Module-Nested Sequenced Learning Chunk

Adapted from Ellis & Lenz (1996) by Jason Tyler

General Type of Instructional Modules:

Pre-Content Modules,
Content Modules,
Post-Content Module, and the
Continuing Content Module.

Pre-Content Modules

Welcome Module

- o Welcome Module is a general introduction into the learning environment. The number of pages is dependent on the learning environment, technology requirements, prerequisite, instructional architecture, LMS quirks, etc.
- o An explanation of procedural mechanics should include assignment submission, badging, LMS navigation, and external tools (required or encouraged).
- o Additional disclaimers, support networks, and school mandated notices.

Introduction Module

- o The introduction to the instructional structure, prerequisites, and requirements for completion.
- o Introductory should identify the audience, introduce the competencies, the research, and take a shallow dive into the content.
- o An instructor introduction page introduces each of the instructors to the learners, provides office hours, and contact information for the coaches.
- o The resource and research page should organize the worksheets, handouts, the research references, and suggested readings.
- o A support services page provides technical requirements, technical support information, accessibility policies and services, and links to University privacy policies.
- o Pre-Content scaffolding activities address foundational objectives, knowledge, or prerequisite experiences.

Content Modules (3 to 5 content modules, as needed)

Each content module covers a single competency and some number of objectives (aligned to the competency). The content is sequenced to organize the instructional materials into learning chunks. Learning chucks should occupy the learner for a consistent length of time, say approximately 30 minutes. Presenting content to learners in discreet chunks conditions the learner into time-on-task expectation to factor into their routine. Additionally, learners find the combination of content chunking, steady progression, and a way to visualize their progress motivating.

There are four chunks nested within each module:

Module Overview (~1 hour)

- o The module overview page introduces the module competency and objectives and provides a quick primer for the module content.
- o Assessment of Prior Learning

- The main presentation provides context for the module competency and objectives through scaffolding, advanced organizer, cueing, objective authenticity, situated examples, etc.
- The first activity sums up the presentation and resolves the questions provided in the APL. It is an entry activity to provide some scaffolding and prepare the learner to work through the objective-based activities.

Presentations and Activities (~30 minutes each)
- Presentation
  - A single objective is covered
- Activity
  - Each module will include two to four additional activities per objective.

Enhanced Activity (~1 hour)
- Presentation
  - Should cover the interplay between, some or all of the module's objectives.
- Pre-summative activity
  - Cumulative knowledge activity to prime the learner for the module summative and the reflection
  - Explores the interplay between (all) the module's objectives
- Reflection
  - Open-ended prompts provide opportunities for the learner to explore the objectives on their terms
  - Facilitators are provided a learner-centric view into the class
  - Help facilitators guide the learners through the learning experience
  - Additional reflections may follow the summative assessment

Summative (~1 hour)
- The module summative is the cumulative assessment for the module.
- Optional: Module badge is awarded, representing mastery of the module competency and objectives.

Post-Content Module
The Summative Overview page reviews the competencies that were covered.
Cumulative summative assessment.
Post-summative survey
Certificate of completion is awarded, representing mastery of the competencies covered.

Continuing Content Module
A continuation of the reflection engagements, the post-completion activities will include reflection prompts, situated prompts, opportunities for discussion, community engagement, peer-mentorship, and portfolio building via Portfolium or similar.

Developed from:
Ellis, E. S., & Lenz, B. K. (1996). Perspectives on instruction in learning strategies. In D. D. Deshler, E. E. Ellis, & B. K. Lenz (Eds.), Teaching adolescents with learning disabilities: Strategies and methods (pp. 9–60). Denver: Love.