# Module Landing Page Instructions

Module landing pages (MLPs), sometimes called topic or unit landing pages, are a recommended way to organize online course materials for students and below we describe the type of information to include on a MLP. You are encouraged to personalize the set-up of your MLP in a way that works for you. While the general structure we present here is based on best practice, the exact arrangement and header names we present are only suggestions.

## Module #: Title

**Design Tip:** Don’t just organize your course by modules (or topics/units/weeks) and list them 1, 2, 3… Add a meaningful title to each one so that students can easily find/revisit the learning materials while they are preparing for their activities and assessments.

## Hook

**Purpose:** Hooks can be used to gain students’ attention, build motivation, peak curiosity or interest in a topic, and/or to establish relevance. They help students to both focus their attention on the upcoming material and establish a connection between the current module and other modules in the course.

**Design Tips:** keep this section very short and concise. Consider providing students with a quotation, some startling statistics, a relevant real-world event, a (very) brief story, a contrarian statement, or a provocative question that you plan to discuss. You may also simply summarize the important points from the last module and provide a brief hint at where this new module will take students on their learning journey through your course. Many authors do not include a new header on their MLPs to introduce their hooks, but some will and that’s fine, too. Another approach to introducing a hook is to present one at the beginning of each week through the course announcements. Either way, it is a good idea to think about weekly hooks at the same time you are preparing the rest of the MLP.

**Suggested Formats**: Text only, text with a relevant image, 1-2 minute video

## Learning Outcomes

**Purpose:** To tell students what they will know, be able to do, or value by the end of the module.

**Design Tips:** State in specific and measurable terms what students will know, do or value by the end of the module. Two to five learning outcomes per module is recommended. Write as though you are having a conversation with your students: say “you will” instead of “students will”, for example. For more information on writing learning outcomes, visit the Centre for Teaching Excellence (CTE) Tip Sheet on [Writing Intended Learning Outcomes](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses/course-design/writing-learning-outcomes).

**Suggested Format:** Text only

## Introduction

**Design Tips:** You may wish to begin your module with some form of introduction that isn’t a Hook or a Learning Outcome – and that’s great. It is important that your MLPs start with an introduction that works for you and is reflective of the norms within your discipline. This said, we challenge you to keep your students at the front of your mind for whatever you are including at the very start of the page. Module Descriptions, for example, are commonly presented as a brief overview of the content that is going to be covered in the module from the perspective of the instructor teaching the course. Your materials will be better received by your students if you present the materials from the students’ perspective.

## Key Concepts

**Purpose:** To introduce students to the names and characteristics of the main concepts in the module.

**Design Tips:** Not all modules need this section but, where appropriate, you may wish to include some sort of key concept section as a [pre-training exercise](https://cms.cel.uwaterloo.ca/honeycomb/useful.aspx#pretrainingprinciple) for your students. Examples of items that fall under some form of Key Concept heading include:

* A simple list of key terms and concepts to be covered
* Terms and concepts defined (example: a glossary)
* A key question or set of questions to be answered by the student as they proceed through the content
* A diagram or other visual representation of the concepts in this module

**Suggested formats:**Text, images, video, link to external resources, link to relevant page(s)

## Required Readings and Resources

**Purpose**: To provide a list of resources students are required to explore beyond the content

**Design Tips:** Students should, on average, be spending 8 – 10 hours per week on their courses. Consider using a [Workload Calculator](https://cat.wfu.edu/resources/tools/estimator2/) for a rough sanity check on how much work you are asking them to complete before they even begin completing their graded activities and assignments. If you really don’t want to leave anything out of the course, go back to your learning outcomes and then separate your list into required and supplementary resources so it is clear to your students what are essential learning materials and which ones are purely for interest.

**Suggested formats:**A bibliographic list (with proper citations), sections from a textbook, links to articles in Course Reserves or external resources.

## Content

**Purpose**: To provide the instructional material to students.

**Design Tips:** When used, online content should be chunked into short, stand-alone segments. Consider both the sequencing of your content and the mastery level of your students as you select or create it. Take care to provide context around your content, introducing it to students and guiding them through the important aspects of it. Don’t feel the need to build everything from scratch; lots of fantastic learning materials already exist and you are encouraged to explore [openly available educational resources](https://uwaterloo.ca/library/open-access-guide/oer) while building out your course. If content is not your original material, please ensure that the University’s [copyright guidelines](https://uwaterloo.ca/copyright-guidelines/guide-instructors) are followed.

You may wish to split this section up into multiple sections, such as “Experts from the field” (guest interviews) and “Lessons” and/or combine the Content headings with the Required Readings heading above. Feel free to be creative with what you name the various sections on your MLPs.

**Suggested formats:**Text, images, video demonstrations, links to external resources, guest interviews, and more.

## Activities and Assignments

**Purpose**: To draw students’ attention to activities and upcoming graded assignments.

**Design Tips:** Don’t solely list the graded activities that students will be submitting that week. If your course includes large projects or any sort of groupwork activity, provide some guidance in this section about what aspect of the project or group activity you assume they will be working on that week so that they’re making steady progress rather than just leaving everything until the end.

## Supplementary Readings and Resources

**Purpose**: To provide a list of resources students are encouraged (but not required) to explore beyond the content.

## (Closing) Hook

**Purpose**: Similar to why television shows end each season with some sort of cliff-hanger that engages their viewers and gets them thinking about what’s going to come next, including a hook at the end of each module – perhaps under a “Looking Ahead” header – can prime students to start thinking about the next module in your course. Using hooks at the end of a module is not nearly as common as hooks used at the beginning, but they could be as simple as a couple of sentences and they are a good way to create a narrative for your students on how the modules flow and/or connect to one another.

**Design Tips:**  Same as the (introductory) hook.