

Tips for Creating Learning Modules

Identify limited, specific pedagogical goals for each module.

- Are the goals sufficient for the content being covered?
- Is active learning supported by the module(s) being created?

Choose technology according to pedagogical needs.

- Do learners have access to the technology?
- Do learners understand how to use the technology?
- Do learners have control over the technology, i.e., reviewing or downloading portions of the content being delivered?

Address differing learner styles and needs.

- Is aural learning supported?
- Is visual learning supported?
- Is verbal learning supported?
- Are other styles supported?

Keep modules short to engage student attention spans.

- Does each module take 5 minutes or less to use/read/view?
- Is content divided along natural break points if multiple modules are used?

Create learning modules that are deliverable across different platforms.

- Can learners access content using low grade wireless networks?
- Can learners access content on their smart phones or tablets?

Make sure faculty are “on board” with module content and pedagogy.

- Have you collaborated with your librarian colleagues?
- Have you collaborated with the faculty whose courses your flipped instruction is supporting?

Make modules that meet functional needs but are as discipline-neutral as possible.

- Can the module(s) be used as is to support different courses across academic disciplines?
- Can the module(s) be combined in different ways to support specific courses?

