



COMPETENCE OF THE LEARNING RESOURCE EVALUATORS (LRES) IN PERFORMING THEIR ROLES AND RESPONSIBILITIES: A CAPABILITY BUILDING PROGRAM FOR CONFORMANCE REVIEW

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**Competence of the Learning Resource Evaluators (LREs) in Performing
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for Conformance Review**

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Abstract

This action research sought to determine the level of competence of the Learning Resource Evaluators (LREs) in performing their roles and responsibilities in evaluating the content, language, and layout and design of the developed learning resources in the Division of Pagadian City. It also explored the problems/challenges encountered by the evaluators and their suggestions for improving the process of evaluating and assuring the quality of learning resources. The participants of this mixed-methods sequential explanatory research consist of thirty-five (35) members of the quality assurance team of the Division of Pagadian City during the school year 2021-2022. The evaluators consistently disclosed a high level of competence in content, language, and layout and design. They also articulated their need to be trained to improve their competence in Instructional Design and Organization, Referencing and Source Citation, Assessment, Grammar and Syntax, Consistency in Style, Design and Layout, and Visuals. Using thematic analysis, the learning resource evaluators further experienced four (4) major problems or challenges: (1) Lack of training, (2) Time constraints, (3) Difficulty in evaluating inadequate and disorganized content, and (4) Inefficient evaluation process. Further, the evaluators articulated conducting a capacity-building program for both writers and evaluators, streamlining the evaluation process, and providing adequate time for evaluation. The findings warrant the conduct of a capability-building program to capacitate the Learning Resource Evaluators (LREs) in evaluating and assuring the quality of the learning resources in the Division of Pagadian City. These outcomes recommend the conformance review of all locally developed Self-Learning Modules.

Keywords: *capability building; Division of Pagadian City; Learning Resource Evaluators (LREs); quality-assurance*

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Context and Rationale

The rigorous evaluation of learning resources plays a crucial role in ensuring compliance to the Department of Education (DepEd) standards and requirements before widespread distribution and utilization. Through DepEd Order No. 21 series of 2019, Education Secretary Leonor Briones emphasized the development of the Learning Resources Management and Development System (LRMDS) for developing, assessing, and distributing quality learning resources. That is why the Alternative Delivery Mode (ADM) of the Department of Education, amidst the peril of the COVID-19 pandemic, accentuates learning continuity and inclusive education delivery through the provision of appropriate and quality learning resources through the collaboration of LRMDS with the other DepEd personnel (Department of Education 2020, 1).

One of the significant components of the ADM Learning Resources Management and Development Process is the formation of the Quality Assurance Team. This group of Learning Resource Evaluators (LREs) is assigned to evaluate and review the learning resources utilizing the applicable and appropriate evaluation tools (Department of Education 2020, 4). These evaluators will review the appropriateness of content, language, layout and design of DepEd-developed Learning Resources (DDLRs) and other instructional materials. These three areas for evaluation present a wide array of dimensions and categories, including instructional design, alignment to specific learning competencies and objectives, coherence and clarity of thought, consistency in style, physical attributes of the LRs, etc. Thus, it is imperative that the LREs should manifest competence and efficiency in evaluating the learning resources (Gayola 2020). However, there are cases that the evaluators experienced difficulties in performing their roles and responsibilities as hampered by voluminous tasks, time constraints, absence of skills training, or insufficient technical assistance. Chapelle (2007) delineated two salient points in addressing the challenges of evaluating learning materials to understand what to assess and how to evaluate.

Teaching and learning materials that the LREs will evaluate include Self-Learning Modules, Lesson Exemplars, Learning Activity Sheets, Strategic Interventions Materials, and other resources. These materials will be successfully delivered to the students if the teacher-developers use appropriate media and activities to stimulate students' learning (Widodo 2018). The said learning resources contains the materials, activities, procedure, and evaluation strategies to accomplish the expected learning outcomes (Lestari and Saragih 2018, 244). Thus, Learning Resource Evaluators must thoroughly evaluate to ensure that the learning materials are efficient under specific circumstances (Bundsgaard and Hansen 2011).

The Department of Education pushes to strengthen the curriculum practices that are responsive to the students' learning needs without compromising health and wellbeing during this difficult time. That is why the alternative learning delivery modalities using Self-Learning Modules (SLMs), Learning Activity Sheets (LAS), and other learning resources will address Filipino learners' needs, conditions, and resources, ensuring that basic education will be accessible amidst the COVID-19 pandemic (Briones 2020). Thus, the level of competence of the Learning Resource Evaluators (LREs) in performing their roles and responsibilities in terms of content, language, and layout and design should be underscored to achieve the successful delivery of formal and inclusive education.

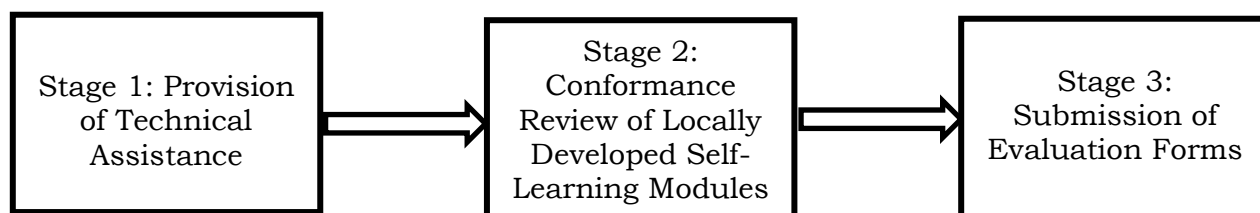
Along with this premise, the researcher seeks to determine the level of competence of the Learning Resource Evaluators in performing their roles and responsibilities as part of the quality assurance team in the Division of Pagadian City. Specifically, this exploration also aims to identify the different factors and categories of content, language layout and design in which the LREs need more training or technical assistance. This action research also aims to address the problems/challenges encountered by the LREs and capacitate them in evaluating and assuring the quality of learning resources through a training program. Henceforth, the outcomes of this action research seek to contribute to the practice of ensuring quality education, specifically on the task of evaluating learning materials, and by and large, in the new normal setup.

Innovation, Intervention, and Strategy

The researcher designed a capability building program to capacitate the Learning Resource Evaluators (LREs) in evaluating and assuring the quality of the learning resources in the Division of Pagadian City. In the desire to support the mandate of the Department of Education to provide technical assistance to the evaluators comprising the quality assurance team as well as continuing conformance review, the Office of the Learning Resources Management and Development System (LRMDS) sought to reinforce the evaluation of learning resources at the division level. This initiative will plausibly address the problems/challenges experienced by the quality assurance team by providing skills training and sharing of information and expertise from specialists.

This action research implemented the 3-stage capability building program through the Webinar-Workshop in Capacitating the Learning Resource Evaluators (LREs).

Figure 1: Capability Building Program for the Learning Resource Evaluators (LREs)



The Stage 1: Provision of Technical Assistance highlights the input and guidance provided by the experts in evaluating the content, language, and layout and design through the webinar-workshop. In the second stage, the evaluators perform conformance review of locally developed Self-Learning Modules. And the last stage is the Submission to LRMDS of evaluation forms for Quality Assurance as outputs of the training.

The overall goal of this intervention was to support the learning outcomes of the curriculum, specifically on the mandate of the delivery of quality education under the Basic Education – Learning Continuity Plan. Secretary Leonor Magtolis Briones of the Department of Education accentuated the continuity of delivering quality and inclusive education amidst the changes and dangers we face (Briones 2020). To achieve the objective of enhanced provisions of quality instructional and learning materials, the principle of inclusivity, learner-centered, engagement in learning, and successful

learning must be considered rigorously (Department of Education, 2008). That is why the researcher intended to deliver a division-wide program that will conform, capacitate, and corroborate the learning resource evaluators for the quality assurance of learning resources.

Action Research Questions

The main objective of this research was to determine the level of competence of the Learning Resource Evaluators (LREs) in performing their roles and responsibilities in evaluating the content, language, and layout and design of the developed learning resources in the Division of Pagadian City during the School Year 2021-2022. The expected outcome of this exploration was to provide intervention to capacitate the Learning Resource Evaluators (LREs) and to address the problems/challenges encountered in evaluating and assuring the quality of learning resources.

Specifically, this action research sought to answer the following questions:

1. What is the level of competence of the Learning Resource Evaluators (LREs) in performing their roles and responsibilities in terms of:
 - 1.1 Content;
 - 1.2 Language; and
 - 1.3 Layout and Design?
2. What factors or categories do the Learning Resource Evaluators (LREs) need more training or technical assistance in terms of:
 - 2.1 Content;
 - 2.2 Language; and
 - 2.3 Layout and Design?
3. What are the problems/challenges encountered by the Learning Resource Evaluators (LREs) in evaluating and assuring the quality of learning resources?
4. What are the suggestions of the Learning Resource Evaluators (LREs) for the improvement of the process of evaluating and assuring the quality of learning resources?
5. Based on the findings, what capability building program can be designed to capacitate the Learning Resource Evaluators (LREs) in evaluating and assuring the quality of the learning resources?

Action Research Methods

Research Design

This action research utilized mixed-methods sequential explanatory design comprising the collection and analysis of quantitative data and then qualitative data in two stages within the study. The qualitative exploration seeks to explain or elaborate on the quantitative results in the mixed-method explanatory research design (Creswell and Clark 2017). This design is appropriate for this exploration considering the purpose of the study is to quantitatively describe the level of competence of the LREs in terms of performing their roles and responsibilities to provide a general picture of the research problem. The qualitative phase of data collection which is the exploration of the

problems and challenges faced by LREs is needed to refine, extend, or explain the phenomenon to gain a better understanding of the research problem.

Participants and/or Other Sources of Data and Information

The participants of this action research consisted of thirty-five (35) Learning Resource Evaluators of the Division of Pagadian City. These evaluators were part of the quality assurance team, which validated the Self-Learning Modules and other learning resources in Filipino, English, Math, Science, Araling Panlipunan, Technology and Livelihood Education (TLE), Edukasyon sa Pagpapakatao (ESP), Music, Arts, Physical Education and Health (MAPEH), and Practical Research. The target participants were the selected content experts or specialists in the Division of Pagadian City who are actively involved in the process of evaluating the learning resources to ensure compliance to DepEd standards and requirements.

The study employed stratified random sampling in which a sample of thirty-five (35) Learning Resource Evaluators were randomly chosen to represent the learning areas. These participants answered the questionnaire on the level of competence of the Learning Resource Evaluators (LREs) in performing their roles and responsibilities in evaluating content, language, layout, and design. They also provided information as to the factors or categories that they need more training or technical assistance. Moreover, purposive sampling was also utilized in selecting participants for the qualitative exploration in this action research. Data saturation was used to determine the number of participants who will provide information about the problems/challenges encountered by the Learning Resource Evaluators (LREs) and suggestions for improving the process in evaluating and assuring the quality of learning resources.

Research Instruments

The questionnaire on the level of competence of the Learning Resource Evaluators (LREs) was sourced out from the DepEd- Alternative Delivery Mode Learning Resource Standards (2020) in which the standards and criteria for evaluating the content, language, and layout and design of learning resources are specified. The subsequent part of the questionnaire asked the participants to specify the factor(s) that they need more training or technical assistance. It also asked for qualitative data on the problems/challenges they encountered as an evaluator and their suggestions for the improvement of the process of evaluating and assuring the quality of learning resources. The questionnaire underwent validation by the experts to ensure that the instrument measures what it is intended to measure.

Data Gathering Procedure

To ensure the integrity of the research conduct, the researcher asked permission from the Office of the Schools Division Superintendent for his consent allowing the researcher to conduct the study at the division level. The researcher also requested the informed consent of the Learning Resource Evaluators (LREs) as research participants.

As part of the preliminaries on the data gathering procedure, the participants were notified of the privacy of all information collected. And that the data was used for research purposes only. The researcher also reminded the research participants about the study's purpose and significance, risks and benefits, involved commitment, and confidentiality protection.

Using google forms, the research participants answered the questionnaire on the level of competence of the Learning Resource Evaluators (LREs) in performing their roles and responsibilities. The use of google forms facilitated the quantitative and qualitative data collection for this study and, at the same time, considered the health and safety of the participants.

Data Analysis

Descriptive statistics such as mean and standard deviation were used to describe the level of competence of the Learning Resource Evaluators (LREs). The participants described their level of competence using the five-point Likert scale: 5 – Excellent; 4 – Good; 3 – Fair; 2 – Poor; and 1 – Very Poor. The following hypothetical mean range was used to interpret the level of competence qualitatively: 1.00–1.49 – Very Low; 1.50–2.49 – Low; 2.50–3.49 Average; 3.50–4.49 – High; and 4.50–5.00 – Very High. Moreover, frequency and percentage were also utilized to summarize the data on factors or categories that the quality assurance team members need more training or technical assistance in terms of content, language, and layout and design.

The researcher presented the narratives or transcripts of the responses gathered in this action research. To induce the qualitative data and make meaning, thematic analysis model of Braun and Clarke (2006), following the steps: familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up was used to interpret the problems/challenges specified by the Learning Resource Evaluators (LREs) in evaluating and assuring the quality of learning resources as well as their suggestions for the improvement of the quality assurance process.

Results and Discussion

Level of competence of the Learning Resource Evaluators (LREs). There are three (3) dimensions that describe the level of competence of the Learning Resource Evaluators (LREs). Their roles and responsibilities include the evaluation of content, language, and layout and design.

Table 1 shows that the level of competence of the LREs in terms of Content disclosed as High (*Mean* = 4.49; *SD* = 0.55). Considering the indicators of content evaluation, the quality assurers displayed excellence in accomplishing the prescribed evaluation tool and preparing the Summary of Findings Report that shall guide the development team in implementing the recommended revisions. Moreover, the Learning Resource Evaluators demonstrated superiority in reviewing the revised and finalized DepEd Developed Learning Resources (DDLRs) to ensure that corrections/ suggested revisions were sufficiently and correctly implemented.

Noticeably, among the six (6) factors of evaluating the content of the Learning Resource for its compliance to standards, only Factor I. Most Essential Learning Competencies (MELCs) (*Mean* = 4.77; *SD* = 0.43) and Factor V. Readability (*Mean* = 4.71; *SD* = 0.52) posted excellent levels of competence. These outcomes signify the need to capacitate further the Learning Resource Evaluators to effectively and efficiently perform their roles and responsibilities in evaluating the content of DepEd-developed Learning Resources (DDLRs) and other instructional materials. This proposition is consistent with the intentions of the Department of Education in delivering quality and inclusive education through the provision of appropriate and quality learning resources (Department of Education, 2020).

Table 1: Level of Competence of the LREs in terms of Content

	Content Evaluation Indicators	Mean	SD	Interpretation
1.	Evaluate and check the assigned modules for conceptual, factual, procedural, pedagogical, computational, and grammatical errors, violations on social content, and other types of errors.	4.40	0.50	High
2.	Write specific comments, findings, and suggested revisions on the margin of the pages with inadequacies or errors in content.	4.49	0.56	High
3.	Accomplish the prescribed evaluation tool and prepare the Summary of Findings Report that shall guide the development team in implementing the recommended revisions.	4.57	0.61	Very High
4.	Submit the evaluated ADM materials with marginal comments and the duly accomplished summary report on a staggered basis until all assigned Learning Resources have been evaluated.	4.46	0.56	High
5.	Discuss with the development team, if needed, to clarify comments and recommendations made in your content review.	4.34	0.54	High
6.	Review the revised and finalized DepEd Developed Learning Resources (DDLRs) to ensure that corrections/ suggested revisions were sufficiently and correctly implemented.	4.54	0.51	Very High
7.	Evaluate the content of the Learning Resource for its compliance to standards indicated in the criterion items under the six (6) factors below:			
	Factor I. Most Essential Learning Competencies (MELCs)	4.77	0.43	Very High
	Factor II. Instructional Design and Organization	4.26	0.56	High
	Factor III. Instructional Quality of Text and Visuals	4.43	0.65	High
	Factor IV. Assessment	4.43	0.56	High
	Factor V. Readability	4.71	0.52	Very High
	Factor VI. Referencing and Source Citation	4.46	0.61	High
	Overall	4.49	0.55	High

Scale: 1.00–1.49–Very Low; 1.50–2.49 –Low; 2.50–3.49 Average; 3.50–4.49–High; and 4.50–5.00–Very High

Table 2 confirms the high level of competence of the LREs in terms of Language ($Mean = 4.46$; $SD = 0.57$). This ability to evaluate language is comparable with the level of competence in terms of content. It can be inferred that these levels are already acceptable, but it is noteworthy to contend that the level of competence of the evaluators could still be improved.

Table 2: Level of Competence of the LREs in terms of Language

	Language Evaluation Indicators	Mean	SD	Interpretation
1.	Evaluate and check the assigned ADM modules for language and grammatical errors.	4.46	0.56	High
2.	Write specific comments, findings, and recommended revisions on the margin of the pages of the assigned modules.	4.46	0.51	High
3.	Accomplish the Summary of Findings Report that shall guide the development team in implementing the recommended revisions.	4.37	0.60	High
4.	Submit the evaluated ADM modules with marginal comments and the duly accomplished summary report on a staggered basis until all assigned ADM modules have been evaluated.	4.54	0.56	Very High
5.	Discuss with the development team of the assigned LRs, if needed, to clarify comments and recommended revisions made in your review.	4.54	0.51	Very High
6.	Evaluate the language of the Learning Resource for its compliance to standards indicated in the criterion items under the four (4) categories below:			
	Category A. Coherence and Clarity of Thought	4.57	0.56	Very High
	Category B. Grammar and Syntax	4.37	0.65	High
	Category C. Spelling and Punctuation	4.57	0.56	Very High
	Category D. Consistency in Style	4.26	0.61	High
	Overall	4.46	0.57	High

Scale: 1.00–1.49–Very Low; 1.50–2.49 –Low; 2.50–3.49 Average; 3.50–4.49–High; and 4.50–5.00–Very High

The Learning Resource Evaluators exhibited distinction submitting the evaluated ADM modules with marginal comments and the duly accomplished summary report on a staggered basis and in discussing with the development team of the assigned LRs. Further, among the four (4) categories of evaluating the language of the instructional material for its compliance to standards, only Category A. Coherence and Clarity of Thought ($Mean = 4.57$; $SD = 0.56$) and Category C. Spelling and Punctuation ($Mean = 4.57$; $SD = 0.56$) displayed excellent levels of competence. Overall, these figures denote the necessity of enhancing the capacity of the Learning Resource Evaluators to evaluate the language of DepEd-developed Learning Resources (DDLRs) and other instructional materials. Gayola (2020) emphasized the mandate of the LREs in manifesting competence and efficiency in evaluating the learning resources.

Table 3 shows the overall level of competence of the LREs in terms of Layout and Design, which is descriptively equivalent to High ($Mean = 4.31$; $SD = 0.64$). By and large, the three (3) dimensions of competence of the Learning Resource Evaluators (LREs) in performing their roles and responsibilities in evaluating content, language, and layout and design unvaryingly exhibited good results. Strikingly, no indicator of layout and design evaluation posted an excellent level. Even the four (4) factors of evaluating the layout and design of the Learning Resource for its compliance to standards indicated in the criterion items under Factor I. Physical Attributes, Factor II. Design and Layout,

Factor III. Typographical Organization, and Factor IV. Visuals homogeneously posted means that are descriptively interpreted as High.

Table 3: Level of Competence of the LREs in terms of Layout and Design

	Layout and Design Evaluation Indicators	Mean	SD	Interpretation
1.	Evaluate and check the assigned DepEd Developed Learning Resources (DDLRs) for physical attributes, design and layout, typographical organization, visuals, and other types of format errors.	4.31	0.58	High
2.	Write specific comments and findings on the margins of the assigned modules and prepare an evaluation report that shall guide the development team in making needed revisions.	4.34	0.64	High
3.	Discuss with the development team to clarify the comments and findings made on the layout and design of assigned ADM modules (if needed).	4.20	0.63	High
4.	Evaluate the layout and design of the Learning Resource for its compliance to standards indicated in the criterion items under the four (4) factors below:			
	Factor I. Physical Attributes	4.46	0.61	High
	Factor II. Design and Layout	4.20	0.72	High
	Factor III. Typographical Organization	4.34	0.59	High
	Factor IV. Visuals	4.31	0.72	High
	Overall	4.31	0.64	High

Scale: 1.00–1.49–Very Low; 1.50–2.49 –Low; 2.50–3.49 Average; 3.50–4.49–High; and 4.50–5.00–Very High

These results imply the urgency to capacitate the Learning Resource Evaluators so that they can proficiently accomplish their roles and responsibilities in evaluating the layout and design of learning resources. Bundsgaard and Hansen (2011) underscored that evaluators ought to evaluate the learning materials under specific circumstances thoroughly. Appraising the alignment of instructional materials with national competencies and standards is non-negotiable (Reiser, Krajcik, Moje and Marx 2003).

Needs of Learning Resource Evaluators (LREs) for technical assistance. In this action research, the research participants determined and described the factors or categories of Evaluation for Content, Language, and Layout and Design that they need more training or technical assistance. One of the goals of this study is to provide technical assistance for the Learning Resource Evaluators (LREs). Thus, obtaining data straight from the evaluators is indeed crucial.

Table 4 depicts the needs of Learning Resource Evaluators (LREs) for more training or technical assistance. In terms of content evaluation, the participants expressed the desire to be trained in evaluating Instructional Design and Organization, Referencing and Source Citation, and Assessment, with respective percentages of 31%, 29%, and 23%. Two categories of language evaluation displayed higher percentages, with Grammar and Syntax at 43% and Consistency in Style at 26%. In contrast, 14% of the responses indicated that there is no need for training on language evaluation. Moreover, more than half of the responses denoted the need to improve their skills in

evaluating Design and Layout at 54%, followed by Visuals at 17%. And 11% of the responses expressed that there is no need for training on layout and design evaluation.

Table 4: Need for More Training or Technical Assistance

	Evaluation Factors/Indicators	Frequency	Percentage
Content Evaluation Factors (n = 35)			
	Instructional Design and Organization	11	31%
	Referencing and Source Citation	10	29%
	Assessment	8	22%
	Instructional Quality of Text and Visuals	2	6%
	Most Essential Learning Competencies (MELCs)	2	6%
	<i>No Need for Training on Content Evaluation</i>	2	6%
Language Evaluation Factors (n = 35)			
	Grammar and Syntax	15	43%
	Consistency in Style	9	26%
	Coherence and Clarity of Thought	4	11%
	Spelling and Punctuation	2	6%
	<i>No Need for Training on Language Evaluation</i>	5	14%
Layout and Design Evaluation Factors (n = 35)			
	Design and Layout	19	54%
	Visuals	6	17%
	Typographical Organization	4	11%
	Physical Attributes	2	7%
	<i>No Need for Training on Layout and Design Evaluation</i>	4	11%

This exploration aims to boost the evaluators' capability to ensure the alignment of learning resources to the DepEd standards on content, language, and layout and design. Thus, it is essential to design a training program that will focus in improving evaluators' competence on Instructional Design and Organization, Referencing and Source Citation, Assessment, Grammar and Syntax, Consistency in Style, Design and Layout, and Visuals. Thomas and Edson (2019) pointed out that teacher-evaluators need assistance as they experience challenges evaluating and selecting instructional materials. Thus, enhancing the performance of the members of the Quality Assurance Team is one of the mechanisms of ensuring the quality of learning resources as stipulated in the ADM Learning Resources Management and Development Process (Department of Education 2020).

Problems/Challenges Encountered by the Learning Resource Evaluators (LREs). The Quality Assurance Team comprises a group of Learning Resource Evaluators (LREs) designated to evaluate and review the learning resources utilizing the appropriate evaluation tools (Department of Education 2020). One of the objectives of this research is to investigate if problems or challenges are confronting the evaluators

in appraising the learning resources. Addressing these difficulties and experiences will significantly make an impact on the evaluators' performance (Felicia 2011).

Using textual analysis of the qualitative responses, the learning resource evaluators experienced four (4) major problems or challenges: (1) *Lack of training*, (2) *Time constraints*, (3) *Difficulty in evaluating inadequate and disorganized content*, and (4) *Inefficient evaluation process*.

Theme 1: Lack of Training. Several learning resource evaluators expressed that they did not receive sufficient training in evaluating the Self-Learning Modules used in modular distance learning. And they call for further education or training as evaluators. The research participants (RP) disclosed:

"I really have difficulty on checking the alignment of the learning resources on the competencies and standards of DepEd because of lack of training." -RP1

"Most of us only look at the content because we were not given formal orientation on the other factors that have to be checked like the layout and design among others." -RP4

"I had a hard time doing the evaluation since I was not trained on the process of doing it. But luckily, I got some assistance from people whom I consider knowledgeable about doing this." -RP11

"Some of the problems and challenges are inadequate knowledge and skills, short time notice, distractions, other mandatory tasks." -RP24

Theme 2: Time constraints. Time constraints in meeting the deadlines and workload management in evaluating the learning resources such as Self-Learning Modules and other instructional materials is a major challenge confronting the evaluators. Addressing time constraints plays an integral part in helping teacher-evaluators execute their tasks as they communicated:

"In the evaluation and quality assurance of the constructed SLMs, the primary element that must be taken is time. Writers and LREs were in a rush in the completion of the assigned SLMs." -RP5

"Technological and quality issues, time-consuming considering the number of factors to be evaluated." -RP9

"One of the challenges I encountered was the time given to us to evaluate the LR. We were not given ample time to evaluate the LR." -RP14

"Time allotted was short, there are many areas to be considered but still the management of time was important." -RP26

Theme 3: Difficulty in evaluating inadequate and disorganized content. The Alternative Delivery Mode Learning Resource standards stipulate that content of materials shall follow K to 12 Curriculum, sub-task-based learning competency, use constructive and inquiry-based pedagogical approaches, present logical arrangement from simple to complex, consider learner's contexts and capabilities, and promote the development of critical and creative thinking skills. The learning resource evaluators

emphasized that they have difficulty in evaluating the contents of Self-Learning Modules, which are insufficient, inaccurate, and incoherent:

"I really have difficulty in evaluating some of the contents and answer key which is incorrect/maybe clerical errors." -RP15

"The quality of the outputs of some writers are not well-written, e.g., lack of alignment of learning outcomes/objectives and assessment, knowledge content and aesthetic aspect." -RP19

"I had a hard time doing the evaluation due to lack of latest learning resources that are applicable to all types of learners." -RP22

"Some of the problems and challenges are the organization of thought, ideas, and assessment that best suited in kindergarten learners." -RP27

"Ambiguity of some content. Some of the SLM's have a part that is confusing to the learners. Instructions sometimes were unclear and not specific." -RP28

"Some parts of the modules do not coincide with the objectives. There were grammatical errors, and some activities are in subjective type. Assessment should be measurable." -RP30

Theme 4: Inefficient evaluation process. The process of evaluating learning resources includes the assessment by selected content experts or specialists using evaluation tools that specify DepEd standards and requirements. In this study, the evaluators observed an inefficient evaluation process that should be dealt with. The research participants (RP) expressed:

"One of the challenges I faced was when I was asked to validate not aligned to the area of my specialization. It was hard because I lacked knowledge of the content of the subject. Another is my first experience validating without exposing us first or orienting us clearly on the tool used. I hadn't even made my own material that time and then asked immediately to validate. But it was still yet an experience to learn." -RP10

"After evaluating an SLM, I have not received any feedback if the suggestions made are implemented." -RP16

"I had a hard time doing the evaluation since I was not trained on the process of doing it. But luckily, I got some assistance from people whom I consider knowledgeable about doing this." -RP11

"Some of the writers were not informed by the layouts." -RP17

One of the most challenging tasks of evaluating learning resources is in the effort of ensuring that the instructional materials would really facilitate students to become self-instructional and self-paced learners. Studies proved that identifying the difficulties and problems of evaluating instructional materials is a key factor in streamlining the educational resources (Noguchi 2011). This exploration inductively established lack of training, time constraints, difficulty in evaluating inadequate and disorganized content,

and inefficient evaluation process as major challenges of learning resource evaluators. There are instances that the evaluators encountered problems in performing their roles and responsibilities as obstructed by voluminous tasks, time constraints, absence of skills training, or insufficient technical assistance (Chapelle 2007). Along with this premise, this study claims the urgency to address the issues and concerns. Kibaru and Dickson-Deane (2010) advocated adequate training for evaluators as quality assurance in education increasingly becomes a necessity for distance learning.

Suggestions of the Learning Resource Evaluators (LREs) for the improvement of the process of evaluating and assuring the quality of learning resources. Based on the recommendations for improving the evaluation process, the research participants articulated four (4) major categories: (1) *Conduct capacity-building program for Learning Resource Evaluators*, (2) *Conduct capacity-building program for Writers of Learning Resources*, (3) *Streamline the evaluation process*, and (4) *Provide adequate time for evaluation*.

Theme 1: Conduct a capacity-building program for Learning Resource Evaluators. Capacity-building program for the evaluators of Self-Learning Modules and other materials promotes the development and reinforcement of skills and abilities of evaluators in performing their roles and responsibilities. The research participants (RP) disclosed:

"Conduct capacity building for all Learning Resource Evaluators as well as the Writers." -RP1

"More training/webinars on especially on Consistency and style, visuals and other types of format errors." -RP3

"Intensive training to LREs on the process of evaluating and assuring LRs must be conducted so as to be able to scrutinize the LR in accordance to the set guidelines in the production of SLMs." -RP5

"More training on the process of evaluating and assuring Learning Resources." -RP8

"There must be training or webinar for LRE for us to be more equipped and to those who are trained, they can have a refresher or additional knowledge." -RP11

Theme 2: Conduct a capacity-building program for Writers of Learning Resources. The Department of Education, amidst the menace of the COVID-19 pandemic, necessitated the teachers to develop learning resources for distance learning modality. The department also provided the criteria and guidelines in ensuring the quality of Self-Learning Modules and other print and non-print resources. These materials will be successfully delivered to the students if the teacher-developers use appropriate media and activities to stimulate students' learning (Widodo 2018). However, some evaluators pinpointed concerns that the writers should be capacitated as they shared:

"Writers should be provided with more training and more precise samples, guides and instructions." -RP18

“More technical assistance to the team of the SLM developer.” -RP28

“Writers should be capacitated and updated with the evaluation checklist on how to create/make modules.” -RP14

“Time allotted was short, there are many areas to be considered but still the management of time was important.” -RP29

Theme 3: Streamline the evaluation process. A streamlined evaluation process of Self-Learning Modules employs more efficient and effective steps in appraising the quality of learning resources. Streamlining the process produces more reliable results, simpler methods, and fewer errors (Vargason 2019). In this research, the participants emphasized:

"It would be better if two evaluators will work together and check the written SLMs of other teachers to ensure the quality of outputs." -RP2

“As for me, revisiting the evaluation tools is one way to improve the process.” -RP7

“As a Learning Resource Evaluator, I want to suggest that, if possible, there is immediate feedback if the suggestions were implemented and to thoroughly go over to the SLMs for its final output.” -RP16

“To use a simpler template for evaluation.” -RP31

“I suggest that internal and external critical review will be conducted thoroughly to assure the quality of learning resources. Questions must require simple and direct answers and should be explicit to students understanding.” -RP35

Theme 4: Provide adequate time for evaluation. Some learning resource evaluators conveyed that the time allotment for completing the evaluation process is short considering that they have other tasks in the teaching profession other than being an evaluator. The research participants (RP) expressed:

"Enough time for evaluating the resource materials since we are also having our classes and other ancillary responsibilities in our respective schools." -RP4

“Evaluators should be given ample time to assure the materials.” -RP9

“The committee should have ample time to review and checked the self-learning modules.” -RP17

“I noticed that time given to us was not sufficient to evaluate the LM thoroughly, however I can assure that evaluators exerted effort in evaluation.” -RP32

The learning resource evaluators articulated conducting a capacity-building program for both Writers and Evaluators, streamlining the evaluation process, and providing adequate time for evaluation. Gayola (2020) puts a premium on training human resources to improve competence and efficiency in evaluating the learning resources. Spontaneously, the success of utilizing self-instructional materials for

distance learning depends on the availability of learning materials in quality and quantity after thorough evaluation.

Designing training program to capacitate the Learning Resource Evaluators (LREs). Based on the findings of this study, the researcher designed a capability building program to capacitate the Learning Resource Evaluators (LREs) in evaluating and assuring the quality of the learning resources in the Division of Pagadian City. The Office of the Learning Resources Management and Development System (LRMDS) seeks to streamline the evaluation of learning resources at the division level. This intervention program supports the directive of the Department of Education to provide technical assistance to the evaluators comprising the quality assurance team. Moreover, this training program will plausibly address the problems/challenges experienced by the quality assurance team by providing skills training and sharing of information and expertise from specialists (*See Appendix A*).

Conclusion and Recommendations

This study seeks to determine the level of competence of the Learning Resource Evaluators (LREs) in performing their roles and responsibilities in evaluating the content, language, and layout and design of the developed learning resources in the Division of Pagadian City. In sum, the LREs consistently showed high level of competence in content, language, and layout and design evaluation. This study sought to provide intervention to capacitate the Learning Resource Evaluators (LREs) and to address the problems/challenges encountered in evaluating and assuring the quality of learning resources. During the training workshop, the validators were given technical assistance to improve their competence in Instructional Design and Organization, Referencing and Source Citation, Assessment, Grammar and Syntax, Consistency in Style, Design and Layout, and Visuals. They were also trained on how to accomplish the evaluation tools properly. As an output, the evaluators were able to submit a learning resource which underwent a conformance review process.

As the Learning Resources Management and Development System (LRMDS) leader, the researcher directed a self-reflexive critique on her key roles in developing, assessing, and distributing quality learning resources in the Division of Pagadian City. The researcher resolved that the Alternative Delivery Mode (ADM) of the Department of Education, amidst the peril of the COVID-19 pandemic, call for the collaboration of LRMDS with the quality assurance team and learning resource developers to ensure not only learning continuity but also the quality and inclusive education delivery through the provision of appropriate and quality learning resources. It is already a given that the evaluators experienced difficulties in performing their roles and responsibilities as hampered by voluminous tasks, time constraints, absence of skills training, or insufficient technical assistance. That is why the research proponent wholeheartedly resolved the conduct of training or technical assistance program to address the problems/challenges encountered by the LREs and capacitate them in evaluating and assuring the quality of learning resources.



ACTION PLAN
 Republic of the Philippines
 Department of Education
 Region IX, Zamboanga Peninsula
 Division of Pagadian City
Pagadian City



CAPABILITY-BUILDING PROGRAM FOR THE LEARNING RESOURCE EVALUATORS (LREs)

School Year 2021 – 2022

Subject Focus	Program Description	Objectives	Strategies/ Activities	Time Frame	Persons Involved	Sources of Fund	Expected Outcome
All Subject Areas	Division Training to Capacitate the Learning Resource Evaluators (LREs)	Enhance the competence of the Learning Resource Evaluators (LREs) in performing their roles and responsibilities in evaluating the Content, Language, and Layout and Design of learning resources.	Webinar-Workshop in Capacitating the Learning Resource Evaluators (LREs)	Nov. 3-6, 2021	Proponent/ Select Experts/ Learning Resource Evaluators (LREs)	None	*Enhanced competence of the Learning Resource Evaluators (LREs) *Streamlined the evaluation process
All Subject Areas	Conformance Review of the Locally Developed Learning Resources	Ensure the compliance of developed learning resources to the standards and requirements of the Department of Education (DepEd) before widespread distribution and utilization.	Conformance Review of the Developed Self Learning Modules with invited LRMDs Quality Assurers and Experts of Pagadian City Division	Nov. 3-6, 2021	Proponent/ Select Experts/ Learning Resource Evaluators	None	Quality-assured learning resources

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Financial Report

The table below shows the cost estimates expended before, during, and after conducting this action research.

General Descriptions	Quantity	Unit	Unit Price	Total Estimated Costs
Short Bond paper sub. 20	3	reams	275	825
Ink for printer	4	bottles	271.25	1,085
Internet Costs			1,000	1,000
Printing and Binding	5	copies	60	300
Ballpen	2	pcs	20	40
Snacks (50 participants)			35	1,750
Total				5,000

Appendix A
Webinar-Workshop in Capacitating the Learning Resource Evaluators (LREs)
Training Proposal

TRAINING PROGRAM PROPOSAL				
TITLE OF THE TRAINING	Webinar Workshop in Capacitating the Learning Resource Evaluators (LREs) of Pagadian City Division			
PROPOSED DATE	November 17 - 19, 2021	FUNDING SOURCE	HRDS	VENUE: Virtual via Zoom
TARGET PARTICIPANTS				NUMBER OF PARTICIPANTS
Learning Resource Evaluators (LREs)				50
Speakers/Staff				12
EPS				1
PROPONENT(S)	MA. MADELENE P. MITUDA, EdD EPS (LRMS)		TOTAL NO. OF PAX	63

RATIONALE	<p>The rigorous evaluation of learning resources plays a crucial role in ensuring compliance to the Department of Education (DepEd) standards and requirements before widespread distribution and utilization. Through DepEd Order No. 21 series of 2019, Education Secretary Leonor Briones emphasized the development of the Learning Resources Management and Development System (LRMDS) for developing, assessing, and distributing quality learning resources. That is why the Alternative Delivery Mode (ADM) of the Department of Education, amidst the peril of the COVID-19 pandemic, accentuates learning continuity and inclusive education delivery through the provision of appropriate and quality learning resources through the collaboration of LRMDS with the other DepEd personnel (Department of Education, 2020).</p> <p>One of the significant components of the ADM Learning Resources Management and Development Process is the formation of the Quality Assurance Team. This group of Learning Resource Evaluators (LREs) is assigned to evaluate and review the learning resources utilizing the applicable and appropriate evaluation tools (Department of Education, 2020). These evaluators will review the appropriateness of content, language, layout and design of DepEd-developed Learning Resources (DDLRs) and other instructional materials. These three areas for evaluation present a wide array of dimensions and categories, including instructional design, alignment to specific learning competencies and objectives, coherence and clarity of thought, consistency in style, physical attributes of the LRs, etc. Thus, it is imperative that the LREs should manifest competence and efficiency in evaluating the learning resources (Gayola, 2020).</p> <p>This training program is designed to capacitate the Learning Resource Evaluators (LREs) in evaluating and assuring the quality of the learning resources in the Division of Pagadian City. In the desire to support the mandate of the Department of Education to provide technical assistance to the evaluators comprising the quality assurance team as well as continuing conformance review, the Office of the Learning Resources Management and Development System (LRMDS) sought to streamline the evaluation of learning resources at the division level. This initiative will plausibly address the problems/challenges experienced by the quality assurance team by providing skills training and sharing of information and expertise from specialists.</p> <p>The overall goal of this intervention is to support the learning outcomes of the curriculum, specifically on the mandate of the delivery of quality education under the Basic Education – Learning Continuity Plan. Thus, this intervention program seeks to deliver a division-wide program that will conform, capacitate, and corroborate the learning resource evaluators for the quality assurance of learning resources.</p>
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OBJECTIVES	<p>The training program aims to:</p> <ol style="list-style-type: none"> 1. hone the skills of the Learning Resource Evaluators (LREs) in evaluating learning resources; 2. provide technical assistance on the factors or categories of content, language, and layout and design that the Learning Resource Evaluators (LREs) need more training; 3. address the problems/challenges encountered by the Learning Resource Evaluators (LREs) in evaluating and assuring the quality of learning resources; and 4. perform conformance review of locally developed Self-Learning Modules.
EXPECTED OUTPUTS	<ol style="list-style-type: none"> 1. Conformance review of locally developed Self-Learning Modules 2. Submission to LRMDs of evaluation forms for Quality Assurance

TRAINING WORKSHOP ON SELF – LEARNING MODULE (SLM) WRITNG			
TRAINING CONTENT and METHODOLOGIES			
DAY 1 – (Wednesday)			
TIME	DURATION	ACTIVITY	PERSON-IN-CHARGE
7:30 a.m. – 8:30 a.m.	60 mins	ATTENDANCE	
8:30 a.m.– 10:00 a.m.	90 mins	OPENING PROGRAM Prayer National Anthem Pagadian City Hymn	
		Welcome Address	
		Inspirational Message	
		Statement of Purpose	
10:00 a.m. – 10:30 a.m.	30 mins	Presentation of the Webinar Matrix, Resource Speakers, Program Management Team, Participants, and House Rules QATAME Orientation	
10:30 a.m. – 10:45 a.m.	15 mins	Plenary Session 1. ADM and LRMDs Guidelines in Making Self Learning Modules	
10:45 a.m.– 11:45 a.m.	60 mins	Open Forum (Q & A)	
11:45 a.m. – 12:00 noon	15 mins	Plenary Session 2. Evaluation of Self-Learning Modules (SLMs) Area 1: Content	
12:00 noon – 1:00 p.m.	60 mins	Lunch Break	
1:00 p.m. – 1:15 p.m.	15 mins	Open Forum (Q & A)	
1:15 p.m. – 2:45 p.m.	90 mins	Management of Learning (MOL)	
2:45 p.m. – 3:00 p.m.	15 mins	Plenary Session 3. Evaluation of Self-Learning Modules (SLMs) Area 2: Language	
		Open Forum (Q & A)	

3:00 p.m.– 4:30 p.m.	90 mins	Plenary Session 4. Evaluation of Self-Learning Modules (SLMs) Area 3: Layout and Design	
4:30 p.m.– 4:45 p.m.	15 mins	Open Forum (Q & A)	
4:45 p.m. – 5:00 p.m.	15 mins	Documentation for Day 1 (Multimedia Presentation)	
DAY 2 – (Thursday)			
7:30 a.m. – 8:30 a.m.	60 mins	ATTENDANCE	PMT/Secretariat
8:30 a.m.– 8:45 a.m.	15 mins	Management of Learning (MOL)	
8:45 a.m.– 10:15 a.m.	90 mins	Plenary Session 5. Intellectual Property Rights /Third Party Contents /Reference Citation using CMOS	
10:15 a.m. – 10:30 a.m.	15 mins	Open Forum (Q & A)	
10:30 a.m.– 11:45 p.m.	75 mins	Plenary Session 6. Visual Arts Management and Guidelines in Illustrations	
11:45 a.m. – 12:00 noon	15 mins	Open Forum (Q & A)	
12:00 noon – 1:00 p.m.	60 mins	Lunch Break	
1:00 p.m. – 1:15 p.m.	15 mins	Management of Learning (MOL)	
1:15 p.m. – 2:45 p.m.	90 mins	Plenary Session 7. Best Practices of Learning Resource Evaluation	
2:45 p.m. – 3:00 p.m.	15 mins	Open Forum (Q & A)	
3:00 p.m. – 4:30 p.m.	90 mins	Plenary Session 8. Guidelines for Content, Language, Layout and Design Validators	
4:30 p.m.– 4:45 p.m.	15 mins	Open Forum (Q & A)	
4:45 p.m. – 5:00 p.m.	15 mins	Documentation for Day 2 (Multimedia Presentation)	
DAY 3 – (Friday)			
7:30 a.m. – 8:30 a.m.	60 mins	ATTENDANCE	
8:30 a.m.– 8:45 a.m.	15 mins	Management of Learning (MOL)	
8:45 a.m.– 12:00 noon	195 mins	Conformance Review of Locally Developed Self-Learning Modules	
12:00 noon– 1:00 p.m.	60 mins	BREAK	
1:00 p.m. – 4:00 p.m.	120 mins	Presentation of Outputs per Subject Area Submission to LRMDs of Evaluation Forms for Quality Assurance	
4:00 p.m. – 5:00 p.m.	60 mins	Closing Program	

Appendix B
Questionnaire on the Level of Competence of the Learning Resource Evaluators
(LREs)
in Performing their Roles and Responsibilities

(Source: DepEd- Alternative Delivery Mode Learning Resource Standards, 2020)

email address: _____

Privacy Notice: By signing to this, you consent to the collection of the following information: gender, age, highest educational attainment, position, and no. of years in DepEd service. All information will not be shared with any third-party entity. By attending this, you hereby grant the absolute right and permission to use your data for research purposes only.

Gender: ☐ Male ☐ Female

Age: _____ years old

Highest Educational Attainment:

- ☐ Bachelor's Degree
☐ Master's Degree
☐ Doctorate Degree

Position: _____

School/Office: _____

No. of years in DepEd service: _____ years

Self-Learning Module or Learning Resource Evaluated:

Grade Level: _____

Subject: _____

Quarter No.: _____

The following items describe the level of competence of the Learning Resource Evaluators (LREs) in performing their roles and responsibilities. Would you please choose the number that best represents your level of competence as to:

- 5 – Excellent;
4 – Good;
3 – Fair;
2 – Poor; and
1 – Very Poor.

I appreciate your honest and meaningful response to the questions. Rest assured that your responses are kept strictly confidential.

MA. MADELENE P. MITUDA, EdD
Researcher

Content Evaluation Indicators		Responses				
1.	Evaluate and check the assigned modules for conceptual, factual, procedural, pedagogical, computational, and grammatical errors, violations on social content, and other types of errors.	5	4	3	2	1
2.	Write specific comments, findings, and suggested revisions on the margin of the pages with inadequacies or errors in content.	5	4	3	2	1
3.	Accomplish the prescribed evaluation tool and prepare the Summary of Findings Report that shall guide the development team in implementing the recommended revisions.	5	4	3	2	1
4.	Submit the evaluated ADM materials with marginal comments and the duly accomplished summary report on a staggered basis until all assigned Learning Resources have been evaluated.	5	4	3	2	1
5.	Discuss with the development team, if needed, to clarify comments and recommendations made in your content review.	5	4	3	2	1
6.	Review the revised and finalized DepEd Developed Learning Resources (DDLRs) to ensure that corrections/ suggested revisions were sufficiently and correctly implemented.	5	4	3	2	1
7.	Evaluate the content of the Learning Resource for its compliance to standards indicated in the criterion items under the six (6) factors below:					
	Factor I. Most Essential Learning Competencies (MELCs)	5	4	3	2	1
	Factor II. Instructional Design and Organization	5	4	3	2	1
	Factor III. Instructional Quality of Text and Visuals	5	4	3	2	1
	Factor IV. Assessment	5	4	3	2	1
	Factor V. Readability	5	4	3	2	1
	Factor VI. Referencing and Source Citation	5	4	3	2	1

Among the six factors of Evaluation for Content, what factor(s) do you need more training or technical assistance? Please explain your answer.

Language Evaluation Indicators		Responses				
1.	Evaluate and check the assigned ADM modules for language and grammatical errors.	5	4	3	2	1
2.	Write specific comments, findings, and recommended revisions on the margin of the pages of the assigned modules.	5	4	3	2	1
3.	Accomplish the Summary of Findings Report that shall guide the development team in implementing the recommended revisions.	5	4	3	2	1
4.	Submit the evaluated ADM modules with marginal comments and the duly accomplished summary report on a staggered basis until all assigned ADM modules have been evaluated.	5	4	3	2	1
5.	Discuss with the development team of the assigned LRs, if needed, to clarify comments and recommended revisions made in your review.	5	4	3	2	1

6.	Evaluate the language of the Learning Resource for its compliance to standards indicated in the criterion items under the four (4) categories below:					
	Category A. Coherence and Clarity of Thought	5	4	3	2	1
	Category B. Grammar and Syntax	5	4	3	2	1
	Category C. Spelling and Punctuation	5	4	3	2	1
	Category D. Consistency in Style	5	4	3	2	1

Among the four categories of Evaluation for Language, what category(ies) do you need more training or technical assistance? Please explain your answer.

Layout and Design Evaluation Indicators		Responses				
1.	Evaluate and check the assigned DepEd Developed Learning Resources (DDLRs) for physical attributes, design and layout, typographical organization, visuals, and other types of format errors.	5	4	3	2	1
2.	Write specific comments and findings on the margins of the assigned modules and prepare an evaluation report that shall guide the development team in making needed revisions.	5	4	3	2	1
3.	Discuss with the development team to clarify the comments and findings made on the layout and design of assigned ADM modules (if needed).	5	4	3	2	1
4.	Evaluate the layout and design of the Learning Resource for its compliance to standards indicated in the criterion items under the four (4) factors below:					
	Factor I. Physical Attributes	5	4	3	2	1
	Factor II. Design and Layout	5	4	3	2	1
	Factor III. Typographical Organization	5	4	3	2	1
	Factor IV. Visuals	5	4	3	2	1

Among the four factors of Evaluation for Layout and Design, what factor(s) do you need more training or technical assistance? Please explain your answer.

What are the problems/challenges you encountered as a Learning Resource Evaluator (LRE) in evaluating and assuring the quality of learning resources? Please explain your answer.

What are your suggestions as a Learning Resource Evaluator (LRE) for the improvement of the process of evaluating and assuring the quality of learning resources? Please explain your answer.

Appendix C Informed Consent Form

Title of the Study:

Competence of the Learning Resource Evaluators (LREs) in Performing their Roles and Responsibilities: Basis for Capability Building Program

Principal Investigator:

I agree to participate in this study, I understand that the focus of the study is to document and analyze the effect of SSS as an aide in modular distance learning for students from families with low educational attainment.

1. Confidentiality: I understand that the information provided by this study may be used for research purposes, including publications in a research journal. All personal information, however, will be coded, and at no time will my personal identity be revealed.

2. Voluntary participation: The nature and purpose of the study has been explained to me. I understand that participation in this study is voluntary, and refusal to participate will involve no penalty or victimization. I may terminate my participation at any time I choose, without penalty. I understand that I may withdraw from participation at any time I choose, without penalty. I understand that I may withdraw from participation at any point in the study with no penalty whatsoever.

3. Termination of Participation: My participation in this research may be terminated without my consent if the investigator believes that any part of the study may put me at undue risk. My participation may also be terminated if I do not adhere to the study protocol.

4. Persons to contact with questions: I understand that the principal investigator in this study is: _____. I also take note of the contact persons as indicated in the information leaflet that accompanied this letter which I will file for safekeeping and later reference.

5. Consent to participation: I certify that I have read all of the above and received satisfactory answers to any questions that I may have had. I, therefore, willingly give my consent to participate in the study. (I will be provided with a copy of this signed informed consent)

Participant's Signature

Date