PRINCIPLES OF INSTRUCTIONAL DESIGN

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Instructional materials are significant in improving teachers' effectiveness in teaching lessons. Learning is made more fascinating, useful, realistic, and engaging by instructional materials. The development of the student's mind and ability to study are significantly aided by instructional materials. This holds true whether the teachers are physically present in front of the students during class or they are instructing in a virtual environment.

Timmo (2022) stated that the knowledge or content that is taught in a subject matter is referred to as instructional materials. They comprise the course's lectures, readings, textbooks, multimedia lessons, and other materials. These resources can be utilized in both in-person and online classrooms, but some will need to be altered or completely reworked for the online setting. The most effective learning resources are coordinated with all other course components, such as the learning objectives, tests, and activities. The fundamental knowledge that students will encounter, discover, and use during a course is provided by the instructional materials. They have the ability to motivate or disengage students. This is particularly true for online courses, which depend on a thorough and deliberate collection of educational resources that students will access, examine, absorb, and refer to as they move through a course. For the greatest impact, such resources must be properly chosen, sorted, developed, and used in a course. In order to maximize student learning, the planning and selection of instructional materials should address both the breadth and depth of content.

Congruently, Moloney (2018) underscored that the format in which you design the system is a key component of efficiency. Employ straightforward language; avoid using jargon or difficult words. Maintain a straightforward format so that the content is the challenge. Depending on the material, arrange the information in a logical order that makes sense. For a history course, the order might be chronological, whereas themes might make more sense in a literature course. Save tangential knowledge for use as enrichment. The student may become distracted from the lesson's primary objective by irrelevant information. Infographics and other visual and auditory aids must be simple to grasp and easy to notice.

Today's classrooms are growing more complicated and technical, making it difficult to properly carry out instruction using only conventional tools. A broad variety of instructional materials are now readily available thanks to advancements in modern technology, which support teachers' efforts in the teaching-learning process. As teachers, we just need to contextualize and localize them so that they will be meaningful for the students.

References:

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