



A TEACHER'S PREFERENCE OF AN IDEAL LEARNING RESOURCE MATERIAL - PRESCRIBED TEXTBOOKS / LIBRARY RESOURCE MATERIAL / JOURNALS

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ABSTRACT

Learning resources material may be defined as “those human and material resources that provide learners with the facts, principles, and experiences necessary to realize meaningful learning outcomes

The aim of the present study was to evaluate an ideal LRM along with the objectives to evaluate the effectiveness of Library literature / Journal references in creation of an LRM, to evaluate the effectiveness of prescribes subject textbooks in creation of their LRM, to compare the effectiveness of Library literature / Journal articles V/S prescribed subject textbooks in creation of an Ideal LRM

Data collection method used was a Questionnaire. A preformed Questionnaire inclusive of both closed ended as well as open ended questions will be circulated and collected from the participating faculty and will be subjected to further analysis,

It was an Observational study, done in Mayo institute of Medical Sciences, Gadia, Barabanki, U.P., India in a span of 6 months, and the participants in the study were 30 faculty of the Institute who volunteered to participate in the study

The present study concludes that textbooks are a better Learning Resource material for teaching purposes as they cover the Syllabus better and imparts core knowledge and are useful in assessment of both Long and short answer type of questions. They are also better to assess students in Viva Voce type of examinations and Key Feature Test type of assessment. Textbooks are easier to teach as compared to other resources in the present study and make students more enthusiastic in acquiring knowledge

KEYWORDS

INTRODUCTION

Learning resources material may be defined as “those human and material resources that provide learners with the facts, principles, and experiences necessary to realize meaningful learning outcomes.”(1) For many people, the words Learning Resources material invoke images of large, print, classroom textbooks with small type, outdated information, and content that covers the breadth but not depth of a subject. But learning resources are more than that. They are any tool that helps teachers teach and students learn.

Teaching Learning Resources impact how teachers teach and how students learn, improving student outcomes at all levels and across disciplines by increasing student engagement and providing learners several ways to demonstrate their knowledge and skills. For TLMs to impact learners, teachers must engage in transformative professional development to understand proper use and where TLMs fit within the curriculum and learning process.

Shershneva et al (1) believes that learning resources” include the time and energy available for mastering new skills and knowledge and the social support needed for learning. However, the authors define learning resources more narrowly as “those human and material resources that provide learners with the facts, principles, and experiences necessary to realize meaningful learning outcomes.” Examples include textbooks, senior colleagues, and electronic journals

AIM & OBJECTIVES

The aim of the present study was to evaluate an ideal LRM with the following objectives

- To evaluate the effectiveness of Library literature / Journal references in creation of an LRM
- To evaluate the effectiveness of prescribes subject textbooks in creation of their LRM
- To compare the effectiveness of Library literature / Journal articles

V/S prescribed subject textbooks in creation of an Ideal LRM

MATERIAL AND METHODS

Data collection method used was a Questionnaire. A preformed Questionnaire inclusive of both closed ended as well as open ended questions will be circulated and collected from the participating faculty and will be subjected to further analysis

METHODOLOGY

- Study Design:** Observational study.
- Study setting:** Study was done in Mayo Institute of Medical Sciences, Gadia, Barabanki, U.P., India
- Study duration:** 6 months
- Study participation:** Faculty of the Institute
- Inclusion criteria's:** All the faculty of the Institute that give consent to be a part of the study
- Exclusion criteria:** All the faculty of the Institute that did not give consent to be a part of the study
- Sample size:** 30 faculty members
- Sample Method:** Questionnaire

Informed consent: Yes, it will be given by the participating faculty.

IEC approval: Yes

Data management tools - Data was collected and managed by the Gantt chart and Indicator matrix as the study progresses. (Samples of Gantt chart and Indicator matrix attached)

Data analysis- The data collected was tabulated and the same was subjected to suitable statistical tests.

OBSERVATIONS & RESULTS

A total number of 30 faculty members volunteered to be a part of the study and based on their response to Questionnaire we observed that:

1.	How often you use prescribed subject textbooks in making your LRM	2	How often you use Library literature (textbooks other than prescribes subject textbooks) in making your LRM
	1.Always (100%) 22 / 74%		1.Always (100%) 03 / 10%
	2.Often (50%) 05 / 16%		2.Often (50%) -- 13 / 44%
	3.Occasionally (25%) 03 / 10%		3.Occasionally (25%) 08 / 26%
	4.Never 00 / 0%		4.Never 06 / 20%
3	How often you use Journal references in making your LRM	4	What is your source of Journal?
	1.Always (100%) 01 / 3%		1.Web / Internet 25 / 84%
	2. Often (50%) 09 / 30%		2.Library 03 / 10%
	3.Occasionally (25%) 18 / 61%		3. Both 02 / 6%
	4.Never 02 / 6%		3.Other sources 00 / 0%

5	According to you which method of LRM is most suited for gaining Core Knowledge? 1.Library literature / Journals 06 / 20% 2.Prescribes subject textbooks 23 / 77% 3.No difference noted 01 / 3%	6	According to you Library literature / Journals are best suited to assess 1.Long answer type of questions 11 / 37% 2.Short answer type of questions 09 / 30% 3.Brief answer type of questions 07 / 23% 4.MCQ's 03 / 10%
7	According to you Prescribed subject textbooks are best suited to assess 1.Long answer type of questions 20 / 67% 2.Short answer type of questions 05 / 17% 3.Brief answer type of questions 01 / 3% 4.MCQ's 00 / 0% 5. All of the Above 04 / 13%	8	According to you in Practical / Viva voce type of assessment which LRM is better? 1. Library literature / Journals 07 / 23% 2.Prescribes subject textbooks 21 / 70% 3.No difference noted 02 / 7%
9	According to you in Key Feature Test (Practical examination taken theoretically) which LRM is better? 1.Library literature / Journals 03 / 10% 2.Prescribes subject textbooks 24 / 80% 3.No difference noted 03 / 10%	10	According to you which LRM makes the student more enthusiastic and interested in the subject? 1.Library literature / Journals 12 / 40% 2.Prescribes subject textbooks 15 / 50% 3.No difference noted 03 / 10%
11	According to you which LRM is difficult to teach? 1.Library literature / Journals 16 / 54% 2.Prescribes subject textbooks 02 / 6% 3.No difference noted 12 / 40%	12	According to you which LRM covers the curriculum better? 1.Library literature / Journals 02 / 6% 2.Prescribes subject textbooks 24 / 80% 3.No difference noted 04 / 14%

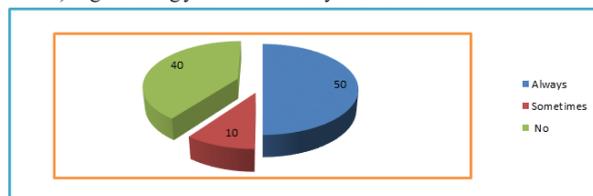
In the Open ended questions were concerned faculty responded that:

Note: Videos are usually taken from YouTube

Q1. Opinion regarding an ideal LRM? They think that an ideal LRM is one which

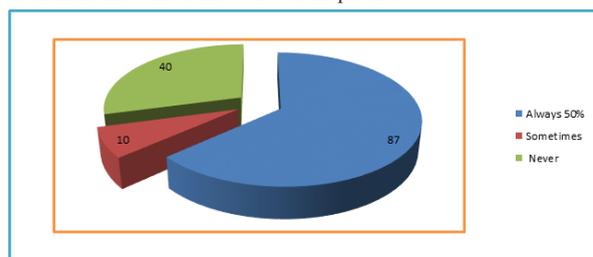
- Gives complete knowledge about the topic
- Proper description
- Covers recent advances on the topic and the Applied aspect of it
- Gives simple concept based knowledge
- Easily available and handy
- Covers entire syllabus
- Has validity of content
- Should enhance learning process
- Should create student enthusiasm and clear their concepts
- Should give practical knowledge
- Should be Assessment oriented

Q2. Are you using any other media / source (other than mentioned above) in generating your LRM Kindly enumerate

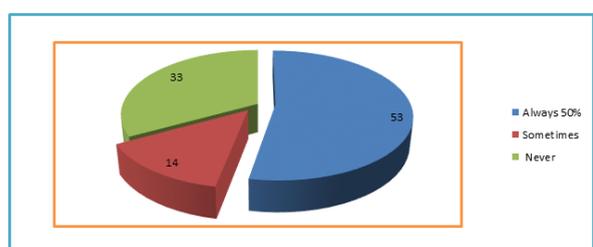


Note: Commonly used other medias were Booklets published by Academic bodies, YouTube lectures and Slide share PPT

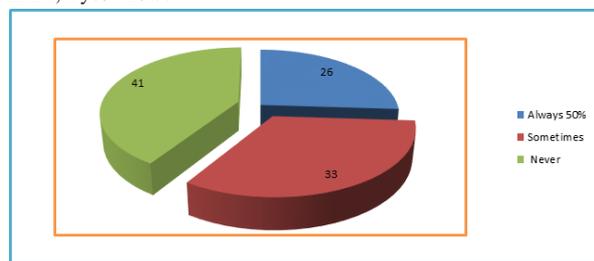
Q3. Are you using pictures in your LRM, if yes how effective are they as an LRM and what is the source of the pictures?



Q4. Are you using videos in your LRM, if yes how effective are they as an LRM and what is the source of the video



Q5. How often do you use Social media / Software in making your LRM, if yes – how?



Note: Use of social media was based on student's response to teaching and making necessary modifications

DISCUSSION

A key feature of effective teaching is the selection of Learning resource Materials that meet the needs of students and fit the constraints of the teaching and learning environment.

The present study was done to find out A Teacher's preference of an Ideal Learning Resource Material, based on a specified questionnaire we found that Prescribed subject textbooks are the preferred Learning resource Material of the faculty used by 74% of them for teaching purposes whereas only 43% faculty members used Library literature (textbooks other than prescribes subject textbooks) as their Learning resource Material and Journal references are only occasionally (60%) used as Learning resource Material the source of which was Internet in 83% cases.

As per Science and teaching Reconsidered (handbook 1997) (3) Prescribed subject textbooks are a highly portable form of information and can be accessed when, where, and at whatever rate and level of detail the reader desires. Research indicates that, for many people, visual processing (i.e., reading) is faster than auditory processing (i.e., listening to lectures), making textbooks a very effective resource (McKeachie, 1994). Reading can be done slowly, accompanied by extensive note taking, or it can be done rapidly, by skimming and skipping. Well-chosen textbooks help students understand how information and ideas can be organized.

76% faculty was of the Opinion that to deliver core knowledge to the students about the prescribed subject, textbooks are the preferred Learning resource Material 50% faculty thought that prescribed subject textbooks makes the student more enthusiastic and interested in the subject and are also suited for Key Feature Test (80%)

From the assessment point of view prescribed subject textbooks are best suited for both Long answer type of questions (76%) as well as Practical/Viva voce type of assessment (70%)

80% of the faculty was of the opinion that prescribed subject cover the Curriculum better as compared to other resource materials.

The faculty was also of the opinion that prescribed subject textbooks are easy to teach (50%) as compared to other Learning resource Materials although 40% faculty did not find any difference in that Dragana M. Gak (4) believes that the main advantages of textbooks are that they provide a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order and they provides security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them and the main disadvantages are that the content or examples may not be relevant or appropriate to the group and they may not reflect the students' needs since textbooks are often written for global markets and often do not reflect the interests and needs of students, and they may contain inauthentic language, since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

In response to the question on an ideal Learning resource Material faculty members were of the opinion that an ideal LRM should have the following qualities like Gives complete knowledge about the topic, Proper description, Covers recent advances on the topic and the Applied aspect of it, Gives simple concept based knowledge, Easily available and handy, Covers entire syllabus, Has validity of content, Should enhance learning process, Should create student enthusiasm and clear their concepts, Should give practical knowledge, Should be Assessment oriented Jabberwocky (5) is of the opinion that a textbook is collection of the knowledge, concepts, and principles of a selected topic or course. Textbooks provide you with several advantages in the classroom like they are especially helpful for beginning teachers. The material to be covered and the design of each lesson are carefully spelled out in detail; they provide organized units of work. it gives you all the plans and lessons you need to cover a topic in some detail and provides you all the plans and lessons you need to cover a topic in some detail and provides you with a balanced, chronological presentation of information. Textbooks are a detailed sequence of teaching procedures that tell you what to do and when to do it. There are no surprises-everything is carefully spelled out. Textbooks provide administrators and teachers with a complete program. The series is typically based on the latest research and teaching strategies. Good textbooks are excellent teaching aids. They're a resource for both teachers and students.

50% of the faculty is using other Learning resource Materials (other than prescribed subject textbooks and library resources etc.) and majority of them was Booklets published by Academic bodies, You Tube lectures and Slide share PPT 86% of faculty was using Pictures in their LRM as they feel that they are helpful in explaining the topic better.

Only 53% faculty is using Videos to enhance their Learning resource Materials and they are taken from You Tube 40% of the faculty had never used Social media or Software in making their LRM

Kwok Hung Lau(6) et al believes that while textbooks are crucial to learning in the traditional classroom-based setting, their role in e-learning environment might be different, The traditional way of learning and teaching relies very much on using a prescribed textbook as a vehicle for delivery of course content. He believes that for a personalized e-learning environment with abundant learning resources from the Internet, the role of textbook might have changed or needs to be reviewed. Despite the efforts of many textbook authors and publishers to provide additional digital learning resources accompanying the print text books, there is relatively limited research on how the digital textbook resources should be used to facilitate e-learning.

Saikat Goswami (7) believes that in modern information era information technologies are rapidly changing in all aspects. Now the digital resources are readily available from many sources and those contents are available by the teachers and learners through the internet. Now there are Open Educational Resources that aims to encourage and enable sharing content freely. The growing capabilities of the Internet, coupled with OER, offer unprecedented opportunities for significantly broadening access to quality educational resources for different sectors. Together they have the potential to permit globally created educational resources to serve the knowledge needs of diverse communities; they offer the possibility of bringing interactive educational experiences that have hitherto not been the norm to learners.

CONCLUSION

The present study concludes that textbooks are a better Learning

Resource material for teaching purposes as they cover the Syllabus better and imparts core knowledge and are useful in assessment of both Long and short answer type of questions. They are also better to assess students in Viva Voce type of examinations and Key Feature Test type of assessment. Textbooks are easier to teach as compared to other resources in the present study and make students more enthusiastic in acquiring knowledge. Faculty was of the opinion that use of pictures and videos significantly enhances the learning in students although the use of Social media was not much appreciated by the faculty.

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