



**DEVELOPMENT AND EVALUATION OF INTERACTIVE LEARNING MATERIALS
IN TEACHING SOCIAL STUDIES: A LITERATURE REVIEW PAPER**

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ABSTRACT

In the 21st century, learners are more flexible, innovative, and technologically oriented. The main purpose of this study is to discuss the attributes of the development and an evaluation of learning materials in Social science. This study will focus on the relevance of interactive learning materials in the k-12 curriculum, the benefits of interactive learning materials, the impact of interactive learning materials in education, effects of interactive learning materials relevant to the development and the evaluation of learning materials. Related studies reveal that interactive learning materials are effective in facilitating learners. It promotes a collaborative learning and an engagement where students enjoy interactive learning environment. Therefore, the development and an evaluation of interactive learning materials in teaching social studies will measure students' academic performance, increase motivation and encourage a participation.

Keywords: Interactive learning Materials, Interactive learning environment, Collaborative learning, Engagement

INTRODUCTION

Effective teacher is often learning and growing their craft. They are on an endless journey and looking out for brand ideas and teaching strategies to possess an open up endless opportunities to speak to learners. Educators are always trying to find ways to upgrade and expand student learning. Creating interactive learning materials requires an endeavor. Even just using the prevailing ones, because we need to enhance and to boost the standard of learning or to accomplish something. Active learning strategies help into effective ways to assist every learners to interact, participate and interacts with the training process. Understanding students interests cannot only help the teachers to raised design instructions and materials to produce them quality learning opportunities. Interactive learning materials plays an awfully important role within the teaching and learning process. It enhances the memory level of the students.

A 21st century education has grow entirely, oral teaching can not be the key to successful teaching method; therefore the teacher has got to to use and still to develop materials to make teaching and learning process interesting. According Gibbons, A.S., Nelson, J., and Richards, R. Dimasuay and Aguna (2015) stated that “The nature and origin of instructional objects”, Interactive Learning Materials are learning modules that are being developed to stimulate and interact student’s learning. Interactive Learning Materials can promote immediate feedback to the learners. In step with Abdullahhi (2010), Learning materials are tools locally made or imported that help to facilitate the teaching and learning task. Obanga (2005) consider them as a tool which are use to composed ported that would make enhancement of intellectual use impact the educational materials.

Social Studies teachers as liable citizens play a big role by employing effective learning strategies in their respective lessons to show the “ideals” of society (Eisner as cited in Kenyon, 2018). Attention could be a primary indicator of classroom success. Educators know intuitively that focus matters to learner’s achievement, in part, because attentive students are plenty easier to teach. Students in step with Prince, M. (2004), “Does Active Learning Work? In a Review of the Research,” define that active learning is an instructional style that involve students within the learning process, encourages them to judge what they're doing, and requires them to develop their own learning paths. Per Akman, it's important to synchronize the courses for guiding the

scholars toward knowledge, rather than directly transferring the knowledge, and use different method-technique and approaches for achieving this learning outcome.

DISCUSSIONS

Relevance of Interactive Learning Materials in K-12 curriculum

Relevance of Interactive Learning Materials in K-12 curriculum One measure was taken by the government specifically by the Department of Education within the implementation of the improved basic education curriculum - the K+12 basic education curriculum. This might strengthen the education of the country which could expected result to produce competent graduates. the elemental Enhanced Education Act of 2013 or also named because the K-12 program was first implemented within the Philippines in 2012. The goal of K-12 program is to align the curriculum with the worldwide standards since the Philippines is last country in Asia and one in every of the only real three countries worldwide with a 10-year university cycle. the additional two years provides a replacement and improved curriculum. In preparation, Educators exploring ways on how to reinforce and integrate better teaching and learning in Social Studies.

The implementation of K+12 in 2016 is therefore very timely within the need of reforms within the standard of basic education within the Philippines. The new K-12 program "aim is to supply a high-quality 12-year basic education program that each Filipino should have to". Furthermore, the aim of adding 2 more years of education "to enhance the elemental education curriculum ", as presented within the article of Velasco (2012). Velasco (2012) presented that The K-12 curriculum aims to enable every child "to achieve mastery of core competencies and skills " and develop tracks supported on the student's interests and competencies. In line with the DepEd Discussion Paper, (2010) the most focus of K-12 is twofold: curriculum enhancement, and transition management. In line with Abueva, A. (2019), implementing the K-12 Program within the Philippine Curriculum of Basic Education was the key to the expansion of our country. Although the government has faced many problems because it's implements the program over several years because it's been a necessary improvement because it has been critical to the success of our nation to increase the quality of our education. In line with Bala C. (2017), from a positive point of view, the K to 12 programs offers a greater solution to the problems that the country was facing, particularly within employment phase, because the Filipino graduates worked abroad, Dizon, RL (2019). These problems include the requirement for teachers to be trained in pedagogy, education research, measurement and evaluation, and

classroom management to verify that instructions are delivered during meaningful way and a scarcity of state budget to supply the desired resources to support this new curriculum, including junior and senior teachers. In addressing big changes, educators must remember of and meet the necessities of learner to create Social Studies instruction (NCSS, 2009) Teachers should make use of the differences and natural consequences of the learners in their environment. on condition that they depend on the talents, and experiences of the learners, teachers can design learning environments where students struggle to make meaningful connections and develop their knowledge and perspective. In Social Studies, as in any discipline, students can enjoy some ways within which they will understand a given concept. the necessity for effective and learning has become a thrust within within the 21st century, hence this study.

Teachers must specialized in educational practices that provide all learners with the knowledge and skills necessary to contribute to the planet society. Mupa P., (2015)stated that educators must target educational practices that provide all learners with knowledge and skills necessary to contribute to the worldwide society. it's unfeasible to determine if certain teaching behaviors are effective without knowing whether students learn as a results of this behavior. The challenge for the teacher is'nt only to identify and develop mastery of certain instructional strategies and behavior accepted as effective practices, but the teacher is additionally challenged to develop the flexibleness to effectively match these strategies and behavior, at the suitable time, to individual students and student groups, in specific teaching situations as these associated with the educator's aspired student's learning outcomes (Hunt, Touzel & Wiseman, 2009).

Effects of Interactive learning materials

In Social Studies teaching, a challenge to educators is to form the educational process easy, enduring and meaningful through the utilization of interactive learning materials. The purpose of teaching is to facilitate effective learning and understanding of the content materials (shoji, 2005). Therefore it's important that teachers of social studies use teaching aids or still develop or enhance learning materials to form learning easy, enjoyable and interesting.

Attitudes and interests arent the sole issues faced by students and teachers regarding history. Thus, teachers have to be keen on learning new things about history to become explorers and seekers of data. This can be the best situation, but actually there are often many problems. To form the study of history to become more interesting and meaningful, the learners must be involved in hands-on learning processes that promote personal growth and facilitate

understanding (Field, 2006). On the opposite hand, some people believe that effective teaching takes place if teachers are exposed to the foundations of education. The Philosophy of education is central to the practice of teaching. During this regard, Kagan (1990, p.85) indicated that "as we learn more about the teacher, we are likely to return closer to understanding how effective teachers are made". Knowledge of effective pedagogical practices seems to be topical in developing with the profile of effective teaching. In an own study of Olumorin, Yusuf, Ajidagba, and Jekayinfa (2010) observed that learning materials help teachers to show conveniently and therefore the learners to find out easily with no problem.

When learners are made to work out, hear, feel, smell and even taste, there's better degree of getting them and appreciate subject material taught. The more of the senses of the learners the social studies teacher can stimulate and produced involved on issues taught, the greater would be the attainment of stated objectives within the learning domains. Teaching materials are effectively be utilized to accomplish this purpose. Olojobou (2010) Too often social studies lessons have been described as boring, uninteresting, and unchallenging. All materials and resources used for developing the specified knowledge, skills, attitudes, and values in students are regarded within the scope of teaching materials (Paykoc, 1991; Simsek, 2003) Eniayewu (2005) stated that it's vital to use instructional aids for instructional delivery to create students acquire more knowledge and to market the educational standard. Hence, Oluwagbohunmi (2008) stated that students enjoy learning through the utilization of instructional materials, and therefore the best direction to help them to learn to find out is to precede them to a true situation.

Impact of Interactive learning materials in education

In today's classroom, educators have more tools or materials to assist students understand the concepts and a balanced of traditional and modern methods of teaching can help students of all abilities. Teaching materials are bought into play along the road to boost educational achievement whenever they're properly used. Education seems to be constantly changing. Active learners aren 't to extent further expected to sit down at a desk and take notes on a lecture during discussion. Lessons and discussions are rather more engaging and interactive. Interactive learning materials are tools that continually emerging and rising as effective educational materials within the classroom environment. It is a tool that's rapidly expanding because to its positive impacts on motivating and improving students ' performance during the academic process.

Effective classroom and environment designs that facilitate relationship between faculties and students are successful in improving student's learning outcomes (Cox, 2011). A model which characterizes teaching because of the orchestration by the teacher of affordances and constraints for learner activity (Kennewell, 2001) was developed to help plan and evaluate teaching and learning which involved pupil activity, organized, and supported by the teacher. There is an evidence that supports true interactivity, both in the interface and within the presentation methodology that enhance the educational and knowledge retention among students. The real challenge is the way to implement it, measure and evaluate this outcome. The primary standard for designing interactive learning includes some important characteristics of any effective teaching: 1) clearly structured lessons, 2) an outside a part of actual learning time, 3) an encouraging atmosphere for learning, 4) clarity of learning content, 5) the establishment of meaningful communication, 6) the flexibility of teaching methods, 7) individual encouragement, 8) practice work triggering intelligence, 9) transparency of expected outcomes, and; 10) a prepared educational environment (Meyer,2004).

Social studies teachers should take into cognizance the fashionable teaching aids to facilitate learning so as to attain the goal of 21st century and lessons objectives. More importantly, social studies teachers should combine the utilization of reading materials with other categories of materials to practically illustrate and demonstrate processes of social studies teaching resources within the 21st century. Educational institutions within the country are implementing ideas to answer the stress of times in partaking critical and perceptive ideas for college students to motivate and effectively learn their studies. Teachers use an academic learning which isn't only theoretical but also practical. this can be accomplished by providing multimedia-aided instruction and materials suited to the various varieties of learners. As stated by Dela Pena, S. (2012), with media education, teachers and students both achieve critical, analytical and artistic skills that enable them to think independently and to become well-informed and active citizens of this nation. In our world of multi-tasking, commercialism, globalization and interactivity, media education means having the correct answer and asking the correct question which ends in an empowerment of a learner and a citizen. Because media educations are complex and infrequently contradictory or controversial, the educator's role isn't just to impart knowledge but also to facilitate the method of inquiry and dialogue. This role given to an instructor as facilitator and co-learner during a student-centered learning process isn't only a model for education but also a replacement pedagogy for them.

According to the research of Adjei, Baffoe R, Ansah, Baffoe M, they stated what they observed during their three years stay within the cycle School. Teachers at the most times didn't use teaching-learning resources in their lesson delivery. It had been observed that students enjoyed and understood more the few lessons which teachers used teaching-learning resources than the bulk of the teachings where they didn't use them. The development of effective instructional materials designed to enrich student's learning. Teachers should begin by analyzing what the learner should know at the tip of the course and the way learning are demonstrated. The teacher must have more knowledge and understanding of the training process, particularly how individual learning. This may help them learn immensely in both the planning and implementation of teaching that enhances learning (Sims, Sims,1995) Interactive learning materials are interactive resources designed to show a particular learning outcome. They will consist of one, or multiple pages that may contain any combination of text, images, audio, video including screencasts, animations, self-test questions and other interactive activities.

Benefits in Interactive Learning Materials

Teaching becomes engaging, and interesting when an educator uses different teaching materials or strategies because it directly involves the student within the teaching-learning process. Saroyan and Snell (1997) find that learner's rate is more interactive and student-centered lecturing style as more likely to intend an improved degree of learning as compared to more traditional teaching style. Interactive learning is expounded to several benefits for learners. Group work that's a characteristic of interactive learning more closely connected with the collaborative methods of the most occupations and professional academics. Research found out that interactive learning materials or methods connect with positive learner's outcomes, like higher rates of attention, interest in material, and satisfaction (Bligh, 2000; Burrows, 2003; Sivan et al., 2000).

The study found that interactive activities are sixfold more likely to help students learn in line with the study from Carnegie Mellon University has found that the central approach to learning behind. These instructional materials bring life to find outing by stimulating students to be told. The utilization of teaching materials within the classroom has the potential to help the teacher explain an abstract idea clearly, resulting the next student understanding of the principle being taught. However, they don 't seem to be ends in themselves, but they're means to an end (Kadzera, 2006). Jarolimek and Parker (1993) are of the view that instructional materials for Social Studies must be evaluated carefully before, during, and after they have been used.

Bolick (2003) pointed to an honest relationship between the teachings of social studies and using of instructional materials. He argued that while some educators are fascinated by the potential of instructional materials to bolster teaching, and learning teachers lagged conciseness in using instructional materials during teaching and learning. Others expressed doubts that teaching materials will encourage teaching reform in social studies. Instructional materials are integral components of teaching-learning situations. It is not just to supplement learning but to enhance its process. While within the views of Abdullahi (2003) they're materials or tools locally made or imported that may make tremendous improvement of a lesson if intelligently used. The key purpose of using instructional materials in social studies and to comprehend excellent results. Interactive materials seize some inherent advantages that make them exclusive in social studies teaching. For one thing, they provide the teacher with engaging and effective platforms for imparting information motivate learners to search out for more.

CONCLUSIONS

Social studies teachers should take to apply and enhance the interactive teaching tools to facilitate learning to achieve the goal of 21st century and lesson objectives and also create awareness of current matters of national and international importance. However for these purposes to be achieved the social studies teacher must ensure that the content of learning materials is authentic and accurate, suitable to the learners and cultural environment, free from distortions and bias. Furthermore, materials should be checked for good illustrations, clear prints, and durability. More importantly, social studies teachers should combine the use of reading materials with other categories of learning materials to practically illustrate and demonstrate lesson objectives of social studies teaching resources in the 21st century. The teachers realize the value of using teaching materials and strategies in their course they would probably have more positive impacts and effects on their use in teaching. Materials are important in the learning process to raise the intellectual reasoning of the students and are efficient resources to impart knowledge and information for learning. Instructional resources should be employed for teaching and learning as these can help to enrich the student's achievement in studies. Compared with traditional teaching, the interactive teaching method has its unique advantages. It is a new teaching model and under this teaching mode, students can actively communicate with teachers in the classroom to complete the learning tasks. It is generally agreed that instructional and interactive learning material have profound influence and advantage on student academic performance and achievement.

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