**SRM INSTITUTE OF SCIENCE AND TECHNOLOGY**
**DIRECTORATE OF DISTANCE EDUCATION**
**KATTANKULATHUR**

**SEMINAR ON**
**SLM DEVELOPMENT**
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# Objectives........

After going through this training,

- you will be able to explain structure of SLM
- you will be able to write the unit for SLM

# What is SLM

- Predominant form in ODL
- learner-centered materials
- With inbuilt Teacher

# Characteristics of SLM

*Self-Explanatory*

*Self-Contained*

*Self-Directed*

*Self-Motivating*

*Self-Evaluating*

*Self-Learning*

# Textbooks Vs SLM

| Textbooks | Self-Learning Materials |
| --- | --- |
| Assume interest | Arouse interest |
| Written mainly for teacher use | Written primarily for Learner use |
| Do not indicate study time | Give estimates of study time |
| Designed for a wider market | Designed for a particular learner group |
| Rarely state aims and objectives | Always give aims and objectives |
| Structured for teachers and specialists | Structured according to the need of learners |
| Little or no self-assessment | Major emphasis on self-assessment |

# Objectives

## SMART

- S - Specific
- M - Measurable
- A - Accurate
- R - Realistic
- T - Time /Testable

# Components of Objectives

- Conditions (Situation)—Condition under which the behavior will occur
- Performance (Action)—Behavior is described in observable and measurable terms (by using a verb)
- Standards (Level)—Expected level or standard for successful performance

Standard of Objective depends on the level of the learners

# Terminology for Objectives

- **Descriptive verbs:** define, describe, explain, list, select, state, etc.
- **Discriminative verbs:** compare, differentiate, identify, summarize, illustrate, outline, separate, select etc.
- **Motor performance verbs:** type, draw, measure, etc.

## Examples of Objectives

- After reading this unit you will be able to write the unit for SLM
- After going through this unit, you should be able to explain characteristics of SLM.

# Introduction

- Explains the content being discussed
- Relates the unit and also with the existing knowledge of the learners.

should be **brief** to provide adequate **help to the learners** in starting their study.

# Introduction components

## Structural part

- Backward **and** forward linkages

## Thematic part

- Overview of the main concepts to be discussed
- Builds communication with learners

## Guidance part

- Study guide and requirements such as time, special activities, back/cross references, equipment, books, etc
- How to achieve the objectives
- Motivation role-How it is going to help

# Main Body

- Thematic Content
- Illustrations/ photos/Diagrams/Graphics
- Tables/Charts
- SAQs/Activities

# Content...

- Small steps
- Logical arrangement
- Ordering the content
- Personalized style
- Language
- Illustrations
- Assessment

# Organization of Content

- known to the unknown
- Simple to complex
- Concrete to abstract
- Particular to general

# Language of Content

- Simple and clear sentences
- Simple vocabulary
- One idea in one paragraph
- Interactive and personalized
- Humor

# Activities.. Writing. Thinking. Doing

- In-text Self-Assessment Questions
- Exercises
- Activities