



MODULAR COURSE DESIGN RECOMMENDATIONS

If you are ready to create a new modular course, or revise your existing course towards a modular approach, you can pay attention to these “do’s” that accompany the design principles.

DO'S

- STARTING WITH THE NEEDS ANALYSIS**
It is important to analyze your students, resources, and also to receive opinions of your colleagues, and to consult experts as you start the process.
- YOUR PREFERRED START**
The literature points to different aspects of your course to consider first, as you start thinking of your modules; course topics, the overarching challenge/problem, learners, or course learning outcomes.
- SELF-PACING, BUT HOW?**
You may wish to introduce flexibility and self-pacing in your course only through ‘when’ the students take your mandatory modules.
- SELF-PACING, BUT HOW?**
Another way to introduce self-pacing in the presence of all mandatory modules can be allowing students flexibility in how they use module content.
e.g., allow to skip parts, re-do module exercises, put comprehension check points in modules.
- WHY ELECTIVE MODULES**
You can consider elective modules only as extra for students who need support or who are interested in further information. In these cases, you may choose not to assign credit to the elective modules.
- WHY ELECTIVE MODULES**
Research shows that students who take the elective modules outscore their peers in achievement. You may consider assigning bonus points to elective modules to encourage student use.
- INSTITUTION IN THE PICTURE**
Institutional support is critical for supporting teachers; for providing training on using the design principles, fostering interaction between departments so that modules can be developed with different courses in mind.
- INSTITUTION IN THE PICTURE**
Institutional support is also important for supporting students along modular trajectories, for example, an algorithmic recommendation tool can be developed to assist students in their choice of modules among many.