES.....	2
III. EXPECTED OUTPUT	2
IV. COVERAGE	3
V. METHODOLOGIES.....	3
VI. POLICIES AND GUIDELINES ON INSTRUCTIONAL MATERIALS DEVELOPMENT	3

Revised Instructional Materials

I. Rationale

Instructional materials offer the best means by which faculty members can provide directions in the students' daily search for new knowledge, learning new skills, verifying breakthroughs needed for their preparation for challenging careers ahead. Evidence shows that instructional materials have large effects on student learning (Chingos and Whietherts, 2012). Homegrown textbooks, workbooks, manuals, or handbooks that are more responsive to the needs of the students in terms of content and context ensures that the teachers and the students have access to high quality instructional materials that will result in improved teaching and learning.

With the above reason, MPSPC seeks to justify the need to put in place an Instructional Materials Development Program to ensure that the educational services offered in the institution is to put to its optimum capacity to realize substantial outcomes in enhancing professional competency of instructors and in raising the levels of students' achievements.

II. Objectives

Generally, the program aims to enhance the curriculum of the Mountain Province State Polytechnic College through well-designed and effectively implemented instructional materials to support instructional planning and student learning.

Specifically, it seeks to:

- Establish and implement a clear set of policies and procedures in the instructional materials adoption
- Provide seminars and trainings for faculty members to expand their skills and knowledge on instructional materials development
- Facilitate the development and production of instructional materials
- Review and make proper recommendations of the instructional material under consideration
- Collaborate and work with other professional experts in the different content areas
- Ensure wise utilization of resources generated from the production of instructional material
- Support library holdings of the college through its deposit of instructional materials

III. Expected Outputs

- Approved guidelines on instructional materials
- Produced diverse instructional materials on the different disciplines
- Established a functional Instructional Material Development Center
- Generated funds from Instructional Materials Production

IV. Coverage

Instructional materials mean all learning materials that are designed for use by the students and teaching materials for instructors as their learning or teaching resource, respectively, and help students acquire facts, skills, or opinion or develop cognitive processes. Examples of these are learning or teachers' guide and workbooks, reference books and resource materials or package.

An instructional material is defined in terms of its features and preferably been supported by tests or studies that will prove its validity in terms of content and reliability at least in its development phase.

Compilations, PowerPoint presentations, compiled lecture notes and handouts are not considered as its instructional materials for this specific purpose.

V. Methodologies

For IMD program to be functional, the ADDIE Model in instructional design is employed:

1. Analysis: Conduct of learning needs analysis of students and needs analysis for teachers;
2. Conduct of trainings, seminars and workshops to faculty members in IM development;
3. Develop and design materials according to needs identified;
4. Conduct extensive tests for content validity and internal reliability in the development stage;
5. When approved or accepted by the IMDC, the instructional material will then be submitted for approval by the college president for implementation and utilization. It is encouraged that the production and publication of the IM be under the production department for income generating purposes. Revenue sharing scheme is under the jurisdiction of the production unit;
6. In the course of implementing stage, evaluations by the teachers and students who are using the IM will be conducted for further improvement and enhancement. Documentations of this ADDIE process is encouraged for possible research output.

VI. Policies and Guidelines on Instructional Materials Development

Scope: These guidelines shall apply to instructional materials produced by the MPSPC faculty members.

General Guidelines

A. Instructional Materials Development Committee

1. Creation of Instructional Development Committee (IMDC). There shall be an Instructional Material Development Committee which shall be supervised by the Vice President of Academic Affairs (VPAA).
2. Composition of Instructional Materials Development Committee (IMDC). The committee shall be composed of:

Chair: Vice President of Academic Affairs

Co-Chair: Director for Instruction

Members:

Vice President for Administration and Finance

Vice President for Resource Generation and Linkages

Vice President for Research Development and Extension

Executive Deans (Bontoc and Tadian Campus)

Chief Administrative Director

Quality Assurance Director

Instructional Materials Coordinator

3. Function of the Instructional Material Development Committee:

The members of the committee are to perform the following functions:

A. Review and evaluate the instructional material on the following area:

1. Need for the instructional material
2. Magnitude of the expected impact or benefits
3. Control and coverage
4. Adherence to the MPSPC format

B. Endorse instructional materials to the President for approval and utilization.

B. Format of Developed Instructional Materials

To streamline the format of the instructional materials, the following guidelines shall be prescribed:

1. Maximum of three fonts used in a single material is encouraged preferably: Bookman Old Style, Tahoma and Verdana (including their bold and italicized forms).
2. Metric or A4 size shall be the prescribed writing paper size (reference: joint Memorandum Circular No. 1.S. 1986, dated Aug. 1, 1986) for workbooks and laboratory manuals while the sizes of the other materials will depend upon the discretion of the author.
3. Regardless of the types of instructional material that was developed, it shall contain the standard preliminary pages as follows.

Preliminary Pages for all Types of Instructional Materials

1. Cover and Title Page
2. Approval Sheet (approved by the IMD Committee)
3. Preface: Provides the student with an introduction of what the student expects in the learning materials. It includes why the instructional material is important or how it relates to present needs and conditions in the environment
4. Contents: This contains the list of divisions (chapter or articles) and the pages on which they are found
5. Syllabus may be required as needed and may be attached as appendix

The standard parts for a specific type of instructional material are arranged sequentially as:

1. Module
 - Module Number (i.e. Module 1)
 - I. Objectives

- II. Overview
- III. Module Guide
- IV. Lessons (Format for each lesson follows below)
- V. Post-test for Module 1

A.1 Lesson Format

Lesson Number (i.e. Lesson 1 A)

Lesson Title

- A. Objectives
- B. Pre-test
- C. Procedure
- D. Progress Check

2. Laboratory Manuals

- Experiment or Activity Number
- Concept
- Objectives
- Materials Needed
- Procedures
- Observation
- Questions
- Generalization

3. Teaching Guides/Teaching Manuals

- Background Information for Instructor
- Objectives
- Contents
 - Concepts
 - Materials
 - Value Integration
 - Reference
 - Experience
 - Preparatory Activities
 - Developmental Activities
 - Post Activities
- Evaluation
- Assignment
- Answer Keys for exercises

4. Workbook

- Lesson Number
- Topic
- Learning Concept
- Exercises

5. Operational Manual

- Overview
- General Procedure
- Specific Procedure

C. Preparation, Submission and Evaluation of Instructional Materials

Preparation

1. The faculty member prepares instructional material following the ADDIE Instructional Design and should adhere to the recommended form and style for the specific Instructional Material being developed.

Submission

1. Endorsement of the department chairperson of the faculty shall be secured before the instructional material is forwarded to the Instructional Materials Development Committee (IMDC).
2. No material is allowed for reproduction or commercialization unless it has been reviewed and endorsed by the IMDC.
3. Three copies of the instructional material are submitted to the Instructional Material Coordinator. The committee shall set a meeting for the evaluation of the instructional materials.

Evaluation

1. For the evaluation period, the Instructional Materials Development Committee shall be given the first week of May for the first semester and within the first week of September for the second semester to accomplish the evaluation of the submitted instructional materials. However, the Committee Chair may schedule an evaluation as the need may be or when there is an instructional material submitted needed to be acted upon immediately.

Production or Publication

1. If reviewed and endorsed by IMDC and approved by the College President, the material will be endorsed to the Production unit for reproduction and possible publication.

Criteria

The IMDC will determine if the material meets following established criteria:

1. Supports curriculum standards and addresses the needs of the student as a lifelong learner;
2. Reflects population diversity wherever applicable;
3. Contains accurate content;
4. Contains vocabulary, sentence structure, and concepts appropriate for the intended audience and grade level (readability);
5. Organized and contains appropriate aids (e.g. index, glossary, guides, manuals/documentation, or support material); is user friendly.
6. Reflects quality writing and/or production techniques (layout, graphics, illustrations, photographs, etc.);
7. Portrays objectivity when appropriate;
8. Reflects credentials of author(s) or producer(s) of known or availability;
9. Engages the student in active learning (e.g. higher level thinking, simulations, role-plays);
10. Anchored on an established teaching-learning theory
11. Aligned to the VMGO of MPSPC

**The following form will be used by the IMDC members in evaluating a material:

MATERIALS EVALUATION FORM Mountain Province State Polytechnic College				
<input type="checkbox"/> Highly Recommended		<input type="checkbox"/> Recommended		<input type="checkbox"/> Not Recommended
Author:				
Title:				
Production Date:				
Media Format:				
Subject:				
IMDC Member's name and signature				
CRITERIA: (Mark applicable boxes with an X.)	Meets Criteria	Does Not Meet Criteria	Requires Instructional Alternative	Not Applicable
1. Supports curriculum standards and addresses the needs of the students as lifelong learner				
2. Reflects population diversity wherever applicable				
3. Contains content				
4. Contains vocabulary, sentence structure, and concepts appropriate for the intended audience and grade level (readability)				
5. Is well organized and contains appropriate aids and is user friendly				
6. Reflects quality writing and/or production techniques (layout, graphics, illustrations, photographs, etc.)				
7. Portrays objectivity when appropriate				
8. Engages the student in active learning (e.g. higher order thinking activities.)				
9. Aligned with the VMGO of MPSPC				
10. Anchored on an established/proven teaching/learning theory				
11. Reflects the credentials of the author/s				
12. Shows proof that it underwent testing				