

ELEMENT 12

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REFLECTION FOR SELF-ASSESSMENT IN MATERIALS DESIGN

Objective

To highlight the importance to self-assess your own materials based on reflection.

Reflection and Self-assessment

Reflection plays a significant role in the field of language teaching. In fact, Álvarez (2009) stated that teachers reflect on their pedagogical actions. Thus, reflection draws upon the act of questioning or revising what a person believes and his or her understanding of things. Consequently, reflections will build knowledge and generate autonomous professional development (Farrel, 1998; Johnson, 1999; Richards & Lockhart, 1994; Schön, 1983, 1987; Wallace, 1996).

Reflection “serves the purpose of creating a reflective learning environment that engages teachers in appropriate and relevant activities and motivates them to ponder their pedagogical and research practices” (Núñez & Téllez, 2015, p. 67). In this sense, reflection and self-assessment are related concepts. What this means is that once you are able to reflect upon your practices, you can judge those

experiences and think about ways to improve them. Hence, a reflection ought to be “built upon consecutive outcomes that support each other in the need to find a solution” (Peñaloza & Vásquez-Guarnizo, 2019, p. 133).

For us, reflection and self-assessment are a crucial part in materials design as it enables teachers, as materials designers, to “make decisions when they create or adapt materials that fulfil particular needs” (Núñez & Téllez, 2009, p.172). Thereby, when designing your own material, we argue that it is crucial to go through a double-checking process that we have called self-assessment. As such, you can reflect upon your material and analyze if it is based on your students’, teachers’, and context’s needs of students. We highlight that in reflecting about your material, you can avoid creating activities and exercises based only on your teacher’s perspective and your own teaching demands.

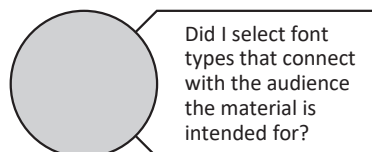
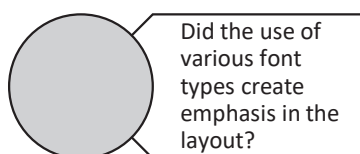
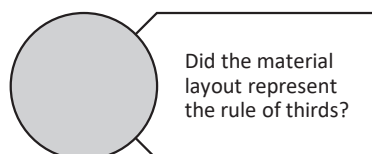
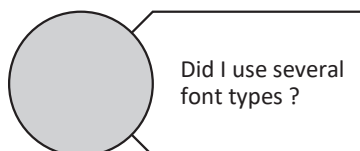
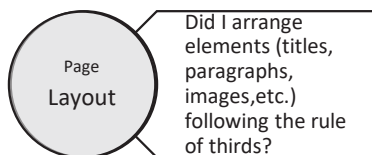
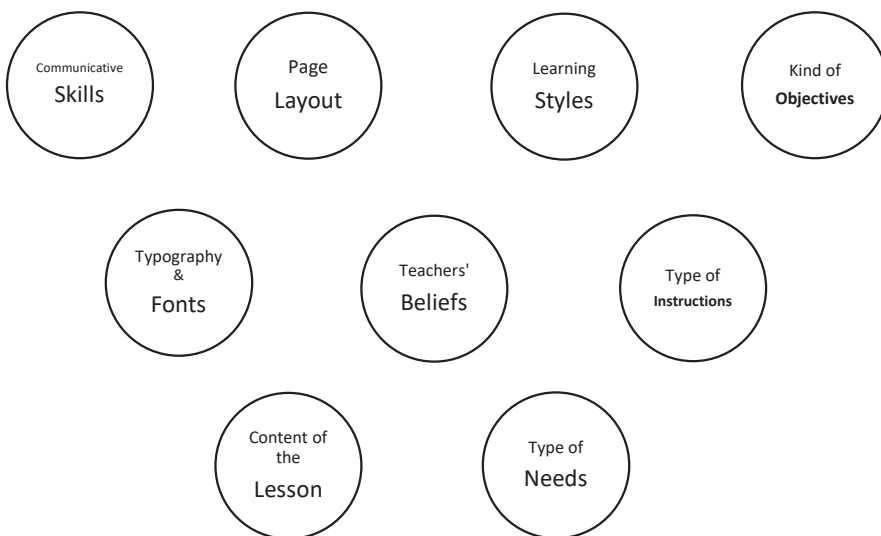
In this element, we invite teachers, as material designers, to use criteria to self-assess the materials they have designed, based on their own reflection. This process might help material designers to understand the principles they followed while designing their materials and improve them if needed.

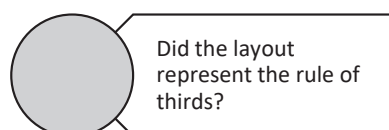
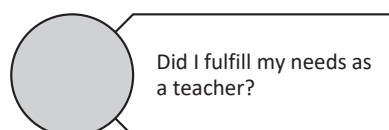
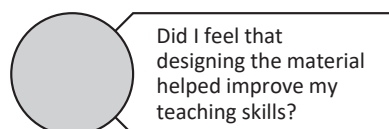
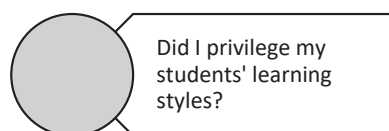
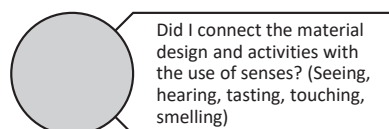
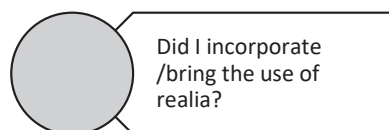
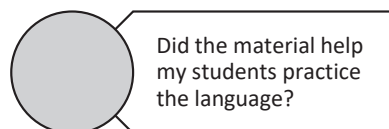
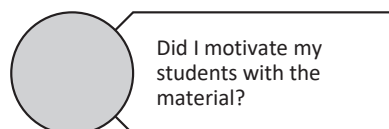
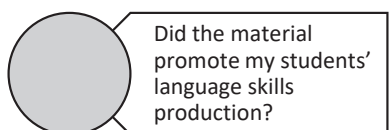
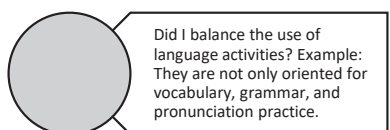
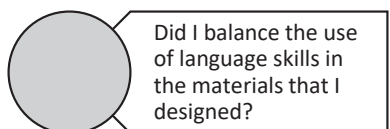
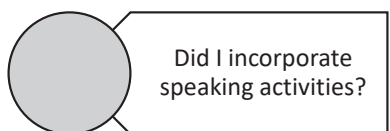
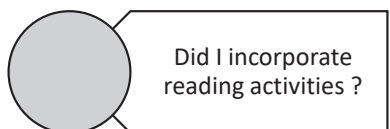
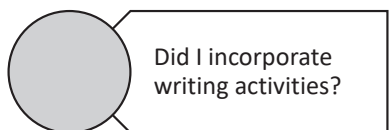
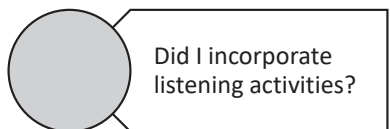
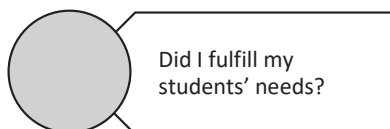
- 1. Go through the twelve elements presented in this book. You can read the questions and complete the following chart keeping in mind future actions to put into practice.**

Element	Statement	Yes, I have	No, I have not	Future actions
1	Have I recognized what materials design is?			
	Have I identified the kinds of teaching materials a teacher can design?			
2	Have I acknowledged why and what for EFL teachers need to design their own teaching materials?			
3	Have I recognized the importance and kind of needs in materials design?			

Element	Statement	Yes, I have	No, I have not	Future actions
4	Have I understood what beliefs are and their impact in materials design?			
	Have I found a connection between motivation and investment as key elements in materials design?			
5	Have I differentiated teaching from learning objectives?			
6	Have I comprehended the language skills to develop in a lesson?			
7	Have I learned to relate the steps in a lesson plan to materials design?			
8	Have I distinguished the concept of an instruction and its types?			
9	Have I considered the Gestalt principles to identify positive and negative space in materials design?			
10	Have I understood space distribution for a page layout based on the rule of thirds?			
11	Have I acknowledged the steps to create emphasis with fonts in materials design?			
12	Have I comprehended the importance of reflection in materials design?			
	Have I understood the role of self-assessment in materials design?			

2. Read the following categories in the circles and place them in each of the question in the charts below. These questions will help you self-assess and reflect upon the materials you have created for your students.





Did I reevaluate/reconstruct my beliefs as a teacher while I designed the material?

Did I highlight/emphasize instructions in the layout?

Did I state clear learning objectives form my students?

Did the instructions follow a sequential order?
(1,2,3,... A,B,C, etc)

Did I state clear teaching objectives?

Did the material clearly represent what I planned for my lesson?

Did my students clearly understand the objectives of the material used?

Did the language input in the material go from simple to complex?

Did I provide short instructions?

Did the material I design accounts for communicative activities?

Did I provide clear instructions?

Did I leave unused space in the layout of the material design to avoid clutter?

Did I provide instructions for every exercise?

Did I follow some Gestalt principles to arrange the layout?

Did I use simple vocabulary for instructions?

Write your own question.

3. Use the following questions as a rubric for a teaching/learning material you have created. This will help you analyze and self-assess your own process as a foreign language teacher and material developer. This is an example you can use. However, we encourage you to create your own rubrics.

3.1 Take any material you have designed and check the elements you have accomplished. Use a (✓) for (YES) and a (✗) for (NO).

•Were the written instruction clear enough for my students? 1 ☒	•Could I improve my students' doubts by providing better written instructions? 2 ☐	•Were there exercises students did not do? 3 ☐	•Were the students discouraged in doing some exercises? 4 ☐
•Did students provide answers I did not expect? 5 ☐	•Did images, graphs, charts, etc. help students learn the input? 6 ☐	•Was the space for written answers enough for students to write? 7 ☐	•Was there at least one student who did not require extra instructions? 8 ☐
•Was the time allocated for doing the exercises enough for students? 9 ☐	•Did my students have too many questions/doubts while reading the instructions? 10 ☐	•Is the material created for one time use or several times? 11 ☐	•Can I recycle the layout in the material for future use? 12 ☐
•Did extra planning of materials create smoother lessons? 13 ☐	•Were my students impressed with the materials I designed? 14 ☐	•Were my students discouraged with the materials I designed? 15 ☐	•Write your own question. 16 ☐

