PEDAGOGY

B.Ed.,
Semester - II

Majeed Tirur
ckmajeed86@gmail.com

Unit – 4
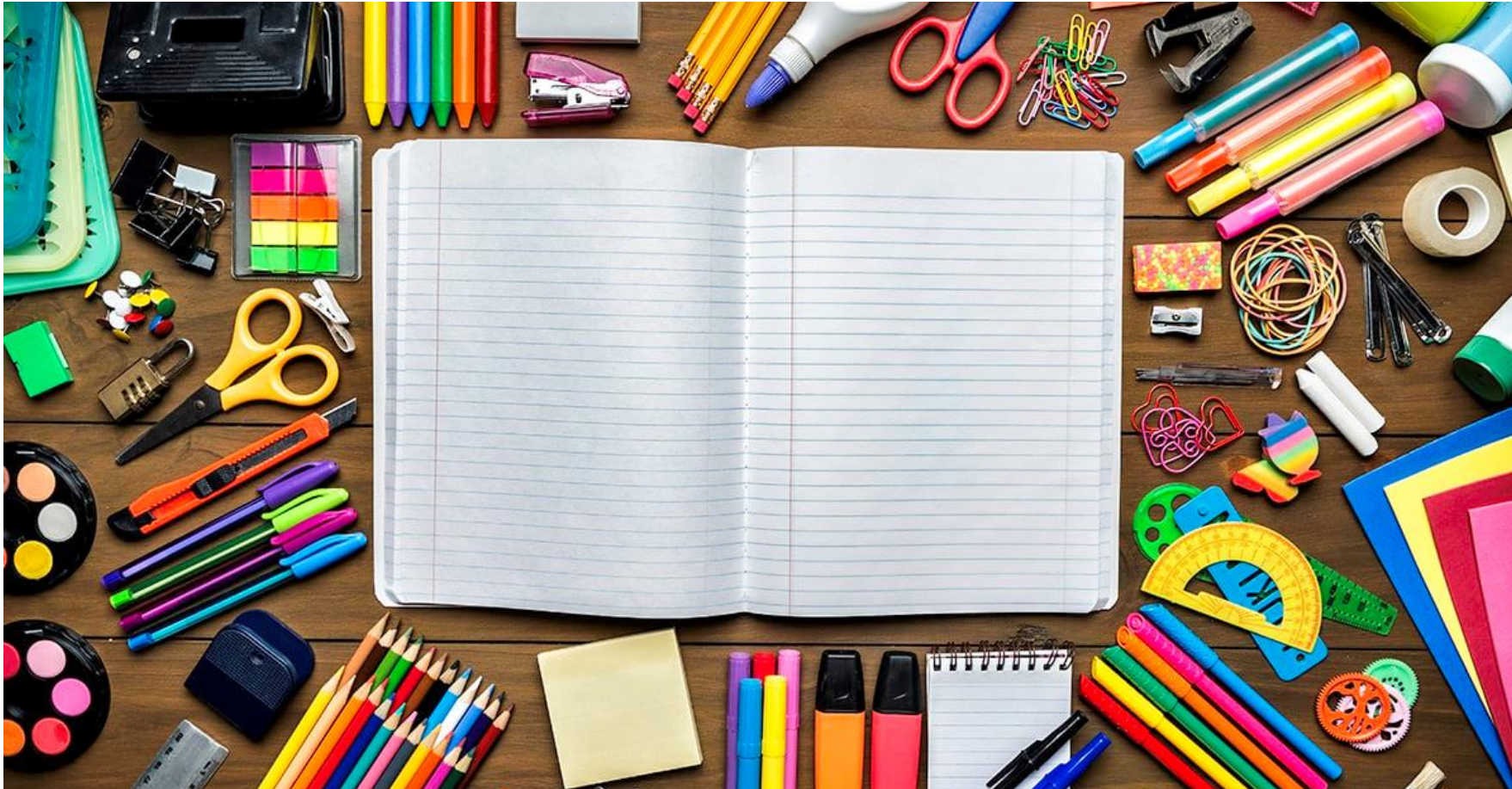# RESOURCE BASED LEARNING

Teaching Learning resources / Educational resources are materials that are used by the teachers in imparting information in terms of academic subjects and concepts to the students.

In the present context the use of technologies, and internet has acquired prominence: The teachers and students are making use of them to prepare well. When they are prepare well, they will be able to render a significant contribution in the achievement of their goals.

The learners need to generate information in terms of more materials of various types to enhance their capacity to learn in groups or individuals basis. Hence **the learning resources can be recognized as teaching aids.**

➢ **Educational resources** are used in a learning environment to help and assist with people's development and leaming. They're designed to reinforce learning and in some cases allow people to put their knowledge to the test. Educational resources are brilliant for teachers and educators to help them deliver the best quality lessons. Resources are essential for effective classroom instruction

➤ Education resources covers all those materials human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process.

➤ Education resources includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc which the leamers are expected to have at any point in time to facilitate learnin.

➤ Education resources are no doubt important in the development of a conducive teaching- learning environment. The use of these resources could give more valuable and powerful direction to the teacher than any personal efforts without the materials.

Characteristics of Teaching-Learning Resources

➢ attractiveness,

➢ familiarity,

➢ novelty,

➢ utilization,

➢ multiple utility and

➢ ease of handling.
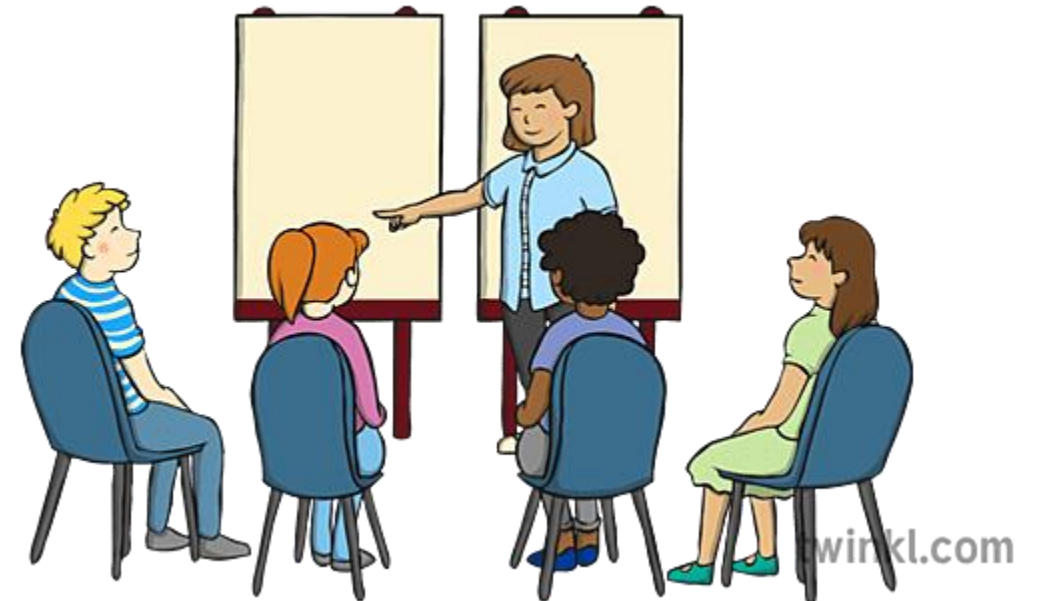
Attractiveness: Teaching resources should be visually appealing and engaging to capture students' attention. This can be achieved through colorful designs, illustrations, or interactive elements.
**Familiarity:** Resources that are familiar to students can help them feel more comfortable and confident in their learning. This can include using materials that are related to their personal experiences or incorporating familiar characters or settings.
Novelty: Introducing something new and exciting can spark curiosity and motivation. This can be achieved by using innovative teaching methods, incorporating technology, or exploring unfamiliar topics.

Utilization: Effective teaching resources should be versatile and have multiple uses. This ensures that they can be adapted to different learning styles and teaching objectives.
Multiple Utility: Resources that can be used in various ways are more valuable. This can include materials that can be used for different subjects, grade levels, or learning activities.
Ease of Handling: Teaching resources should be easy to use and manipulate. This can include materials that are lightweight, durable, and have clear instructions.
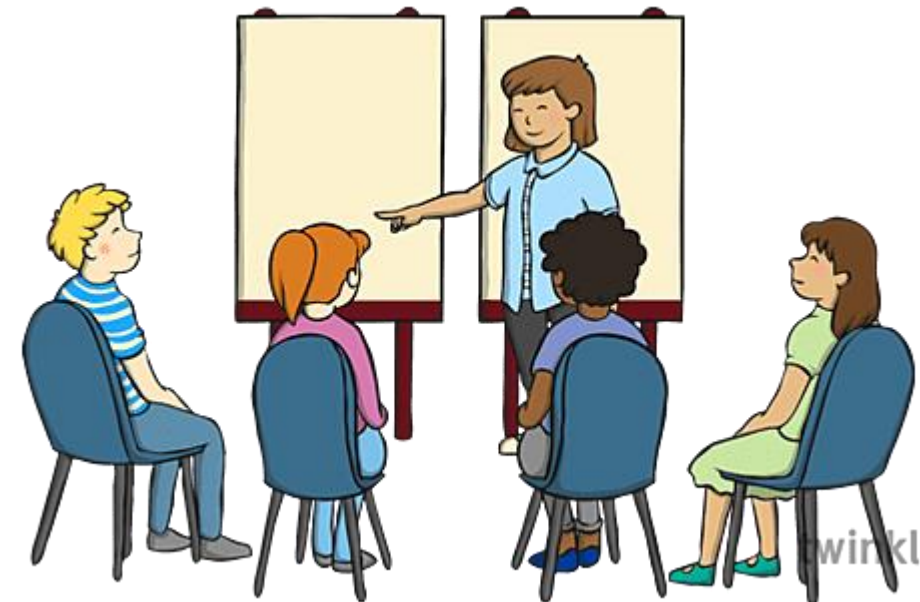
Guidelines for selecting teaching-learning resources

➢ 1. Consider the expected learning outcomes and standards described in the curriculum.

➢ 2. Consider the particular needs of the students.

➢ 3. Do not expose students to highly offensive or obscene materials.

➢ 4. Ensure that teaching and learning resources are suitable for the age and class.

➢ 5. Consider the words, behaviour, images or themes of the resources interms of the

- Text
- Impact on the audience age group
- Literary, artistic or educational merit of the material

➢ 6. Principal/ Headmaster may consult teaching faculty of the school regarding the selection of teaching and learning resources.

Majeed Tirur
ckmajeed86@gmail.com

twinkl.com

Resource Centre (Area)

Defining a Resource Centre (Area)

➢ It is clear that if the resources are to be used during instruction either by teachers or learners or both, then resources are to be made available to them. Consequently. these resources are to be kept and maintained somewhere.

➢ This location is known as the resource centre. Thus, a resource centre is a place which houses print and other instructional resources and where resource-based learning may be carried out. A resource centre provides storage facilities for resources and a procedure for retrieving them.

Majeed Tirur
ckmajeed86@gmail.com

Resource centre Accommodation:

Every education institution has normal classrooms. The existing classroom may be converted into a resource centre. The modification of existing ordinary classes can be done with less cost. The furniture can be rearranged partitions. If needed, can be provided with the help of plywood.

The resource centre must have some place where students can work, the staff can sit, equipment can be stored, technicians can repair equipment, etc. There should be some space for giving instructions to the students. A modem resource centre should be especially designed for accommodation up to 50 students at one time.

Majeed Tirur
ckmajeed86@gmail.com

Furniture in a Resource Centre:

Apart from the usual classroom furniture, a resource centre requires the following furniture:-

- **Worktables**
- **Storage of Resource materials**
- **Display stands**
- **Catalogue (index) furniture**

Majeed Tirur

ckmajeed86@gmail.com

Aims and Objectives of Resource Centre

1. Encourage community participation to enhance the atmosphere of Value Oriented Education.
2. Establish a network of likeminded and develop each network i.e., Teacher's Network, Children's Network etc.
3. Through these ERCs (Educational Resource Centre's) we can activate a process of education were the poorest in the rural areas will be provided an authentic education for their holistic development.
4. The process of learning will be child oriented and activity based, so that the dropout rate can be reduced.
5. The approach to education will not be institutional but people oriented. It should be a complete training and formation of human person.
6. It should cover the physical, social, spiritual and moral development of the integral human personality
7. Value and right attitudes must be inculcated in these primary school and fundamental basis of a true human development.
8. To involve teachers in the primary schools in an organized and effective way.
9. To help the rural students to understand and learn the skills and new teaching methods to improve their teaching and the children's creativity.
10. To spread the idea of improvising the quality of education.

Resource Bank

- The Resource Bank is a curated selection of research- based resources that teachers can use to scaffold access to classroom tasks for all leaners - especially those with foundation needs. The bank is useful for anyone working directly with students, or those who support instructional staff. Although the Resource Bank is primarily intended to serve the needs of students who are significantly behind grade level in literacy or numeracy.

English learners and students receiving special education services. It contains tools that can be useful with a broad array of learners. To find the Resource Bank, Teachers, teacher educators and curriculum designers can find the Accessibility Resource Bank in the Platform.

- The Resource Bank is organized into 6 categories:
  - How to use the Bank
  - Reading Resources
  - Writing Resources
  - Language Resources
  - Math Resources
  - Self-Directed Learning

Resource Island

- It is an area in a classroom where resources are made available in all sides.

- Charts, maps, text-books, dictionaries and other day today teaching resources are kept subjective in all sides of the classroom. While teaching in the class, teacher / students use the resources available in the class. They need not go to resource centre of the school and bring the necessary teaching items to the class.

Examples of Classroom Resources

Traditional Resources:

- **Textbooks:** Core learning materials that provide structured information on a particular subject.

- **Workbooks:** Supplementary materials with exercises and activities to reinforce learning.

- **Flashcards:** Cards used for vocabulary, math facts, or other quick recall information.

- **Posters:** Visual aids that display information, concepts, or images.

- **Manipulatives:** Physical objects used for hands-on learning, such as blocks, counters, or geometric shapes.

Examples of Classroom Resources

Digital Resources:

•**Interactive Whiteboards:** Large touchscreens used for presenting digital content and facilitating interactive activities.

•**Computers and Laptops:** Devices for accessing online resources, educational software, and digital textbooks.

•**Tablets:** Portable devices for individual or group learning, with access to apps, websites, and multimedia content.

•**Educational Software:** Computer programs designed for specific subjects or skills, such as math games or language learning tools.

•**Online Learning Platforms:** Websites or apps that offer courses, lessons, and assessments.

Resource Peninsula

- In Geography, meaning of Peninsula is a piece of land hat is almost surrounded by water but it is connected to the main land on one side. In education resource peninsula is an area on one side of a classroom where resources are kept. It includes printed materials, digital or non-digital materials used for learning. It is a miniature resource centre.
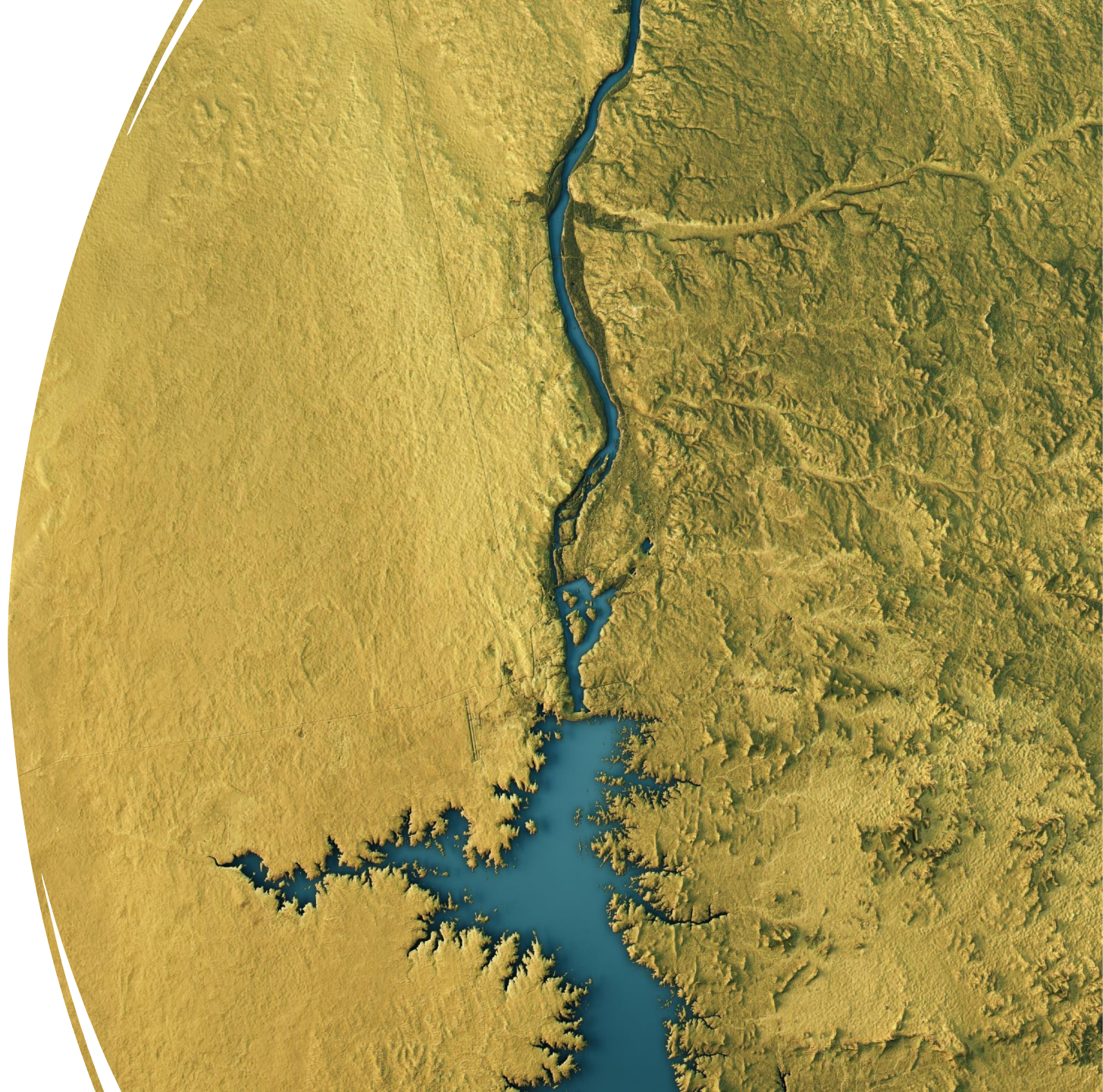
Type of Resources

The resources available in the resource centre are of two types. These are print-based resources, and non-print based resources. Brief details of each of these are as follows:

- **1. Print-based Resources:**
- These are mainly of five types:
- Reference books and manuals
- Textbooks
- collections
- Periodicals, technical and professional magazines and journals collection
- Instructional materials

- **1. Reference books and manuals:**
- These are usually expensive resources the learners refer to when working in the resource centre. Normally, two or three copies of each volume are kept, according to the users' likely demand. These books and manuals must not be taken out of the resource centre.

- 2. **Textbooks:**
- It is essential that course related standard textbooks. frequently referred to and used during training, are always available. To ensure this, some copies of textbooks should be kept in the reference section. These are always available

- 3. **Periodicals, technical and professional magazines and journals:**

- These are instructional resources which learners refer to for state-of-the-art information. Though quite expensive, these are of much use to both teachers and leamers. Normally these are not issued on loan to users.

- **4. Collections:**

- These consist of a variety of material, sometimes retained under subject headings and sometimes kept loose. Collections include newspaper cuttings, cut-out articles from magazines and commercially bought information packs, photographs, extracts, from the work of previous leamers, diagrams, graphs, and other types of written and graphic materials.

- **5. Instructional materials:**

- These include self-instructional materials because leamers can use then independently during the process of instruction. Various types of self-instructional materials are available in the market. These are programmed learning texts, semi-programmed learning modules, capsules, etc.

II. Non-print Based Resources:

Non-print based resources include audio-visual equipment which can be classified under audio, still image projection, moving image projection and other categories. Audio equipment consists of audio tape player, audio cassette player with headphones, audio tape recorder playback, audio variable speed playback and recorder, record players stereo, and radio. Still Image projection equipments include stereo viewer.
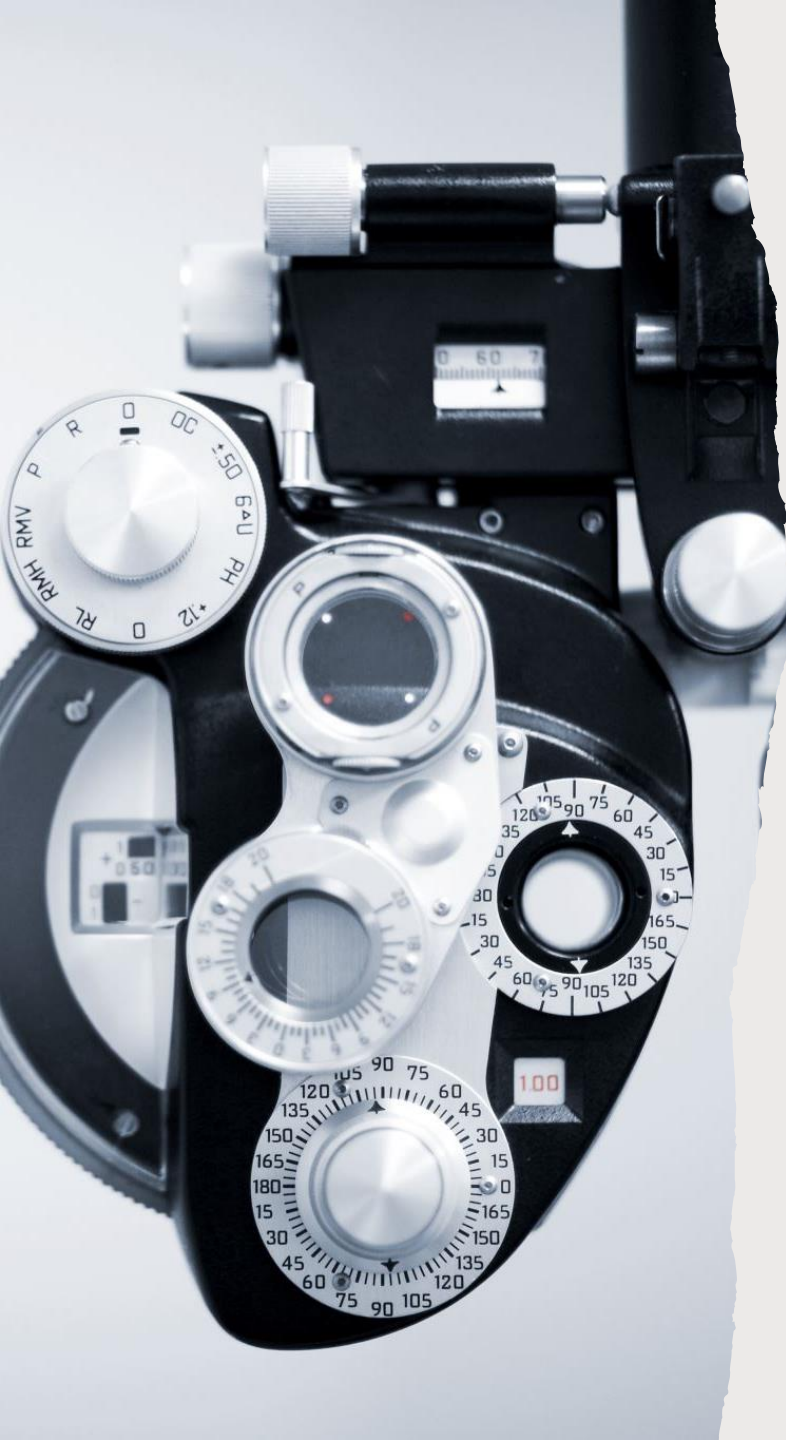
8mm projectors, projectors with rear visions, 35mm film strip/slide projectors with built-in sound for cassette or disc. 35mm synchronized unit e.g. carousel with cassette synchronization unit, 35mmsynchronized unit with back projection, 35mm hand-help viewers, opaque (episcope or epidiascope) project tors, overhead projectors, microfilm reader and microfiche reader,8mm projectors reel and cartridge, 16mm projectors, videotape recorder and video cassette recorder, VHS, U-matic, Betamax come under moving image projection equipment resources. Audio-visual equipment resources also include

Role of the Teacher

- *In a resource centre, the teacher should:*

- plan and organise the distribution of resource materials.

- arrange the time-table for the use of the centre.

- plan and arrange accommodation including the layout of the furniture and equipment.

- ensure the maintenance and repair of furniture and equipment, disposal of irretrievably broken and obsolete machines and update the resources.

- arrange and maintain exhibition.

- maintain an efficient system for recording the use of and re-ordering of consumable materials.

- ensure that all 'software' resources, e.g., print-based instructional materials and non-print based instructional materials like, video and audio-tapes, computer programmes, etc., are indexed and maintained by a proper indexing and retrieval system, correctly stored, revised and replaced when necessary.

- ensure that the production service, such as audio-video, photographic, printing and reprographic operate smoothly and provide staff and learners with what they need.

- encourage staff to develop/produce their own learning resources. disseminate information about the facilities available at the resource centre.

Role of Learners

- **In the resource centre, the learners should:**
- get the required resources by themselves.
- find the resources and get them issued.
- return the resources to the resource centre after their use.
- maintain discipline while working in the resource centre.
- help in maintaining and arranging the resources in the resource centre.
- inform the teacher or resource centre staff in case of any mishappening.
- encourage their fellow-leanlers to use the resource centre to the maximum.
- inform the resource centre staff about their special requirements. develop their own resources.