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Development and Evaluation of Instructional Module for Special Program in Journalism

[1]Jayson O. Yongco & [2]Jasper M. Del Valle

Abstract

The study aimed to develop and evaluate the instructional module for special program in journalism for grade 8 students. It is geared towards probing the errors encountered in learning resource construction and the recommendations in enhancing the instructional material through questionnaires and guidelines for learning resource material (LRM) production. Data were gathered from forty Grade 8 Journalism students enrolled at an Integrated High School in Laguna, Philippines and ten specialists who were purposively selected. The data were collected and treated using Mean. Findings revealed that the student-evaluators strongly agree on the rating criteria of the instructional module in terms of format, content, clarity and usefulness. On the other hand, the specialists rated the instructional module passed on content, format and presentation and organization criteria but failed on accuracy and up-to-datedness of information.

Keywords: *Learning Resource Material, Learning Modalities, Modular Distance Learning, Special Program in Journalism*

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About the authors:

[1]Corresponding author. Master of Arts, Teacher, San Pablo City Integrated High School

[2]Doctor of Education, Graduate School Professor, San Pablo Colleges

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1. Introduction

Educational system in the Philippines knows no boundaries. It adapts and even provides achievable alternatives to the formal education structure of the country. It shifts the teaching-learning process in schools and provides ways to cater educational dilemmas – equipping the educators to become more effective in their field of specialization. In addition, Benitez (2011) states that Philippine education has always tried its serious efforts to meet the demands of the international educational system, adding that the link between learning preferences and learning acquisition is undeniable. It was also emphasized that learning modality or preference is a vital part of learning, but is too often ignored.

Modular distance learning (MDL) for instance, has been the most common learning modality implemented in almost all over the country as the public health emergency brought about by COVID-19 calls the Department of Education to be innovative and resourceful in delivering quality, accessible, relevant, and liberating education. In response to this emergency and in accordance to their mandate, Department of Education (DepEd) has promulgated issuances on flexible learning and materials, specifically, DepEd Order No. (DO) 21, s. 2019, or the Policy Guidelines on the K to 12 Basic Education Program. It sets forth flexible learning options which include alternative delivery modules and its corresponding learning resources that are responsive to the need, context, circumstances, and diversity of learners. These policy guidelines set the standards and specifications in the provision of learning resources at schools such as San Pablo City Integrated High School where most of the students chose MDL – an instructional modality which provides with many drills and exercises parallel to Most Essential Competencies (MELCs) – which shows how vital its impact is in the teaching and learning process as it offers exclusive learning programs amidst pandemic.

One of these programs is the Special Program in Journalism (SPJ), a four-year course in journalism at junior high school designed to develop the learners' skills in mass communication, print, online and broadcast media which aims to develop, to sharpen journalistic skills of student-writers, and to toughen unrestricted and responsible journalism. Unfortunately, this program is not yet equipped with the things to meet the rising demands of modularization. As common scenario in most public schools in the Philippines, this program lacks insufficient learning material and lack of learning resource material during different scenarios such as natural calamities, and

more so during COVID-19 pandemic. Since modules were not provided by the school, there is a need for an instructional module suitable to the needs of the journalism students. To reach out the demand of modularization, it is vital to construct innovative means that will surely reinforce the educational program in Journalism. It is from the said milieu that this study was conceptualized.

It is vital to know that instructional module plays an important role in the educational system nowadays. Utilizing module especially in Journalism can be very appealing and interesting for it seeks to ensure that learning develops even amidst pandemic or natural calamities. By using such material in Journalism, students will be actively engage in the learning process and overcome the stigma that when natural catastrophes struck during school days, the teaching-learning process stops. This study with instructional module in Journalism is very beneficial and will definitely lead the teacher and the learners to work hand in hand in achieving a common goal – digesting lessons in a self-pace manner – which is a skill that will be beneficial for them in school and in life.

2. Literature Review

2.1. Module Development

a. Instructional Design

Instructional design, as defined by Ruth (2014), is a systematic methodology (embedded in instructional theories and models) created to scheme and develop content, capabilities, and other solutions to support the acquisition of new knowledge and skills. Instructional design ensures that learners absorb knowledge and skills proficiently by generating high quality learning materials taking into consideration their strengths and weaknesses. On the same note, these resources are also focused and modified to address the precise needs of educators. In addition, Ocampo (2015) argues that instructional design certainly produced concrete results. As such, instructional designers must begin by conducting a needs evaluation to determine the necessities and prerequisites of the learning event, including: what the student should know and be able to do as an outcome of the learning process, and what the students already know and can do.

According to Seneca (2014), "*if one doesn't know to which port one is sailing, no wind is favourable*." After one knows where he is headed, he will more easily get there. Well-defined and articulated learning strategies are important because they: provide learners with a transparent purpose to focus their learning efforts, direct your choice of instructional activities, and guide your

assessment strategies. Instructional designers are then accountable for creating the course design and developing all instructional materials, comprising of presentation materials, participant guides, hand-outs, and other resources. They are also responsible for evaluating training, including assessing what was learned and whether the learning solution led to measurable behavior change.

According to Towse (2011), the foremost important aspect of distance learning development (or any training intervention for that matter) is defining the proper learning objective. An ineffective learning objective design will lead to an unsuccessful training module, despite all the following exertions, time, and effort. He also added that the top advantage of instructional designing is flexibility. Educators can choose when, where, and how they will inculcate specific lessons in relation to time, place, and medium of instruction for students' education. Mager (2014), on the other hand, describes an instructional design as a collection of words and/or pictures and diagrams intended to let others know what you plan for your students to achieve. An instructional design doesn't describe what the teacher is going to achieve, but instead the talents, knowledge, and attitudes that the educator is attempting to supply on learners. It was also emphasized that the requirement for clear, precise statements of what learners should be able to accomplish after they've completed their instruction. This process must only be done before any development work started.

Furthermore, Hopkins (2016) argues that instructional planning's aim is not merely helping the scholars to achieve the desired knowledge in curriculum, it should also help them to be strong learners. As such, when students do not understand some issues about the learning resource material, the teacher must help them by implementing a decent pedagogics to be released of confusion. Objectives and instructional design should be appropriate and relevant while learning modules should have also its main objectives which can be very helpful for students learning.

Aquazen (2015) mentions the division of lesson into partial objectives and for every partial objective a working desk is employed. During this method, the teacher is not the sole source of data and therefore the learner is not dependent to the teacher. Learning environment is student-centred and therefore the teacher can play effective role in giving information to the learner and guide each learners in line with their need. In modular instruction, teacher is not the sole source of information. Students will have the chance to look and see new ideas while they are addressing the modules. In line with this, they are going to discover the design of their study habits.

b. Criteria for Choosing Instructional Materials

The sections of a good instructional material as described by Bugler et al. (2017) include accuracy and visual appeal, alignment to standards and depth of data, easy use and support, and engagement and skill to fulfil student needs.

Accuracy and visual appeal. Teachers indicated that if they find errors of any kind — like grammatical errors, spelling errors, inaccurate information, or wrong answer sheets to problems — in instructional materials, they quickly eliminate those materials from consideration.

Alignment to standards and depth of data. Most teachers express that one thing they have to show their principal or coach is the alignment of the materials to the standards. Teachers indicated that they typically use their own judgment to work out whether materials are aligned. Another consideration that teachers described is that the depth of data or rigor embodied within the materials. Teachers reported that materials that lack the specified depth don't seem to be useful to them within the classroom

Ease of use and support. Teachers indicated that they fight to avoid instructional materials that are not easy to use, whether for teachers, students, and/or parents to use. Teachers said they aim to pick instructional materials which minimize the burden on teachers. Materials require an excessive amount of time and energy if, as an example, the materials are incomplete, and also the teacher has to explore for the missing pieces or determine the answers to problems, or if parents cannot understand them, causing teachers to spend longer explaining.

Engagement and talent to fulfil student needs. Teachers described knowing their students, how the scholars learn and what they will do, and the way they need previously capable materials and activities. The teachers use that knowledge to work out whether new materials will engage their students. Many teachers commented that a part of the rationale that they supplement school- or district-adopted materials is so as to have interaction their students in an exceedingly way that the adopted materials aren't able to. Some teachers talked about materials being boring for both students and teachers. Together teacher noted that they are bored in the instructional material; there is a hundred percent certainty that their students will be bored.

Previous literature and studies showed that in the light of pandemic and challenges abound in the educational system, modular distance learning has clearly defined its characteristics and

roles which offered ideas to adapt in this new normal way of learning. Though the literature speaks of it seamlessly, researches and studies also stated the importance of resource material production and validation. As scholars purport that learning instructional material is vital in students' progress, it is equally important to address and assess the hitches in material production or it can never serve its purpose. Furthermore, if the goal is to respond to new normal learning environment, the challenges met by the students as well as the facilitators of learning should be recognized at the very onset especially if it includes special education programs. Indeed, the goal of this study to evaluate and enhance an instructional module is in harmony with the aforementioned undertakings. Furthermore, the authenticity of the specialists' views towards material production validation will be indispensable in the pursuit of conceptualizing applicable enhancement needed in the instructional module. This study shall be beneficial to the school which offers special program in journalism in meeting the demands of changing educational approach amidst this global pandemic.

2.2. Theoretical framework

This study is guided by the theory model of Heinrich and Molenda (1999) known with the acronym ASSURE. It's a well-known instructional design model that has the goal of manufacturing simpler teaching and learning materials. "ASSURE" is an acronym that stands for the varied steps within the model. The flow of every step was listed as follows:

A signifies Analyze Learners. It is essential to first think about the students and their general characteristics, academic levels, skills, and styles. It is the beginning of the process wherein the teacher examines the attributes of the learners based on their characteristics which are related to the learning outcomes desired. Needs analysis procedure is done in order to assess the things to consider in the construction of the instructional module.

The next process is S which stands for Standards and Objectives. This step aims to know and state the objectives to be used in teaching, what do the students need know at the end of the lesson, and looking ahead at the learning outcomes. During this process the teacher will state the standards and objectives for the instructional material which consists of specification of what the learners are able to do with the help of the developed instructional module in journalism.

The third step in the process is another S which stands for Select Strategies, Technology, Media, and Materials. This refers to the methods and materials that will appropriately meet the state objectives for teaching. The aforementioned process requires a lot of planning and

preparation on the teacher's part. Materials to be utilized in developing the module, need to be bought, or borrowed ahead of time requires thorough preparation.

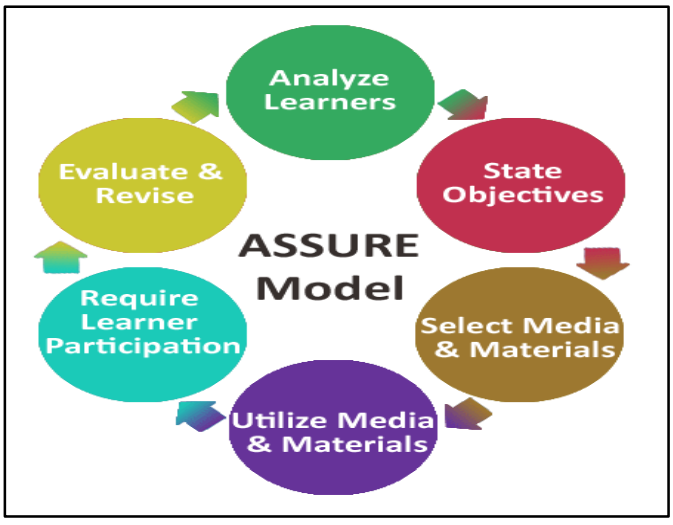
The fourth step is the letter U which stands for Utilize Technology, Media, and Materials. It is of equal importance to preview or use media and materials before utilizing in lesson, especially when using technology (smart board, document camera, streaming video), to make sure everything works appropriately. This process is all about planning on the way to utilizing the technology, media, and materials selected for the developed instructional material.

The fifth process is letter R which stands for Require Learners Participation. This step obliges the active engagement of the learners to the instructional module. Requiring students to be actively involved in the lesson will not only engage students, but will also help them retain what they are learning. The sole participation happened the moment the learners utilized the developed module in Journalism II.

The final process in this model is the letter E which stands for Evaluate and Revise. This is the most vital part and the step that cannot be overlooked. During this step, the impact of the instructional module on the students' learning acquisition is highlighted. An in-depth analysis and evaluation of instructional design, technology, media, and materials are taken into consideration. This step is focused on feedback from students or target participants.

Figure 1

ASSURE THEORY MODEL by R. Heinrich and M. Molenda (1999)



Source:Https://learningbyclick.wordpress.com/2018/08/17/the-instructional-design-models-that-best-fit-assure-model/. (n.d.)

3. Methodology

3.1. Research Design

This study utilized the descriptive type of research. This research design, as defined by Shuttleworth (2015), is an effective technique for researching precise topics which includes observing and describing the behavior and perception of a certain subject without influencing it in any way. Moreover, it elucidated the research as it helps to describe variation of responses, describe how participants perceived broad and general questions, and collect detailed views of participants in the form of words and sentences. The descriptive study provided a detailed description of the extent, improvement, and level of acceptability of the developed instructional module for Special Program in Journalism that the participants explored and scrutinized. It is hoped that the detail provided by the description will generate sufficient insights and recommendations towards the enhancement of the instructional module in journalism.

3.2. Participants

The study has two (2) groups of participants determined purposively: the first group who were not involved in the actual study and were purposely selected to test the instrument's validity and reliability and the second group in which the validated instrument was distributed. As suggested by Creswell and and Lichtman (2013), this technique allows the researcher to choose the most effective adjustments available for the study and judged as participants with good background knowledge scrutinized the research. Group one was composed of Grade 8 Science learners consisting of forty-two (42) students with twenty (20) male and twenty-two (22) female. Meanwhile, a total of forty (40) learners with seventeen (17) male and twenty-three (23) female Grade 8 Journalism students enrolled under the Special Program in Journalism (SPJ) during the A.Y. 2020-2021 comprised group two, which was the actual participants of the study.

On the other hand, ten (10) expert validators who were well-versed in Journalism as well as in learning resource material production consisted of three (3) English master teachers, three (3) school paper advisers, three (3) learning resource coordinators, and one (1) Journalism coordinator were also considered as participants on the study. Students and expert validators evaluated the instructional module in the Special Program for Journalism based on the following criteria: content, format, presentation and organization, accuracy and up-to-datedness of information.

3.3. Instrumentation

The study utilized a researcher-made instrument and a checklist questionnaire adopted from Deped Guidelines and Processes for LRMDS Assessment and Evaluation dated March 2009. The checklist was given to the target learners and specialists to determine the acceptability of the developed module. The questionnaire-checklist for the expert validators was composed of three (3) parts. Part I includes the actual rating sheet for print resources which comprises the following factors: Factor 1 which is the Content with a total of 28 points in order to pass the criterion. Factor 2 is the Format, which includes prints, illustrations, design and layout, paper and binding, and size and weight of resource with a total of 72 points to pass the criterion. Presentation and Organization is the Factor 3 with a maximum of 20 points to pass the criterion. And lastly, Factor 4: Accuracy and Up-to-datedness of Information with 24 points as a total in order to pass the criterion. Part II includes the comments and recommendation of the evaluators on the instructional module which are not captured on Factors 1-4. Part III is the recommendation for the instructional module. This contains the checklist whether the evaluated material is recommended for possible use in public school or not.

Likewise, a separate check-list questionnaire patterned from Development and Evaluation of Learning Modules by Marry Anne Alcantara (2015) was given to the participants focusing on the following criteria: Part I Format, which assessed the instructional module in Journalism as attractive and pleasing to look at, font size which is easy to read, proper spaces between words to ease reading, good printing quality (no broken words, letters, images), and clear recognizable images related to the texts; Part II Content, which described the instructional module in Journalism with logically arranged content that is interesting to the target readers, contents that are engaging, clear, and easy to understand, activities that are attainable and suited to the learning comprehension level of the reader, concept discussions that are manageable and can be studied individually, and contents that are free from spelling and grammatical lapses; Part III Clarity expected the instructional module in Journalism to use words or vocabulary adapted to the target reader's level of understanding, consist of sufficient opportunities to check the understanding of the target reader about the lesson, be studied individually even without guidance from the teacher, follow directions/instructions on how to complete the assessed tasks, and contain part/s which the target readers can reflect on the transparency of their understanding. Part IV Usefulness contains the instructional module in Journalism that helps to apply concepts of the lesson in everyday living,

has the ability to stimulate self- paced learning, is suitable to the needs of the learners, stimulates higher thinking skills such as creativity, critical thinking, and learning by doing, and has adequate learning that can improve the target reader's proficiency in journalism. The adopted questionnaire checklist is composed of five items per aspect for a total of 20 items.

3.4. Data-Gathering Procedure

To collect essential data, the study conducted a five-phase procedure. Phase I involved securing a letter to the principal of the school to conduct the survey. Upon her approval as well as the approval of the adviser, the Phase II involved requesting from the Grade 8 level coordinator the enrollment data. The data collected was scrutinized and was used in the needs analysis, which is the Phase III of the procedure. This included a comprehensive understanding of the needs and issues faced by the participants in order to provide potential solutions. This paved way to Phase IV, which consisted of establishing validity and reliability of the research instrument. During this phase, the researcher distributed questionnaires to the parents of the try out group participants during their enrollment period. Survey forms for the aforementioned test were validated by English master teachers and the researcher's adviser. Finally, to proceed with Phase V which is the gathering of data from the target participants of the study, the researcher incorporated all the adjustments needed based on the results found on the reliability test to ensure consistency among the questions on the instrument. These modifications also included the observance of practicing ethical principles in conducting research studies which primarily covered the process of thoroughly informing the participants about the study, its importance, potential benefits and risks, and assurance to data handling, management of information, and matters of anonymity. After ensuring the ethical standards and consistency among queries on the survey, the researcher coordinated with the target participants and personally distributed copies of questionnaires during the retrieval of answer sheets. Likewise, copies of module and Deped Guidelines and Processes for LRMDS Assessment and Evaluation questionnaires. were also handed personally by the researcher to the different evaluator-specialists.

Retrieval of written responses was done after seven days and the researcher then made confirmation to the participants that he had received the copy of the survey forms Afterwards, the data collected from the respondents were encoded into a computer. They were classified, tabulated, and encoded for analysis.

3.5. Statistical Analysis

To answer the problems posited in this study, data were gathered and subjected to statistical treatment. The following statistical tools were then employed:

Mean was used to determine the ratings of the target participants as well as the evaluator-specialists on the developed instructional module in journalism.

Moreover, the data analysis procedure also included the collection of errors and sorting of recommendations in the instructional material made by the researcher. All types of errors were scrutinized and corrected accordingly and incorporated together with the recommendations in the finalized version of the instructional module in journalism.

3.6. Research Ethics

Purpose and Background. The study aimed to evaluate and enhance the instructional module for the Special Program in Journalism (SPJ). The purpose of participation in this research is to help the researcher in gathering first hand experiences and provide a neutral assessment to further address challenges that might surface to help in the enhancement of the instructional module.

Procedures. If the participants agree to take part in the study, the following occur: Initially, the researcher provide a copy of the instructional module in journalism. Then, they will be receiving the questionnaire-checklist which includes the criteria for evaluation of instructional materials bounded to provide necessary information and shall observe the practice of ethical principles in conducting research studies which primarily includes informing you about the study, its importance, potential benefits and risks, and assurance to data handling, management of information, and matters of anonymity. This will take at least 20 minutes. Retrieval of responses shall be a week after the administration either in paper or electronic, whichever is preferred. Prior information shall also be done if needed.

Confidentiality. The records from this study were kept confidential. No individual identities will be used in any reports or publications resulting from the study. All written interview responses and summaries will be given codes and stored separately from any names or other direct identification of participants. Research information will be kept in locked files at all times. Only the researcher will have access to the files and written interview responses and summaries and

only those with an essential need to see names or other identifying information will have access to that particular file.

4. Findings and Discussion

Table 1

Students' Evaluation Rating of the Module

Indicators	M	SD	VI
Format			
The instructional module in Journalism:			
1. is attractive and pleasing to look at.	1.33	0.47	SA
2. has font size which is easy to read.	1.15	0.36	SA
3. has proper spaces between words to ease reading.	1.13	0.33	SA
4. has a good printing quality (no broken words, letters, images)	1.8	0.56	A
5. has clear recognizable images related to the texts.	1.45	0.6	SA
Overall	**1.37**	**0.46**	**SA**
Content			
The instructional module in Journalism:			
1. has logically arranged content that are interesting to the target readers.	1.23	0.42	SA
2. has contents that are engaging, clear, and easy to understand	1.25	0.44	SA
3. has activities that are attainable and suited to the learning comprehension level of the reader.	1.25	0.44	SA
4. has concept discussions that are manageable and can be studied individually.	1.45	0.6	SA
5. has contents that are free from spelling and grammatical lapses.	1.6	0.55	SA
Overall	**1.36**	**0.49**	**SA**
Clarity			
The instructional module in Journalism:			
1. uses words or vocabulary adapted to the target reader's level of understanding.	1.28	0.45	SA
2. is consists of sufficient opportunities to check the understanding of the target reader about the lesson.	1.25	0.44	SA
3. can be studied individually even without guidance from the teacher.	1.63	0.59	SA
4. has easy to follow directions/instructions on how to complete the assessed tasks	1.38	0.49	SA
5. has part/s which the target readers can reflect on the transparency of their understanding.	1.28	0.45	SA
Overall	**1.36**	**0.48**	**SA**
Usefulness			
The instructional module in Journalism:			
1. helps to apply concepts of the lesson in everyday living.	1.43	0.55	SA
2. has the ability to stimulate self- paced learning.	1.4	0.5	SA
3. is suitable to the needs of the learners.	1.33	0.47	SA
4. stimulates higher thinking skills such as creativity, critical thinking, and learning by doing.	1.28	0.45	SA
5. has adequate learning that can improve the target reader's proficiency in journalism.	1.3	0.46	SA
Overall	**1.35**	**0.49**	**SA**

Legend: 1.00-1.75 Strongly Agree (SA); 1.76-2.50 Agree (A); 2.51-3.25 Disagree (D); 3.26-4.00 Strongly Disagree (SD)

Table 1 shows the evaluation rating of module by the students based on the several indicators.

In terms of format, the overall mean of 1.37 interpreted as strongly agree. Findings pointed out that most of the respondents strongly agree to the statement that the instructional module has proper spaces between words to ease reading. Having the mean of 1.13, this implies that the instructional module created adequate spaces between characters and produced discrete spaces between words which strengthen reading interest among the participants. Result also highlighted that formatting features of the module helped the participants to easily recognize a block of text as a group, and furthermore helped them rapidly catch the start of each line. Similar findings appeared in the study of Hojjati and Muniandy (2015) that longer lines require increased line spacing to improve readability highlighting that double spacing seems to be better than single spacing for reading. Similar, Clinton (2016) also provided sufficient evidence that comprehension and interest in reading varied significantly among different conditions of spacing between sentences. Overall, results revealed that majority of the Journalism students sturdily approve that the instructional module provides appropriate set-up in terms of presentation.

In terms of content, an overall mean of 1.36 interpreted as strongly agree. Majority of the respondents (WM=1.23) consider that the instructional module in journalism has logically arranged content that were interesting to the target readers. This means that journalism students successfully follow the sequence of thoughts in the material given to them which contributed to the smooth flow of learning. This matched the study of Aquino and Meyer (2016) that logical text order improves the overall quality of a reading material. Following well-organized points in writing a material encourage learners to form quality of academic outputs through consistency because good readers were able to take advantage of signals within the text to select important ideas and generate a gist. Findings pointed out that the respondents generally accepted the content of the instructional module in journalism and classified the information written as attainable and suited to their learning comprehension level.

In terms of clarity, an overall mean of 1.36 is interpreted as strongly agree. The statement '*the instructional module consists of sufficient opportunities to check the understanding of the target reader about the lesson*,' having a mean of 1.25 and interpreted as strongly agree, placed first among the rating of the participants. It can be denoted from the findings that the module given to the participants highlighted the role of activities and learning tasks in teaching-learning process.

Results also implied that the instructional material given to the respondents gave them adequate time to access, practice, and transfer new learning in a variety of activities and contexts; opening effective opportunities for them to embed their learning into long-term understanding. This corresponds to the research of University of Tasmania (2021) which emphasized that meaningful learning should build on preceding activities and elude from being repetitive and should permit learners to engage with and develop their skills, knowledge and understandings in different ways. Meaningful activities pave way to abundant chances to engage students in active, constructive, intentional, authentic, and cooperative ways. Results showed that the instructional module in journalism has a clear way of transmitting relevant and current information among the participants. It also initiated easy to follow guidelines as well as designed and organized activities and interactions to support the participants to work with relative independence in relation to their age and level of understanding.

In terms of usefulness, an overall mean of 1.35 is interpreted as strongly agree. Results pointed out that the participants of the study considered the instructional module in journalism as a material which stimulates higher thinking skills such as creativity, critical thinking, and learning by doing. This means that the instructional material presented a variety of authentic and meaningful activities to the participants allowing them to become evaluative, creative, and innovative learners. These findings also highlighted the success of the instructional module in providing the right setting and the appropriate activities which prompted the minds of the participants on to a higher-level thinking. Similar findings were found on the study of Paul and Edler (2016) which explained that students must be permitted to construct their own knowledge by monitoring, directing, and correcting how and what they think. Students must be allowed to manifest learning by giving them sufficient time to analyze things critically. When teachers transcend from givers of information to collaborators and instigators, learners become critical thinkers. Meaningful learning happened when students were empowered to self-direct their own learning and when activities given stimulate higher order thinking skills. In terms of usefulness, finding revealed that the participants deemed the instructional module as highly functional in establishing clear learning goals which they could of use not only in schools but also to real-life scenarios.

Table 2

Evaluation Rating of Specialists

Indicators	M	SD	VI
Content			
1. Content is suitable to the student's level of development.	4.00	0.00	VS
2. Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.	4.00	0.00	VS
3. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.	4.00	0.00	VS
4. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.	4.00	0.00	VS
5. Material enhances the development of desirable values and traits.	4.00	0.00	VS
6. Material has the potential to arouse interest of target reader.	4.00	0.00	VS
7. Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.	3.6	0.52	VS
Total Points	**27.6**	**0.52**	**Passed**
Format			
Prints			
1. Size of letters is appropriate to the intended user.	3.80	0.42	VS
2. Spaces between letters and words facilitate reading.	4.00	0.00	VS
3. Font is easy to read.	3.80	0.42	VS
4. Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration).	3.70	0.48	VS
Illustrations			
5. Simple and easily recognizable.	3.90	0.32	VS
6. Clarify and supplement the text.	3.80	0.42	VS
7. Properly labelled or captioned (if applicable)	3.90	0.32	VS
8. Realistic/appropriate colors.	4.00	0.00	VS
9. Attractive and appealing.	4.00	0.00	VS
10. Culturally relevant.	3.80	0.42	VS
Design and Layout			
11. Attractive and pleasing to look at.	3.90	0.32	VS
12. Simple (i.e., does not distract the attention of the reader)	3.90	0.32	VS
13. Adequate illustration in relation to text.	4.00	0.00	VS
14. Harmonious blending of elements (e.g., illustrations and text).	3.70	0.48	VS
Paper and Binding			
15. Paper used contributes to easy reading.	3.90	0.32	VS
16. Durable binding to withstand frequent use.	3.90	0.32	VS
17. Easy to handle.	3.90	0.32	VS
18. Relatively light.	3.90	0.32	VS
Total Points	**69.80**	**1.93**	**Passed**

Indicators	M	SD	VI
Presentation and Organization			
1. Presentation is engaging, interesting, and understandable.	4.00	0.00	VS
2. There is logical and smooth flow of ideas.	4.00	0.00	VS
3. Vocabulary level is adapted to target reader's likely experience and level of understanding.	4.00	0.00	VS
4. Length of sentences is suited to the comprehension level of the target reader.	3.80	0.42	VS
5. Sentences and paragraph structures are varied and interesting to the target reader.	4.00	0.00	VS
Total Points	**19.80**	**0.42**	**Passed**
Accuracy and Up-to-datedness of Information			
1. Conceptual errors.	3.70	0.48	NP
2. Factual errors	4.00	0.00	NP
3. Grammatical errors	3.50	0.53	NP
4. Computational errors	4.00	0.00	NP
5. Obsolete information	3.60	0.52	NP
6. Typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc.)	3.50	0.53	NP
Total Points	**22.30**	**1.25**	**Failed**

Legend:3.26-4.00 Very Satisfactory (VS) *Total Points $\geq$ 21 Passed*
2.51-3.25 Satisfactory (S)
1.76-2.50 Poor (P)
1.00-1.75 Not Satisfactory (NS)

Table 2 presents the evaluation rating of the instructional module by specialists.

The content criterion has a total of 27.60 points and interpreted as passed. Based on the mean rating 3.60 interpreted as very satisfactory, findings showed that most of the specialists find the instructional module in journalism lacking in terms of providing adequate topic and activities which offered cautionary measures about health and safety concerns. This means that the evaluators stressed out how vital the role of instructional modules are not only in imparting knowledge and skills to students, but also in ensuring that the learners were well equipped with indispensable information amidst pandemic. They want to guarantee that learning materials in the new normal prioritize concepts which highlight means on protecting one's self and circulate awareness about fake information and treacherous myths in relation to COVID-19 that were spreading fear and stigma. This result was supported by the United Nations International Children's Emergency Fund (UNICEF) which stressed out that minimizing the risk of transmission of COVID-19 within learning spaces and addressing the learning inequalities and protection concerns among the learners must be prioritized. According to UNICEF (2020), cautionary measure when incorporated to lessons, leave unconscious emergency preparedness impact to the minds of the

learners which helped them to be safe and to survive. In addition, World Health Organization (WHO) emphasized that precaution has been at the heart of public health security for centuries, and precautionary principle is indeed connected to acting under uncertainty which is an increasingly common occurrence. This precautionary principle when integrated in learning materials will educate even hard to reach learners therefore contributing to the efforts striving towards a healthier and safer world. Overall, in terms of content, experts approved the quality of the instructional material in journalism ensuring the value of its substance based on their expertise. This also means that expert evaluators reckoned the material in journalism suitable for the learners in obtaining systematic and practical knowledge and skills amidst pandemic. In addition, result also suggested that the teaching material (module) has a set of calculated learning experience inside intended to help students to comprehend specific learning goals.

In terms of format, a total of 69.80 points interpreted as passed. “Printing is of good quality with no broken letters, even density, correct alignment, and properly placed screen registration” ranked as the lowest among the rating of the specialist under prints having a mean of 3.70 interpreted as very satisfactory. This means that the instructional module in journalism was unsuccessful in providing excellent printed material for the participants. Results also implied that printing gears and apparatus must be taken into consideration for the modular distance learning. As cited by Khalid et al. (2015) on their study about improving the quality of learning modules at Kuala Lumpur, Malaysia, aside from the learning contents, it is equally important to pay attention to printing qualities because it’s the first thing that hooks the reader’s attention. Printing quality acts as a catalyst in learning for visual convenience; diminishing the chance of missing any part of the lecture. In terms of design and layout, the statement the instructional module in journalism has harmonious blending of elements categorized last among the evaluation of the specialists having the mean of 3.70 and interpreted as very satisfactory. This means that the module needs adjustments with regards to cohesion of manuscripts and images. Findings also showed the important connection between sentence elements and visual features of the module. As per Dania (2020), learning can often be more enjoyable and informative when graphics, images, and graphs are included. Texts worked better when there are visual elements next to it which further explains what the writer is trying to say. Similarly, Sieber (2012) and Hatcher (2015) found that teaching with objects together with texts present a direct, tactile experience for learners. Children respond more readily to objects than to the materials they have just read. Lastly, expert evaluators highly

approved the component of the instructional module in journalism in terms of paper and binding as they rated all the indicators the same with a mean of 3.90 interpreted as very satisfactory. This means that specialist deemed the module suitable for public usage as it contributes to easy reading, has durable binding to withstand frequent use, has easy to handle material, and is relatively light in nature. This also implied that evaluators considered the module as a quality instructional material which is self-contained and is sufficient to address efficiently the learning targets of the curriculum without requiring the use of any supplementary materials. Experts approved the set-up and presentation value of the material in journalism as they perceived the presence of neatness, consistency, and attention to detail in the module.

Evaluation rating of the instructional module by specialists based on the criteria for evaluation in terms of presentation and organization having a total of 19.80 points interpreted as passed. This means that experts find practical implementation of the material following a simple to decipher flow of ideas and lenience in extracting meaningful insights. Findings also implied how evaluators approved the instructional module considering its arrangement of data in the most logical and orderly fashion and bearing in minds its usability in part of the learners. This matched Aquino (2017) on the importance of data presentation and organization. Good data organization strategies were important because presentation contains the key in handling various readers. Centered on the lowest mean rating among the indicators with a mean of 3.80 interpreted as very satisfactory, results exposed that some expert evaluators noticed statements in the instructional module in journalism with lengths of sentences that is not suited to the comprehension level of the target readers. This implied that specialists stressed out concerns on having long complicated sentences which made the students to slow down and work harder in understanding what they are reading than focusing on what they needed to learn. They noticed that these long sentences aren't just difficult for learners who struggle with reading or have a cognitive disability, but also to students with limited vocabulary. Vincent (2016) on his study about sentence length also featured the same findings that lengthy and complex sentences tend to lessen readers' interests. This because most readers tend to scan, not read. In fact, most people only read around 25% of what's on a page. This means it is important to get information across quickly. Most people often have the least time and focus to read which means that they just wanted to comprehend the point and move on quickly. Writers must omit drawn-out sentences so readers will not waste much of their time in deconstructing sentences and in contemplating into clauses.

Accuracy and up-to-datedness of information has a total of 22.30 points and interpreted as failed. This means that expert evaluators perceived the instructional material lacking in terms of information precision as they highlight the strong bond between information errors and cognitive capabilities among the students. Specialists stressed out that intellectual, logical, and writing ability were affected by the presence of information errors. Same results correlate to the study of Klieme and Kunter (2019) about mistakes and miscalculations in educational process which revealed that learning orientation as well as students' motivation and positive learning outcomes were greatly affected by learning material inaccuracy. They added that these educational faults distressed learners' mentality leading to cognitive carelessness which eventually results to poor academic performance. Moreover, findings revealed that typographical and other minor errors were the most existent mistake found in the instructional module in journalism having the mean of 3.50. This implied that evaluators classified the module with deficiencies which affect participants. Result also highlighted how vital correctness of information is in establishing efficient delivery of learning and information pointing out the significant role of the writers in crafting instructional material. However, psychologist Tom Stafford, who studied typos of the University of Sheffield in the UK noted the reason why typos get through in writing. According to him this is not because writers were careless, it is because what they are doing was actually very smart. He explained that as high level tasks arise, our brain generalizes simple, component parts (like turning letters into words and words into sentences) so it can focus on more complex tasks (like combining sentences into complex ideas). He added that when writers proof reading their own work, they know the information that they want to convey simply because they expect that meaning to be there. The reason why they do not perceive their own typos is because what they see is opposing with the version that exists in their minds. In addition, Kawasaki (2020) argue that timing of correcting errors in learning materials in English is crucial for a lesson to become a success or a fail. Error correction plays a big influence on students' learning process and therefore right amendment timing as well as avoiding errors will help learners retain new information effectively.

5. Conclusion

This study found that Grade 8 Journalism students of San Pablo City Integrated High School considered the instructional module in journalism suitable to the program and to their level of understanding. Similarly, specialists recognized the instructional module in journalism suitable for public school usage.

In the light of the findings, this study suggests that the developed and enhanced module for journalism 8 maybe endorsed into the Bureau of Learning Resources – Quality Assurance Division (BLR-QAD) for final review and endorsement for potential usage in other schools offering special program in journalism. Having identified some of the variables that affect the instructional material production in journalism, findings of this study may serve as baseline topics for trainings, seminars and conventions that touch on the improvement of the learning resource material production for special program in journalism. Further concentration may be focused on learning resource material validation in the instructional material made in schools as findings of this study highlight the colossal influence of precise contents of each part of learning material. Similar studies on material production for journalism can be done in the future considering variables that were not covered in the present study.

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