UNIT 1.

ADAPTATION OF COURSES AND MATERIALS IN TERMS OF THE CONDITIONS OF THE EDUCATIONAL PROCESS

AIM

The aim of the module is to explain how to adapt courses and materials in terms of the conditions of educational process

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Unit 1. Adaptation of courses and materials in terms of the conditions of the educational process

1.1. Why adapt learning materials?

In face-to-face education instructors guides students physically. However, in distance learning they are not together. This can limit the educational environment. That is, it is hard for teachers to follow, challenge and motivate the students. Therefore, if a teacher does not have existing online curriculum for his course he should develop a new course or should adapt an existing traditional classroom materials or adapt someone else's online course according to his own needs.

Whereas online distance education brings different learning opportunities to students, it is appealing for people who work and has family obligations. That is, they hinder them to participate face to face educational environments. However, the crucial question is whether it is right to adapt materials according to the teacher's own preferences or the needs of students. Also an important point is that especially in online learning the competencies of teacher should be questioned as. Every teacher does not have the same digital competence so that they may adapt the resources accordingly. However, the important thing is the student need here. As a result, the teacher has to bridge the gap between the materials and his/her learners' need. In order to do that, he or she should force himself/herself to be a lifelong learner and while improving his/her students' she/he should improve himself/herself.

It's evident that there are various things to be considered how to adapt traditional education to an online context. Teachers will develop a sense of best practices throughout time, such as how long learning sessions should last or how long pupils should be actively engaged. Distance learning also open up a new teaching environment that encourages teachers to be more creative. Also, it enables them to present engaging materials and encourage all students to participate in the virtual classroom and develop an active learning environment. Therefore, it is really crucial to adapt materials according to that environment.

1.2. Delivering the course

Students learn how to deliver the course in different way. In other words, linguistic learners are adapt at using words, both written and oral, logically-minded learners think conceptually and look for patterns and relationships among words, concepts and visual elements, kinesthetics learners favour hands-on activities, interpersonal learners enjoy discussions and co-operative activities, intrapersonal learners prefer to work independently, visual learners learn by viewing and creating images.

There is no "best" way to deliver adapted learning materials that will meet the varied needs of the learners. Teachers should select several delivery modes for their distance education course to effectively achieve desired learning outcomes. Despite not being a best way, teachers can use different ways to deliver a distance course. The online course delivery method is as important as developing it. If a teacher is sure enough the common techniques, he/she can choose the better technique for the course. Primarily,

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videos are the most engaging method of distance course. One can find and download various videos based on the content of the course and they are really attractive to make students focus on the course. Another important technique is to use audios. Especially if a teacher teaches a new language, this method is really useful. Teachers can add trendy music which is popular among the students. Or one can extract audio from videos and adopt it accordingly. Moreover, teachers can create documents and slides according to the content of the course so that they can allow students to reach and use them later as well.

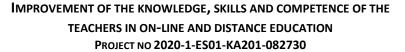## 1.3. Adapting content, activities, resource and media

Adapting existing training material to an online training software like lessons also presents an opportunity to enhance the content.

The learning objectives, as well as the learners' traits, knowledge, abilities, and experiences, should be considered in the course content. For better learning, one should break the knowledge into small and give it to students in a logical order to provide learning. Case studies and more examples should be given through distance education in order to make the content clearer. It's crucial that content is well-organized and explained. Therefore, learners can complete the course on their own without requiring the instructor's assistance, as in a classroom setting. Teachers can provide a variety of course activities relevant to students' ages, cultural backgrounds and experiences, with clear and detailed instructions. Also, the activities must be realistic and achievable. The activities must be engaging, presented in order of increasing difficulty, and must encourage problem solving and practical knowledge and skills transfer. Learners are able to interact with others, include opportunities for discussions and collaborative tasks. Another important issue is giving feedback. Teachers should provide constructive feedback options, including review questions with suggested answers.

Learning resources must be accessible and accurate. Teachers should consider various aspects while designing the materials. The material should meet the instructional objectives and student learning Also, teachers should select material that meets educational intent, adapt the material to the students' level and attributes, and ensure that the materials are up to your institution's standards. Technology must be compatible. Different electronic and imaging standards are used throughout the world; for example, local videos may be unable to play in another region that one can plan to use in the course. Therefore, one should have the resources to convert the material internally, or to outsource the job. Another important point is that one should be sure about resources whether they are available to students. To provide this, during student registration, clearly specify the equipment and the required software versions. Student evaluations must be reasonable, relevant, and consistent with the course's goals, content, and learning activities. Grading criteria should be given beforehand to make their mind clear. In distance education you must clearly define course goals and objectives for students and develop ways to determine whether they have accomplished them. In stating learning objectives, instead of using words or phrases such as understand and be aware of, use terms describing activities that can be observed or measures such as list, construct, organise and plan.

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