Learning Resources
Management and Development Systems - LRMDS
Overview of the LRMDS
Overview of LRMDS

Terminal Performance Objectives

Enabling Objectives

Content
Terminal Performance Objective

Participants will be able to explain any one of the major topics of the module in a simulated Panel Discussion (refer to content and statement of EOs) and respond to questions on the same topic which may be raised by the audience.
Enabling objectives

- Participants relate the findings of the two Baseline studies to the vision and objectives and functions of the LRMDS
- Participants explain the Scope, Vision, Objectives and Nature of LRMDS
- Participants describe the various LRMD Systems in terms of inputs, processes and outputs
- Participants will describe the LRMDS functions and roles at the school, division and regional levels
Session content

- **Baseline Research**
  - Basic findings of the Baseline Research on: Access to and provision of Learning Resources (2007; 2008)

- **What is the LRMDS**
  - Vision, Objectives, Scope of LRMDS
  - Types of learning resources
  - Functions and roles of the LRMDS at various levels
  - Description of the processes and outputs of the various subsystems
Cornell Notes

Refer to Handout 1.
Baseline Research Objectives

a) To identify the instructional materials, specifically, textbooks for elementary, secondary and ALS that are present and actually used in a sample of schools in the target divisions
Baseline Research Objectives

b) To identify and describe commercial and non-commercial supplementary instructional and professional development materials (PDMs) for elementary, secondary and ALS found in the region and division offices and among a sample of schools in the target divisions.
Baseline Research Objectives

c) To identify the existing equipment to support the use of technology based instructional materials in the region, division offices and in a sample of schools in the target divisions

d) To identify the factors that affect the development, acquisition, equitable distribution and use of quality teaching and learning materials in a sample of schools in target divisions

e) To identify existing policies and policy gaps related to the proposed LRMDS
Baseline Research Findings

1) In all the 3 divisions, print materials, primarily, textbooks were the preponderant instructional material at the school level. In all the divisions, however, none of the schools in the sample had a complete set of textbooks at the grade or high school level, although the inadequacies did not have a pattern in that they occurred in different subject areas and grade levels.
Baseline Research Findings

2) The sample schools lacked textbooks in Science, Mathematics and English at various grade and year levels. The lack of textbooks is most pronounced in TLE or Technology and Livelihood Education.

3) None of the schools’ had resources for students with special needs.

4) The teachers and principals also claimed that there are no staff development materials or resources that could be claimed were specifically for teachers to use to update their understanding of various aspects of their profession.
5) There appeared to be no ‘formal system’ for acquiring professional development materials for regional and division supervisors to assist them in their various tasks, including, providing training and other forms of development assistance to teachers.

6) Teachers reported routinely spending their own money for reproducing materials or for buying books to augment the textbooks.
Baseline Research Findings

7) There are limited amounts of supplementary materials; learning modules and lesson exemplars account for the most number of supplementary materials.

8) The development of instructional materials is not indicated as a priority for using MOOE funds and the moratorium on the purchase of supplementary materials while there are still gaps in the provision of textbooks is still in effect.
Baseline Research Findings

9) The teachers look to the principals and educational supervisors as the persons responsible for the development of instructional materials to augment textbooks; the principals on the other hand look at the teachers as responsible for providing for whatever they need in terms of instructional materials, especially, when no official textbooks are adopted or when the textbooks are not adequate.

10) In subsequent workshops of C3, many resources in areas identified as “without or little IMs” by the field (division and school levels), such as, materials for special education were actually available at the Central Office.
Baseline Research Findings

11) Current procurement process for textbooks and supplementary materials as being problematic - when the bidding process fails to identify qualifying bidders the process needs to be recommenced; during which time no resources are available except what the Division or schools may purchase independently using local funds or donations.

12) Schools which lose their textbook collection because of calamities do not get replacements.
### Activity 2

<table>
<thead>
<tr>
<th>PROBLEMS, ISSUES OR CHALLENGES</th>
<th>EFFECTS OF THE PROBLEMS</th>
<th>SOLUTIONS</th>
</tr>
</thead>
</table>

Based on the preceding presentation, identify 6-8 chronic problems/issues/challenges related to learning resource access and provision in your regions/divisions/schools

Refer to Handout 3 for Instructions
Vision

Adaptive learning resource systems, fully functioning at the region and division levels, effectively developing and distributing adequate and varied learning resources to teachers and learners from both the formal basic education and ALS systems.
Objectives of the LRMDS

1. Strengthened Learning Resource development and distribution systems at Regional and Divisional levels.

2. Improvement of instructional and learning materials system through support for the assessment, acquisition, adaptation, development, production and distribution of teaching/learning materials to schools.
Objectives of the LRMDS

3 Digitized available student learning materials (including from PASMEP, PROBE, PRODED, BEAM, TEEP, SEDIP, etc), particularly for reading in the early grades and TLE programs, English, Science and Mathematics in other grades, ADM and ALS.

4 Enhanced provisions of quality instructional and learning materials, particularly in reading in early grades and TLE, English, Science and Mathematics in other grades.
Objectives of the LRMDS

5. Modified and enhanced instructional and learning materials for implementing Alternative Delivery Modes and Learning Systems.

6. Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for provision and utilisation of learning resources.
What is LRMDS?

The Learning Resources Management and Development System provides the mechanisms to support coordinated and integrated access to quality resources by DEP ED Regions, Divisions and Cluster/School levels.
What does LRMDS do?

LRMDS functions as a clearinghouse to:

• Provide information about the location of resources (physical copies e.g., textbooks, training manuals, lesson guides, CDs, charts, maps).

• Allows users of the system to access & download directly digitized versions of resources that are published and stored in multiple formats within the LRMDS repository.
What does LRMDS do?

- Web based portal with a searchable catalogue and online repository of learning, teaching and professional development resources.
How?

The LRMDS is managed and maintained at all levels in accordance with requirements of DepED Central Office for distribution and access to resources. It is responsive to identified school learning and teaching resource needs and supports Divisions via the Regions to fulfil these needs.
The LRMDS is manifested as an online networked information and communication system. Connected at each level to physical facilities including:

– Libraries;
– media production and development centres;

Coordinated by LRMDS Administration & Management and QA teams.
LRMDS has standards, specifications and guidelines underpin each system:
- assessing & evaluating,
- acquiring & harvesting,
- modification, development and production,
- storage and maintenance, and;
- publication and delivery.
Resource types

*Learning Resources* (LR) are any digital or non-digital educational resource with a learning purpose. These resources are designed to be used directly by the student learners and or integrated into teacher developed lesson plans.
Resource types

Teaching Resources (TR) are any educational resource digital or non-digital that supports teachers in curriculum development, delivery and pedagogy or teacher trainers in the delivery of professional development programs.
Resource types

**Professional Development Materials (PDM)** are any digital or non-digital education training and development resource or program designed with a training and development purpose. Such programs may contain or reference LR’s and TR’s.
Resource types

The LRMDS catalogue may also contain information relating to persons that may be accessed to support teaching and learning of local culture through oral traditions, story telling and with indigenous language expertise.
Format of resources?

Print
Charts, posters, manipulatives
Offline digital – CD, DVD, VCD, audiotape, VHS
Online digital
Format of Resources

• Any digital file or collection of files with a learning purpose or potential for learning and teaching.
• Image, video, text, audio, animation, or any combination of these.
Format of resources?

- Formats and size vary.
- Nature of content varies: concept, lesson, or sequence for learning and teaching.
Sources of resources?

Existing DepED developed resources (Bureau, Region, Division)
Foreign Assisted Program resources
School/Teacher Developed resources
Online websites
Commercial resources
LRMDS System & workflow

Learning Resources Management & Development System (LRMDS)

1.0 Assessment & Evaluation System
   1.1 Assessment & Evaluation of LR Needs
   1.2 Evaluation of LRs
     1.2.1 Evaluate new LRs for acquisition
     1.2.2 Evaluation of existing LRs for Redev. & Catalog
     1.2.3 Evaluation of School-Developed LRs

2.0 Development, Acquisition & Production System
   2.1 Development of T&D Materials
   2.2 Redevelopment & Production of LRs from existing materials

3.0 Storage & Maintenance System
   3.1 Catalog LR
   3.2 Content Maintenance & Review
   3.3 Archive LR

4.0 Publication & Delivery
   4.1 Search & Browse LR
   4.2 Access LR
System for Assessment & Evaluation

For identification of materials to be procured, redeveloped or reproduced is designed to support schools, divisions and regions:

• in identifying learning, teaching and professional development resource needs (School LR Plan, DEDP, REDP – SIP/AIP)

• reviewing and recommending resources for acquisition and procurement
System for Assessment & Evaluation

• identifying existing resources for reproduction & redevelopment
• evaluating teacher developed materials for local use and shared distribution via LRMDS
System for Development, Acquisition and Production

The system is designed to:

• support local design and redevelopment of existing learning and teaching resources by the region in response to identified needs of schools

• develop on behalf of Regional NEAP training and development resources and or PDMs for distribution via LRMDS
System for Development, Acquisition and Production

• support modification, localization, indigenization & translation of resources into mother tongue
System for Storage & Maintenance

The Storage and Maintenance system is designed to ensure ongoing and sustainable access to quality learning, teaching and professional development resources via the LRMDS.

The system comprises

i. the online catalogue of all quality assured resources that are:
   – stored in the LRMDS repository,
   – available from online sites, and;
   – locates hard copies of resources stored at regions, divisions and or schools/cluster levels.
System for Storage & Maintenance

ii. content maintenance and review schedules and processes to ensure ongoing technical and educational fit for purpose.

iii. archiving services.
System for Publication & Delivery

Designed to provide the web based user interface to access the LRMDS. It is designed to support user:

- Search, Browse, View and download resources and information contained within the repository
- Authentication for access and use of third party material licensed to DepED
In summary the LRMDS will....

• Provide standards, specifications and guidelines for: assessing & evaluating; acquiring & harvesting; modifying & developing, storage, retrieval and distribution

• Provide information on quantity and quality and location of textbooks and supplementary materials

• Provide access to resources in analogue/digital format and locate resources in print, hardcopy or human resources format.
Activity 3

Think, Pair, Share

1. Refer to your notes from the presentation and LRMDS Framework sections 1-5.
2. Work individually to review your notes for each of the following questions.
3. Discuss your notes and response to the questions with your partner.
4. The whole group will then briefly discuss the questions and share understanding.
Think, Pair, Share

1. What are the objectives of the LRMDS? How do the objectives relate to the findings of the baseline research?

2. Explain what the principle of “inclusivity” means and why it is important to have this as one of the principles for developing or procuring learning resources?

3. Explain briefly what each sub-system in the LRMDS does in terms of function or service.
Activity 4

Whose work it anyway?

Refer to Section 6 LRMDS Framework.

Read through section 6. You will have 10-15 minutes to do this.

The facilitator will then organize you into teams and explain the rules of the activity.

(Handout 4)

As the facilitator presents the question each team will identify the level responsible for a function
Whose work is it anyway? Q’s

• WHO/what level has the responsibility for uploading metadata on evaluated resources to the LRMDS catalogue?

• Who/what level maintains a public presence for the LRMDS in terms of libraries that are accessible to DEP ED users?

• WHO/what level prepares the Learning Resource Plan as part of the SIP/AIP process?
Whose work is it anyway? Q’s

• Who/what level is responsible for training heads of cluster schools on the LRMDS?
• Who/what level is responsible for developing and publishing indigenization guidelines?
• Who/what level is responsible for the reproduction on a large scale of learning resources required?
Whose work is it anyway? Q’s

- Who/what level is responsible for conducting capacity building activities on the effective implementation of the LRMDS?
- Who/what level is responsible for maintaining a pool of translators or writers in mother tongue?
- Who is responsible for monitoring and evaluation at the division and region levels?
Whose work is it anyway? Q’s

• Who is responsible for the production of T & D materials that are identified as required?
• Who manages maintains the LRMDS?
• Who/what level is responsible for assessing the needs for localizing learning or teaching resources?
Whose work is it anyway? Q’s

• Who is responsible for identifying resource needs of teachers and learners?
• Who is/are primarily responsible for the financial management of the LRCS at the various levels?
• Who is responsible for ADVOCACY for LRMDS?
• Who consolidates the LR plans for inclusion in the DEDP?
Panel discussion

- Relate the vision and objectives of the LRMDS to the important findings of the baseline researches. Show how the LRMDS can potentially respond to the problems and issues identified in the findings.
- Explain briefly the major functions, processes, process tools and personnel (organizational structure) at the regional, division and lead school cluster levels of the LRMD sub systems. (A panellist may be assigned to one level.)
- Explain the workflow processes of the LRMDS at the various levels.