06 May 2025

DIVISION MEMORANDUM
No. __230__, s. 2025

DEVELOPMENT AND SUBMISSION OF DEPED-DEVELOPED LEARNING RESOURCES (DDLRs)

To: Assistant Schools Division Superintendents
        Chief- Curriculum Implementation Division (CID)
        Chief- School Governance and Operations Division (SGOD)
        Education Program Supervisors
        Public Schools District Supervisors
        Elementary & Secondary District LR Coordinators
        All Others Concerned

1. The Department of Education is mandated to provide quality basic education that is equitably accessible to all and laying the foundation for lifelong learning and service for the common good, likewise Basic Education Act of 2013 Section 10 paragraph 3 states that the production and development of locally produced teaching and learning materials shall be encouraged.

2. The Schools Division of Batangas announces the following schedule for the development and submission of DDLRs as discussed during the meeting of Sub-Office LR Coordinators:

Development of LRs based on Needs Assessment (School Level)	February- June 2025
School Quality Assurance and Revision	May 21- 30, 2025
District Quality Assurance and Revision	July 7 - July 11, 2025
Submission to the LR section (tools, SFCR, hard and soft copy of DDLRs)	On or before August 1, 2025

3. Attached are the list of suggested DDLRs, General Guidelines for Learning Resource Development for CY 2025 and technical specifications of DDLRs.

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4. For any queries and other related concerns, please get in touch with the Learning Resource Management Section at telephone number 722 – 1840 loc. 216.

5. Immediate dissemination and compliance with this Memorandum are desired.

MARITES A. IBAÑEZ, CESO V
Schools Division Superintendent

RAM/MEMO- DEVELOPMENT AND SUBMISSION OF DEPED DEVELOPED LEARNING RESOURCES (DDLRs) /R2- 142831
/ 05/06/2025

Attachment 1

GENERAL GUIDELINES FOR LEARNING RESOURCE DEVELOPMENT FOR CY 2025

A. TYPE OF LEARNING RESOURCES TO BE DEVELOPED

1. Recorded storytelling video using the quality assured storybook with subtitles and sign language for SNED (sorted storybook titles per sub office)
2. SHS to develop an application for learners/gamified lessons
3. Video lesson/ instructional video
4. Kasaysayan ng paaralan or barangay 4000- 5000 words
5. LAS (by quarter/semester/ strand)

B. GUIDELINES

1. Development of learning resources is open to all permanent teaching and non-teaching personnel of DepEd Batangas.
2. Every LR must be accompanied with project proposal duly signed by the authorities, needs analysis and certification of school head that the material is original and free from any copyright violations
3. The developed Learning resources must pass the school level quality assurance with duly signed evaluation tools for language, content and format together with the SFCR.
4. All entries that passed Division Quality assurance will be recognized on LR Expo 2025.
5. Each type of LR has its own specific mechanics.
6. Submission of LR must be done by District LR Coordinators hard/soft copy)
7. All templates/formats will be provided by DepEd Batangas LRMS. (needs analysis form, Transmittal form)

C. MECHANICS

A. RECORDED STORY TELLING
1. The story to be used are those recognized only during the LR Expo 2024 intended for kindergarten to Grade 3. Download the stories from sdobatangaslrmds.wixsite.com.
2. Only one storyteller is allowed while maximum of 4 members for multimedia creators. An option to include learners as participants may be considered if permitted by their guardians.
3. All sounds and images shall be original or registered as free-to-use with no copyright restrictions.
4. Entries shall be uploaded to google drive accessible to sdobatangas.lrmds@deped.gov.ph.
5. There must be a subtitle and sign language interpretations inserted on the video.
6. Writers/ storytellers/developers may submit as many entries as they can.

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7. Maximum of 10 minutes per video is allowed

B. KASAYSAYAN NG BARANGAY / PAARALAN

1. The language to be used is Filipino.
2. A maximum of 2 writers is allowed in each LR. There shall be no editor or auxiliary development team.
3. The number of words must not exceed 5,000. Photographs/ references to be used shall be property recognized.
4. Entries shall be typed in using MS Word, Times New Roman, size 12. 1.5 space.
5. Learning Competencies shall be placed in the last part.
6. Page extent shall be any 20, 28, 36 pages.

C. LEARNING ACTIVITY SHEET (LAS)

1. A maximum of two writers is allowed.
2. All competencies must be listed and included in the preliminary pages of the compilation of LAS
3. LAS must:
   a. Cover 4 consecutive weeks in a quarter/ a quarter/ a semester
   b. Present the differentiated activities that will deepen the learner's understanding of a skill or concept. Activities may vary from paper & pencil tasks, games, literary work, creative expression (drawing, sketching, song writing), research, blog, vlog, etc, whatever is appropriate, suitable, and doable
   c. Follow the given format: one page, one LAS
   d. Include a rubric for the performance task

TIMELINE OF ACTIVITIES

Date	Activity	Persons Involved	Expected Output
March - April 2025	Information Dissemination Development of LRs	DLRC Writers PSDS LREs	Informed writers/developers Developed LRs
May	School – District level quality assurance	DLRC Writers PSDS LREs	LRs with marginal notes, Filled up Evaluation tools, SFCR
June	Revision of LR based on the SFCR	LREs DLRC Writers	Revised LR, SFCR
July	Finalization of LRs Submission to SDO	LREs DLRC Writers	Final copy of LRs SFCR Transmittal Filled up Evaluation tools
August	Division Level Quality Assurance	LREs DLRC Writers	LRs with marginal notes Filled up Evaluation tool

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		Librarian PDO EPS- LR	SFCR (from school to District level QA to see the continuity of QA process)
September	Revision of LR	LREs DLRC Writers	Revised LR SFCR
October	Revisit LRs	Quality Assurance Team	Revised SFCR
October	Finalization of LRs	Development team	Final copy of LRs
November	Field Testing of LRs Integration of comments	DLRCs Development team	Final copy of LR
December	Recognition of Quality Assurance Team Development Team (LR Expo 2025)	LREs DLRC Writers Librarian PDO EPS- LR Top Management Members Chiefs EPSs	Recognized Development Team Quality assurance team

TECHNICAL SPECIFICATIONS AND GUIDELINES FOR INTERACTIVE LEARNING MODULE/LEARNING RESOURCES

An **interactive learning module** is multimedia learning that contains sound, text, and images. It can also take the form of readings, animations, simulations, educational games, tests, quizzes and assignment collections.

GENERAL TECHNICAL SPECIFICATIONS/RECOMMENDED APPLICATIONS

Applications	Technical Specifications		
	File Format	File Size	Compatibility Mode
Lumi	HTML	3 MB Below	Mobile and Web
Flipbuilder	HTML 5/ HTML	3 MB Below	Mobile and Web
Kotobee	HTML /EPUB	3 MB Below	Mobile and Web
Articulate Storyline	HTML 5	100 MB Below	Mobile and Web
Adobe Captivate	HTML 5	100 MB Below	Mobile and Web
ISpring Suite	HTML 5	100 MB Below	Mobile and Web
Lectora Inspire	HTML 5	100 MB Below	Mobile and Web

General design related to the creation of interactive media are:

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These guidelines cover general design principles for interactive media, focusing on Typography, Color Theory, Icon Design, and Legibility. Adherence to these criteria will ensure a user-friendly, visually appealing, and effective interactive experience.

I. Typography:

- **Font Selection:**
  - Limit the number of fonts used (ideally 2-3) to maintain visual consistency and avoid a cluttered appearance. Use different weights (bold, regular, light) and styles (italic) within a font family for hierarchy.
  - Prioritize highly legible fonts, especially for body text. Avoid overly decorative or script fonts for large blocks of text. Consider sans-serif fonts for on-screen readability.
  - Choose fonts appropriate to the content and target audience. A playful font might be suitable for a children's game, but not for a professional application.
  - Maintain consistent font usage throughout the interactive media.

- **Hierarchy:**
  - Use font size and weight to establish a clear visual hierarchy. Headings should be larger and bolder than subheadings, which should be larger and bolder than body text.
  - Adjust line height (leading) and letter spacing (kerning/tracking) to improve readability and create visual breathing room.

- **Alignment:**
  - Use consistent alignment (left, center, right, justified) throughout the design. Left alignment is generally preferred for body text.
  - Use centered alignment sparingly and intentionally, typically for headings or short, impactful text. Avoid centering large blocks of text.

- **Color:**
  - Ensure sufficient color contrast between text and background to maintain readability. WCAG (Web Content Accessibility Guidelines) provide specific contrast ratios.
  - Use color strategically to highlight key information or create visual interest but avoid overuse.

II. Color:

  - Develop a limited color palette (3-5 primary colors plus neutrals) to create a cohesive and harmonious look.
  - Choose colors that are appropriate for the target audience and the message being conveyed.
  - Maintain consistent color usage throughout the interactive media.

III. Icon Design:

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- o Design icons that are simple, recognizable, and easy to understand briefly. Avoid overly complex or abstract designs.
- o Strive for icons that are universally understood or provide clear labels if necessary.
- o Maintain a consistent style for all icons used in the interactive media.
- o Use consistent sizing for icons to ensure visual harmony.
- o Design icons in vector format (e.g., SVG) to ensure they can be scaled without loss of quality.
- o Provide alternative text descriptions for icons to ensure accessibility for users with screen readers.
- o Ensure that icons are relevant to the content and functionality they represent.

IV. **Legibility:**
- Use an appropriate text size for the target audience and viewing environment. Avoid using text that is too small to read comfortably.
  - o Keep line lengths to a reasonable length (around 50-70 characters) to improve readability. Longer lines can be difficult to scan.
  - o Adjust line height (leading) and letter spacing (kerning/tracking) to optimize readability.
  - o Ensure sufficient contrast between text and background.
  - o Use a clean and uncluttered background to avoid distracting from the text.
  - o Use clear and concise language. Avoid jargon or technical terms unless the target audience is familiar with them.
  - o Conduct user testing to evaluate the legibility of the text and icons in the interactive media.

TECHNICAL SPECIFICATION/ CRITERIA/GUIDELINES FOR CONTENT CREATION

These guidelines cover technical aspects of content creation, focusing on Media and File Formats, Compression, and Image Manipulation. Adherence to these criteria will ensure high-quality, efficiency, and accessible content.

Media and File Formats:
- o Choose file formats appropriate for the intended use and platform. Consider factors like quality, file size, compatibility, and support for specific features (e.g., transparency, animation).
- o Prioritize widely supported and standardized file formats to ensure compatibility across different devices and software.
- **Images:**
  - o Use JPG for photographs and images with complex color gradients. Use PNG for images with transparency or simple graphics. Avoid BMP due to large file sizes.

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- Use SVG for scalable graphics, logos, and icons. Vector formats maintain quality regardless of size.
- **Audio:**
    - Use WAV or FLAC for high-quality audio recordings and master copies.
    - Use MP3 or AAC for compressed audio
- **Video:**
    - Choose appropriate video codecs (e.g., H.264, H.265) for compression and distribution. Consider compatibility and quality trade-offs.
    - Use appropriate container formats (e.g., MP4, MOV, MKV) to package video and audio streams.

Note:

- *The interactive learning module should encompass at least 4 weeks lesson in a quarter rather than being designed on a per-topic basis.*
- *Only the division logo should be used; school and sub-office logos should not be used for possible division utilization.*
- *All credits, developer names, and related details should be included at the end of the module.*

TECHNICAL SPECIFICATIONS AND GUIDELINES FOR VIDEO LESSON / INSTRUCTIONAL VIDEO

GENERAL REQUIREMENTS

- has a maximum runtime of 10 minutes
- focuses on MELC/s, MATATAG and enabling competencies.
- is free from grammatical errors.
- uses appropriate language and vocabulary.
- is characterized by sentences and paragraphs that are appropriate for age level of users
- employs appropriate medium in congruence with language to be used in a particular learning area
    - Grades 4 to 12
        - Filipino, EsP – Filipino
        - English, Science and Math – English
    - MAPEH, EPP-TLE
        - Grades 4 to 5 – Filipino
        - Grades 6 to 12 – English
    - Araling Panlipunan
        - Grades 4 to 10 – Filipino
- Illustrations shall adhere to the Social Content Guidelines.
- Filipino characters (if applicable) are the subject of illustrations.
- People, animals, places, and objects are appropriate to the age, grade level, and context of the learners.
- Illustrations clarify and/or enhance concepts.

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- Illustrations and visuals are gender and culture sensitive.
- Adherence to Chicago Manual of style is observable
- secures permission to use third-party contents from the copyright owners (if applicable).
- Teacher's self-introduction is limited to name, and SDO.
- The subject, grade level and week number are clearly introduced.
- MELC/s and enabling competencies covered for the week are clearly presented.
- Walkthroughs of the lesson content/activity/task are clearly presented.
- It showcases example lesson takeaways and/or outputs expected from the learners.
- The font type used is suited and ideal for the grade level assigned.
- Font number/size used is appropriate to the grade level assigned.

CONTENT

- is suitable for the student's level of development.
- contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.
- provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.
- is free from ideological, cultural, religious, racial, and gender biases and prejudices.
- Enhances the development of desirable values and traits such as:

  (apply applicable values and traits)
  ____Pride in being a Filipino
  ____Scientific attitude and reasoning
  ____Desire for excellence
  ____Love for country
  ____Helpfulness/Teamwork/Cooperation
  ____Unity
  ____Desire to learn new things
  ____Honesty and trustworthiness
  ____The ability to know right from wrong
  ____Respect
  ____Critical and Creative thinking
  ____Productive work

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