

Elicit, Explain, Evaluate: Module Writing Model

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Abstract

Rethinking of new teaching pedagogies effected by the new set-up in education both globally and locally was a force result of the 2019 pandemic. Face-to-face mode of learning has been challenging in the Philippines since March of school year 2019-2020 thus every educator was obliged to find means on how to deliver instruction in the most practical and effective ways. Pedagogies in delivering instruction shifted to a blend using printed modules sent to the learners, online classes and the like. In order to adhere to the Commission on Higher Education order that academic instruction be delivered in flexible manner so long as learners are reached out. In August, the beginning of school year 2020-2021 Marinduque State College MSC) gave the teachers the leeway to use any mode of teaching. Thus, the faculty members used instructional materials readily available. As a fact brought about by the sudden shift in teaching mode 82% of the research respondents is using varied teaching-learning materials. As an ISO certified institution the author devised a model deemed useful in writing modules as instructional material. The comprehensive model comprised the basic steps in presenting a lesson. Its parts are Elicit, Explain, and Evaluate (3Es). The 3Es model is a module writing guide that introduces three major sections for instructional material. The Elicit section provides the objectives of the learning material, review of previous knowledge and optional pre-assessment activities. The Explain section discusses the content of the material. Illustrations and non-linguistic representations are presented in this section. The Evaluate section provides the assessment and learning reinforcement activities for the learners. The model has been developed to provide a concise and clear guideline in developing instructional materials to be used in blended learning schemes and as an identity of MSC. This model has been recommended by Marinduque State College's Academic Affairs Department which would also help in standardizing instructional materials for accreditation and quality assurance purposes.

Keywords: Instructional Material, Model, 3Es, Blended Learning, Teaching Pedagogy

INTRODUCTION

Learning materials development has been a major challenge for education in 2020. The worldwide crisis caused by the Novel Corona Virus of 2019 has impacted all aspects of daily lives. The pandemic resulted innumerable changes that resulted to a new normal way of living. In education, it resulted to shifting to learning schemes where physical contact has been lessened or none at all. The pedagogical shift in education meant shifting to the technological or digital means of transferring knowledge. (Toquero, 2020)

Various modalities worldwide have been employed ranging from online, blended to offline modular learning. In the Philippines, the Department of Education adopted the use of self-instructional materials as the mode of instruction and tele-visually-based distance education as a reinforcement. In addition, the higher education system transitioned from the traditional residential classroom to the utilization of Learning Management System or use of the different platforms in the digital world. Such changes include the use of teleconferencing applications, social media platforms and android applications that can cater to the demands of the course being taught. (Rafi, 2020)

With the limitations of physical contact, barriers of learning have become a bigger challenge for educators. The limited movement and restrictions being implemented by the both local and national government made educators to rethink of ways to deliver instruction.

In the Philippine setting, the Commission on Higher Education issued Memorandum No. 4, series of 2020 mandating Higher Education Institutions (HEIs) to implement blended learning system. Thus, this includes the use of synchronous, asynchronous and modular learning modalities. Given this, faculties of different HEIs develop their learning materials.

Objectives of the Study

With the premise mentioned at the background of the study, this study aims to develop a writing model that is based from existing instructional models. This is to be utilized by the college in crafting instructional materials.

Rationale of the Study

Elicit, explain and enhance (3Es) model of writing learning modules may answer the challenges brought about by the untimely paradigm shift in educational setting. Specifically, the delivery of instruction in various mode one of which is distance learning through either online or modular instruction. The developed model has been introduced to MSC faculty and may be used in module writing guidelines of the college in order to have a uniform format of instructional materials. The comprehensive model comprised the basic steps in presenting a lesson. The presented model may be enrolled as an ISO standard procedure in MSC for writing modules as instructional material.

With a uniform instructional material format for the institution, this could be of great help in accreditation process by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP) and International Standard Organization (ISO) certifications, Institutional Sustainability Assessment, and other accrediting agencies.

Research Respondents

This research was conducted at Marinduque State College located at Region IV-B (MIMAROPA). The research respondents to whom initial data was gathered and collected are the faculty members of the eight (8) schools of the institution. The study was conducted from June 2020 to June 2021.

METHODOLOGY

In order to carry out the objectives of this research, the author utilized the Grounded Theory Conceptual Framework that was introduced by Glaser and Strauss (1999). NVivo software was utilized to collate models of teaching pedagogies. Existing models of education has been reviewed and collated. Initially the Three Es model was tried out by some of the faculty members in the



School of Education. Last May the said model was introduced to MSC faculty and is now being used by the faculty members of other schools in writing their modules. A follow-up study on the usefulness of the 3Es model will be conducted after this semester making it a research in progress.

The research paradigm is presented on the figure at the next section. The framework implies that the five existing models namely Gagne's Nine Events of Instruction, ADDIE Model, ASSURE Model, Kemp Instructional Model and 5Es Constructivist Model were compared and contrasted using . As a result of the analysis a new model for writing modules sprouted.

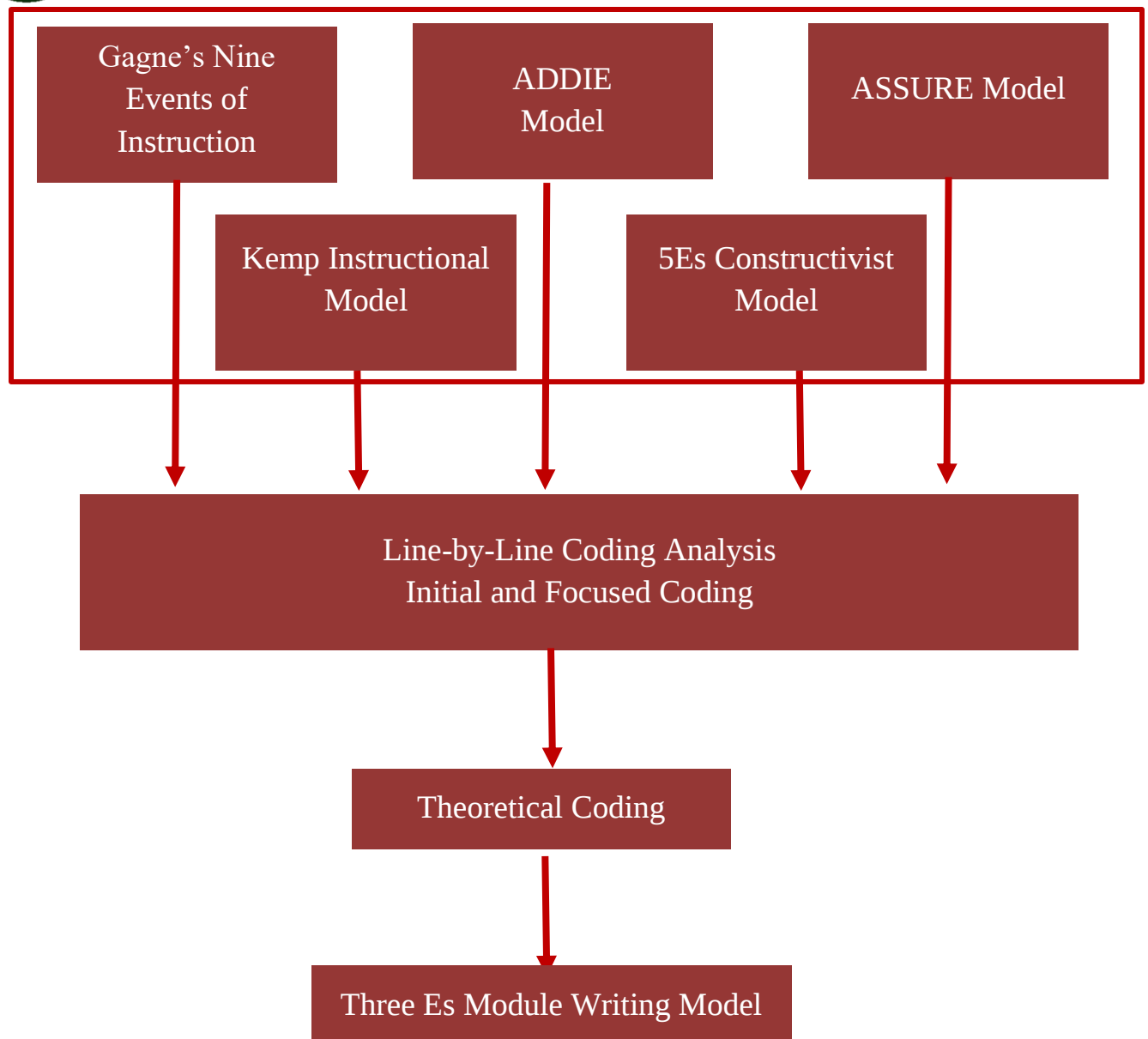


Figure 1. Conceptual Framework of the Study

THE MODELS OF INSTRUCTIONAL MATERIALS

A. Gagne's Nine Events of Instruction

Robert Gagne's Nine Events of Instruction is one of the famous models of teaching methodology. The Conditions of Learning, a book written by Gagne and initially published in 1965, established the mental conditions for learning. These were developed using an information processing model of the mental events that occur

when individuals are exposed to different stimuli. Gagne devised a nine-step procedure known as the events of teaching, which are linked to and address the learning circumstances.

1. Gain attention

In order for any learning to take place, you must first capture the attention of the student. A multimedia program that begins with an animated title screen sequence accompanied by sound effects or music startles the senses with auditory or visual stimuli. An even better way to capture students' attention is to start each lesson with a thought-provoking question or interesting fact. Curiosity motivates students to learn.

2. Inform learners of objectives

Early in each lesson students should encounter a list of learning objectives. This initiates the internal process of expectancy and helps motivate the learner to complete the lesson. These objectives should form the basis for assessment and possible certification as well. Typically, learning objectives are presented in the form of "Upon completing this lesson you will be able to. . . ." The phrasing of the objectives themselves will be covered under Robert Mager's contributions later in this chapter.

3. Stimulate recall of prior learning

Associating new information with prior knowledge can facilitate the learning process. It is easier for learners to encode and store information in long-term memory when there are links to personal experience and knowledge. A simple way to stimulate recall is to ask questions about previous experiences, an understanding of previous concepts, or a body of content.

4. Present the content

This event of instruction is where the new content is actually presented to the learner. Content should be chunked and organized meaningfully, and typically is explained and then demonstrated. To appeal to different learning modalities, a variety of media should be used if possible, including text, graphics, audio narration, and video.

5. Provide "learning guidance"

To help learners encode information for long-term storage, additional guidance should be provided along with the presentation of new content. Guidance strategies include the use of examples, non-examples, case studies, graphical representations, mnemonics, and analogies.

6. Elicit performance (practice)

In this event of instruction, the learner is required to practice the new skill or behavior. Eliciting performance provides an opportunity for learners to confirm their correct understanding, and the repetition further increases the likelihood of retention.

7. Provide feedback

As learners practice new behavior it is important to provide specific and immediate feedback of their performance. Unlike questions in a post-test, exercises within tutorials should be used for comprehension and encoding purposes, not for formal scoring. Additional guidance and answers provided at this stage are called formative feedback.

8. Assess performance

Upon completing instructional modules, students should be given the opportunity to take (or be required to take) a post-test or final assessment. This assessment should be completed without the ability to receive additional coaching, feedback, or hints. Mastery of material, or certification, is typically granted after achieving a certain score or percent correct. A commonly accepted level of mastery is 80% to 90% correct.

9. Enhance retention and transfer to the job

These events of instructions are the framework of many contemporary writing materials today.

B. ASSURE Model

The ASSURE model is a six-step Instructional Systems Design (ISD) that is designed to assist teachers in incorporating technology and media into the classroom. ASSURE is a method of ensuring that a student's learning environment is acceptable. While leveraging technology, ASSURE can be employed in lesson plans to better your own teaching and your students' learning. The ASSURE acronym stands for these important components:

- A- Analyze Learners
- S- State Objectives
- S- Select Instructional Methods, Media, and Materials
- U- Utilize Media and Materials
- R- Require Learner Participation
- E- Evaluate and Revise

C. ADDIE Model

The acronym "ADDIE" stands for Analyze, Design, Develop, Implement, and Evaluate. It is a form of instructional design that has stood the test of time and usage. It's only a "device" to assist think about how to construct a course. Though the model looks to be linear, it does not have to be followed rigidly or in a linear manner, especially if course materials have already been prepared. The following are the phases of the said model.

- A. Analysis Phase
- B. Design Phase
- C. Development Phase
- D. Implementation Phase
- E. Evaluation Phase
- F. Additional Resources

D. Kemp Instructional Model

The Kemp model, also known as the Morrison, Ross, and Kemp Model, comprises four design elements that are essential to course development: students, objectives,

methods, and evaluation. This model emphasizes the interdependencies of each phase in the process, with the concept that instructional design is a continuous cycle, with "revision" as a continuing process to improve it.

It is also distinctive in that it has a non-linear structure and that the primary components are interconnected, providing for flexibility as the ID progresses through the nine stages of design. These stages can be addressed simultaneously, separately, or not at all in some situations. The Kemp model encourages designers to consider the learner's needs, priorities, and limits when creating a product.

E. 5Es Instructional Model

Based from the results of the research, one of the primarily used models of Marinduque State College Faculty is the 5Es Model of Instruction. The 5Es are an instructional model encompassing the phases **Engage, Explore, Explain, Elaborate, and Evaluate**, steps which educators have traditionally taught students to move through in phases.

Synthesis of the Study

Based from the existing models of instructional materials, the researcher crafted a new model using the mentioned models. This is to address the immediate need to craft a format that fits the sudden pedagogical shift in education brought about by the pandemic. The Three (3) Es Model of Instruction has been crafted to fit any modalities used by the facilitator of learning. It can be utilized in printed materials and web-based learning designs.

Analysis of Existing Models and Acceptability of the Model

The mentioned models for instructional materials have been subjected to the Ground Theory Conceptual Framework that was introduced by Glaser and Strauss in 1999 for Qualitative Research. The said framework relies in using inductive method of questioning to arrive at the end-goal and theory. The data gathered was analyzed using the NVivo software for qualitative research.

To determine the acceptability and usefulness of the new model that was devised by the researcher, it was endorsed to the Teaching Staff of Marinduque State College and the Office of the Vice President for Academic Affairs.

RESULTS AND DISCUSSION

Based from inductive method analysis of the existing models for module writing, Table 1 shows the common concepts that are interrelated and common to all.

Table 1. Common Attributes of Existing Instructional Models

Instructional Model	Common Attribute 1	Common Attribute 2	Common Attribute 3
1. Gagne's Nine Events of Instruction	Gain Attention, Inform Learners of Objectives, Stimulate Learning	Present the content, provide learning guidance, elicit performance, provide feedback	Assess performance and enhance retention
2. ASSURE Model	Analyze Learners, State Objectives, Select Instructional Methods, Media, and Materials	Utilize Media & Learner Participation	Evaluate and Revise
3. ADDIE Model	Analysis Phase & Design Phase	Develop and Implementation Stage	Evaluation Phase
4. Kemp Instructional Model	Students & Objectives	Teaching Methods	Evaluation Phase
5. 5Es Instructional Model	Engage & Explore	Explain & Elaborate	Evaluate

Table 1 reveals the common attributes of the existing models of instructional materials. The first common section and phase encompass understanding the learners, inclusion of pre-assessment activities, materials needed and the need to inform learners of the learning objectives upon completion of the instructional material. These contents are mentioned by Dotson (2016) of the University of Kentucky as the key factors in starting classroom discussion. In his study at the Carter County Schools at Kentucky, the study revealed that 95% of the respondents were able to achieve high academic standings when they are informed of what are the expected goals after finishing the subject. Aligned to these are the findings of Aithal, P. and Kumar, P. (2016), among the essential elements of crafting a learning material is **setting the objectives** of the learning process to the learners.

Another common attribute of the existing models of instructional materials is the **discussion of the contents**. It can be noted that this section varies from model to model in terms of terminologies but points out implicitly to the teacher's teaching methods. It primarily includes the use of various learning strategies and can vary depending on the goals and competencies to be achieved. The essential attributes of this section include different materials, different learning resources to be accessed, and the experience that the learner should have while finishing the module. This is another crucial part that was elaborated by Aithal and Kumar (2016); they mentioned that achieving learning outcomes needs specific experiences to be provided to the students.

The last attribute common to all the models is the **evaluation** section. This phase of instructional material surrounds on assessment and evaluation of the learners whether they have achieved the desired learning outcomes. Parallel to this, Bouslama et al (2003) proposed an educational model that reinforces student learning through curriculum development and assessment. According to the study, the evaluation stage and assessment stage describe how learning outcomes are used by the learners in their holistic development.

With these findings, the common attributes identified by the conceptual framework are categorized into three. Given this, the researcher crafted a new model that is to be utilized by the college in standardizing the format of the instructional materials. The new model is presented in the table below.

Table 2. The Three Es Model of Module Writing

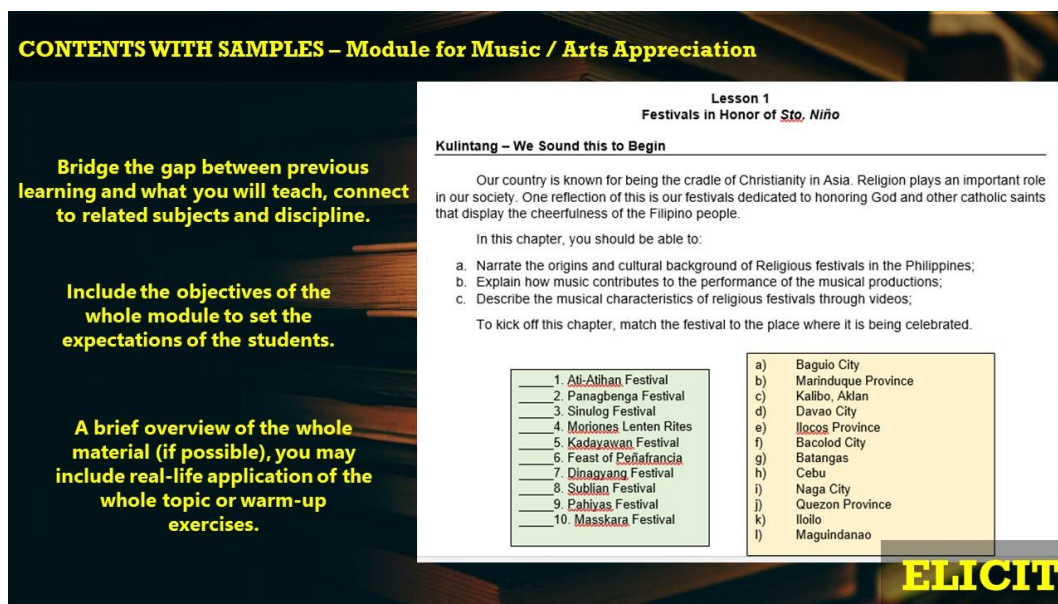
	ELICIT	EXPLAIN	EVALUATE
Description	The section where the learners are informed of what is to be expected in the instructional material.	The section where the teacher provides teaching-learning experiences.	The section where the teacher provides assessment opportunity for the students.
Essential Contents	Objectives of the Learning Process	The contents and competencies to be learned; non-linguistic representations; practice exercises	Assessment Tools; Rubrics for Grading
Optional Contents	Pre-assessment activities; Review of	Resources to be accessed for	Activities enhancing retention

	previous knowledge; Materials / Equipment to be prepared for the learning process	reinforcement of the lesson.	
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Table 2 showcases the Elicit, Explain and Evaluation model of the module writing or otherwise known as the 3Es Model. These sections are discussed as follows:

Elicit Section

This is the section where the objectives of the lesson are set. A brief overview of the whole topic, linking to previous topics and pre-assessment activities are to be included in this section as needed. The list of materials, things to be provided in order to accomplish the instructional material, and other preparatory activities must be included in this section, to provide the students ahead of time to prepare himself before being involved into the lesson proper.



CONTENTS WITH SAMPLES - Module for Music / Arts Appreciation

Bridge the gap between previous learning and what you will teach, connect to related subjects and discipline.

Include the objectives of the whole module to set the expectations of the students.

A brief overview of the whole material (if possible), you may include real-life application of the whole topic or warm-up exercises.

Lesson 1
Festivals in Honor of Sto. Niño

Kulintang - We Sound this to Begin

Our country is known for being the cradle of Christianity in Asia. Religion plays an important role in our society. One reflection of this is our festivals dedicated to honoring God and other catholic saints that display the cheerfulness of the Filipino people.

In this chapter, you should be able to:

- Narrate the origins and cultural background of Religious festivals in the Philippines;
- Explain how music contributes to the performance of the musical productions;
- Describe the musical characteristics of religious festivals through videos;

To kick off this chapter, match the festival to the place where it is being celebrated.

1. Ati-Atihan Festival	a) Baguio City
2. Panagbenga Festival	b) Marinduque Province
3. Sinulog Festival	c) Kalibo, Aklan
4. Moriones Lenten Rites	d) Davao City
5. Kadayawan Festival	e) Ilocos Province
6. Feast of Peñafrancia	f) Bacolod City
7. Dinagyang Festival	g) Batangas
8. Sublian Festival	h) Cebu
9. Pahiyas Festival	i) Naga City
10. Masskara Festival	j) Quezon Province
	k) Iloilo
	l) Maguindanao

ELICIT

Figure 1. Sample of Elicit Section in an Instructional Material in Grade 7 Music.

Explain Section

This is the discussion section of the learning material. To minimize the use of text and graphics, and to cater to the varied types of learners; flowcharts, tables, figures and

illustration should be provided in this section. Practice exercises, videos to be watched and accessed, non-linguistic representations, suggested readings, activities to be accomplished should be included in this section. Summary Notes and Generalizations (if any) shall be placed at the last part of this section.

EXPLAIN	4.1 Process-Oriented Learning Competencies It is critical and significant to know the set competencies prior to the teaching process. We are setting the "finish-line" of the teaching process. However, to improve the outcomes and to determine if we are really achieving that exit outcome, we need to improve outcomes and the student experience along the way. This includes the curricula, the teaching process and the kind of student effort that lead to particular outcomes. Assessment can help us understand which students have challenges in achieving the desired learning outcomes and in what specific area he is struggling with. The learners can be categorized into four (4) general categories during this assessment process such as the following: <table border="1"> <thead> <tr> <th>PROFICIENCY LEVEL</th><th>DESCRIPTION</th></tr> </thead> <tbody> <tr> <td> The Beginner</td><td>The learners with little to no knowledge at all. They require the most guidance and attention in terms of transfer of skills.</td></tr> <tr> <td> The Intermediate</td><td>The learners who has learned the basic skills and competencies needed to be learned. They still require supervision in order to master the craft. Guidance is needed for consistency.</td></tr> <tr> <td> The Skilled</td><td>The learner who has acquired the necessary skill and cognitive abilities as set by the learning objectives. They can work with minimal to no supervision at all.</td></tr> <tr> <td> The Expert</td><td>The learner who integrates all the learned behavior in their outputs. The often work without supervision and can create outputs flawlessly.</td></tr> </tbody> </table>	PROFICIENCY LEVEL	DESCRIPTION	 The Beginner	The learners with little to no knowledge at all. They require the most guidance and attention in terms of transfer of skills.	 The Intermediate	The learners who has learned the basic skills and competencies needed to be learned. They still require supervision in order to master the craft. Guidance is needed for consistency.	 The Skilled	The learner who has acquired the necessary skill and cognitive abilities as set by the learning objectives. They can work with minimal to no supervision at all.	 The Expert	The learner who integrates all the learned behavior in their outputs. The often work without supervision and can create outputs flawlessly.
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Figure 2. Sample of Explain Section in an Instructional Material for Assessment of Learning

Evaluate Section

This section is the formative assessment of the instructional material. Assignments and final activities shall be included in this section.

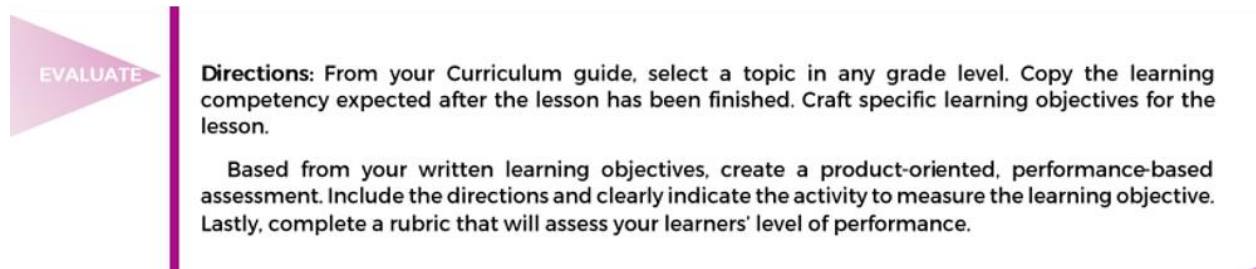


Figure 3. Sample of Evaluate Section in an Instructional Material for Assessment of Learning

In the context of the blended learning modality, a course guide is suggested to be included. This section sets the expectations before, during and after completion of the whole course. The requirements, course overview, class policies, class schedule and guidelines shall be included in this part. Grading and evaluation system shall be included herein as well. Directions on how to submit the necessary requirements to pass the subject shall be stipulated herein.

Conclusion and Recommendations

There were a number of faculty members of Marinduque State College who concur to use the 3Es Model for writing modules as mentioned in the evaluation done after the seminar workshop held in May, 2021. These faculty members have started preparing their modules in preparation for the coming semester following the 3Es model.

The 3Es Module Writing Model was found out to be highly acceptable in terms of its usability as a model, its versatility to adjust to different topics and disciplines to be taught, its adaptability to technology and ease of preparation. For further test of acceptability, the model is recommended to be used in MSC for possible enhancement. The use of 3Es model is recommended to finally produce uniformly crafted learning materials that may be submitted for copyright, thus will help comply with the requirements for universityhood and accreditation.

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