

## THREE | CLARIFY HOW YOU WILL USE THE LEARNING RESOURCES

Before you start on a journey you usually have a good idea of where you want to go, how to get there, and what transport you will use. In short trips you think of these questions automatically and you're not aware of the pre-journey thinking and planning. It is only when you want to visit an unfamiliar place that you realize the importance of doing some preliminary thinking about the journey. Embarking on a materials development journey is similar. Yet frequently people jump the initial planning queue and want to start creating learning materials without adequate preparation.

We can use questions such as these to get an initial idea of the learning resources we need for the learning programme we have in mind. This will help us to make the right decisions.

1. Who is your audience?
2. What is the purpose and main outcomes of the programme for which you need learning resources?
3. How will the learning resources be used?

### 1. Who is the audience?

A detailed description of the learners who will be using the resources you intend to acquire or develop helps to pinpoint early on what would be most suitable. An example of an audience profile shows how information about your learners can inform the selection and development of relevant resources.

Table 2 – Implications of audience profile for learning resources

Audience profile	Example	What it means for learning resources
Age range	Between 15 and 20 years	Must appeal to young people and take into account their interests
Gender	Equal distribution of male and female	Examples reflect the interests of women and men
Geographical distribution	In different areas of Limpopo, thus a combination of urban and rural	Examples, circumstances and style are relevant to both an urban and rural audience. Assumptions can be made that the audience has access to basic infra-structure which includes electricity.
Knowledge of language materials are written in	English is used as a second language	Keep difficult text to a minimum. Will need support to engage with the resources.

Audience profile	Example	What it means for learning resources
		Informative glossaries are a necessary feature.
Education level	Have passed NQF level 2 and are at Level 3.	Draw and build on experience, knowledge and skills acquired previously.
Experience with subject	Has dealt with this subject at level 2.	Expand on the knowledge gained in this subject, deepen understanding and application.
Type of learning resource audience already uses	Read newspapers, magazines, readings for specific tasks. Are only comfortable reading short articles. Are not in the habit of reading.	Include short articles and journalistic style of writing to draw the interest. Support is necessary when introducing difficult text. Encourage reading beyond what is essential.
Psychological factors	Often low self esteem Many lack motivation Find it difficult to take initiatives in organizing self study.	Set manageable tasks to enable learners to achieve success and build their confidence. Assist learners to develop study skills that make it possible for them to become independent.
Social and cultural factors	A mixture of backgrounds, customs and experiences. Stereotyping and bias is practised. Family and friends are usually supportive.	Include examples that reflect the diversity of cultures and experiences. Create opportunities to discuss issues from different perspectives. Include activities in which the support of family and friends is harnessed.

## 2. What is the purpose and main outcomes of the programme for which you need learning resources?

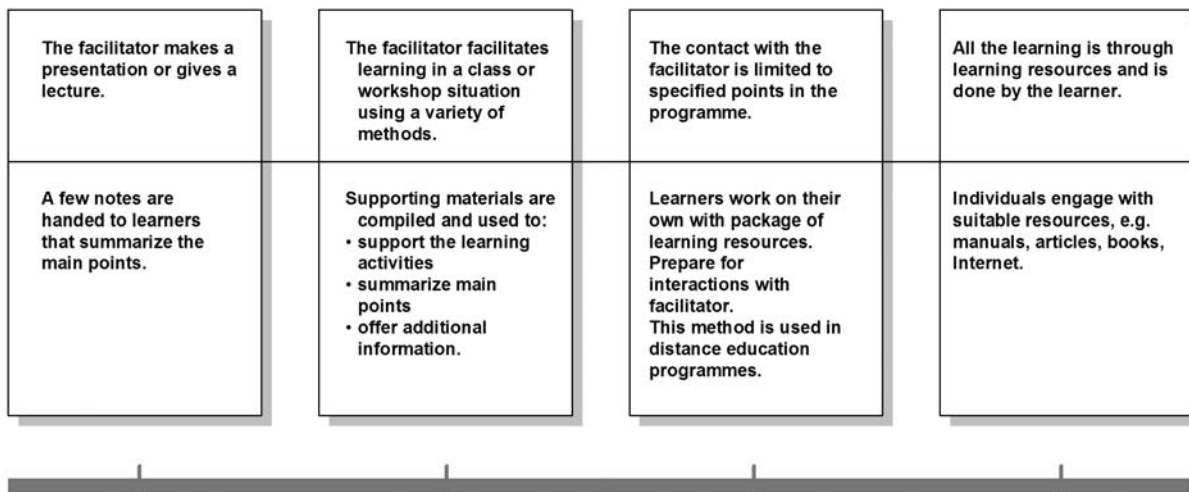
Frequently the purpose and outcomes of a programme are specified in quite obscure educational terms. It is good practice to convert this terminology into an audience friendly description. Why do learners want to do this programme? How would you introduce the programme to them? What will they gain by doing it? What competence does a person have who graduates from the programme? Questions such as these help you to get a clear image of the general thrust of the programme.

## 3. How will the learning resources be used?

Learning resources can be used in a variety of ways to suit the purpose of a programme or learning intervention. Be clear about how the learning resources fit into the overall learning and teaching strategy. What do you expect to do with the learning resources? How will the learners use them? How will you use them? This has an implication for the kind of resource you will acquire or develop. The ways in which learning resources can be used are shown on this continuum.

Table 3

How learning resources are used





**REFLECT & ACT**

Regular reflection on your experiences can be a valuable way of helping you improve your practice. Record your ideas inside this space.

**Clarify how you will use the learning resources**

1. What is the purpose of the learning programme?
  
  
  
  
  
  
  
  
  
  
2. What key competencies (knowledge, skills and values) is the person expected to have who graduates from this programme?
  
  
  
  
  
  
  
  
  
  
3. Brainstorm some learning resources you could use and describe how you would use them.

Possible learning resources	How I intend to use them