All Children Reading – Philippines

Developing eResources for early literacy and numeracy

Panel Presentation – mEducation Alliance Symposium

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Evaluating the DepEd Commons platform

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eBooks for early literacy development

The DepEd Learning Management System
What makes a good eResource for early literacy?

- Can be used independently (user interface)
- Includes automatic feedback
- Audiovisual stimuli supports making the connection between print and sound

Does it purposefully apply attributes of technology to do something that traditional print cannot do?

This activity made possible through the All Children Reading – Philippines activity implemented by RTI International in collaboration with the Philippines Department of Education.
USAID/All Children Reading Toolkit

- **Compliance**: Does it comply with applicable copyright laws?
- **Value proposition**: Does it apply properties of the digital format to add value?
- **Audience**: Is the design inclusive and appropriate for all target learners?
- **Content**: Is it accurate and focused on a specific curriculum-aligned objective?
- **Pedagogy**: Is it pedagogically appropriate for the subject and target skills?
- **Presentation**: Is the structure intuitive and effective for the user to navigate?

This activity made possible through the All Children Reading – Philippines activity implemented by RTI International in collaboration with the Philippines Department of Education.
Collaborative development process

- Teachers and other education officials identified and trained by DepEd initially on Kotobee software
- ACR-Philippines purchases licenses for software and enhancements
- Training on best practices using the toolkit
- Development, QC and uploading

"Being able to create digital interactive reading material not only for my students but for kids all across the country has been one of the most wonderful and memorable experiences of my career." – Sharon Gungon, First-grade teacher

### Table 2.5b: Guidance for Literacy Resources Checklist

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<th>1st</th>
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<tr>
<td>5.9</td>
<td>The focus remains on the literacy-learning experience throughout (not games or distracting interactions).</td>
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<td>5.10</td>
<td>Use of digital features and interactivity (i.e., sound effects, reactive touch elements, speech-to-text) is purposeful and enhances the educational potential of the resource rather than distracts.</td>
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| 5.11 | Content is functionally and developmentally appropriate for the target age range.  
- For beginning readers: has oral narration with text highlighting (audio read-aloud); allows practice decoding  
- For emerging readers: offers vocabulary development and simple comprehension (recall) exercises  
- For advanced readers: offers fluency development and higher-order comprehension |   |       |
| 5.12 | If the eResource aims to improve students' understanding of **concepts of print**, includes any of the following activities:  
- Explicit instruction of the concept of words, letters, sounds, and print directionality  
- Explicit attention to the authors, illustrators, or other parts of a book  
- (If other, note) |   |       |
| 5.13 | If the eResource aims to improve **phonemic awareness**, includes any of the following:  
- Rhyming poems or songs  
- Clapping syllables  
- Segmenting letter sounds  
- Blending letter sounds  
- Substituting one letter for another  
- (If other, note) |   |       |

5.11 Content is functionally and developmentally appropriate for the target age range:

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Audio Sync
5.14 If the eResource aims to improve phonics, includes any of the following:

- Letter-sound identification
- Onset and rime
- Letter-sound association
- Blending sounds to recognize words
- Practice writing or tracing letters
- (If other, note)
If the eResource aims to improve word recognition, includes any of the following activities:

- Exposure and practice of words and word chunks (prefixes, suffixes, etc.) in meaningful, connected texts
- Audio read-aloud to practice word identification and pronunciation
- Pictures associated with words or audio dictionary tool
- Spelling practice
- (If other, note)
Kau hadja dendangan.

Magdagey
Mgadage yoyo
Mgadage yoyo peyat
Mgadage yoyo peyat si
Mgadage yoyo peyat si Yani.

Tilewun:
1. Sine mgadage yoyohin?
2. Ine warna yoyohin?

5.18 If the eResource aims to improve **comprehension**, includes any of the following:
- Pre-read and make predictions
- Ask and answer questions
- Graphic organizers
- Visualization
- Respond to text
- Summarize
- Retell
- Read variety of genres
Usage

- 220 Resources uploaded to date
- 11,000+ downloads at last count
Evaluating eResources

Distribution of tablets with eResources loaded in a content management system

• Rapid user testing

• Teacher-led action research

“The ebook is really a great help for us parents, who are working. Because our Grade 1 pupil can answer the activities on his/her own. Because there’s an audio or video of the teacher that the pupil can listen. (It was written in our mother tongue)”

“The book that we’ve downloaded from DepEd commons was really effective. My son can easily remember the sounds because of the video.”
Thank You!

@spouez  #allchildrenreading.

For more information about the project please contact
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