BlockEd

E-learning Course

Module 2: e-courses for Microcredentials

Part 2.4 Content development - building effective learning materials

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

Content development – building effective learning materials

Duration: 45 minutes

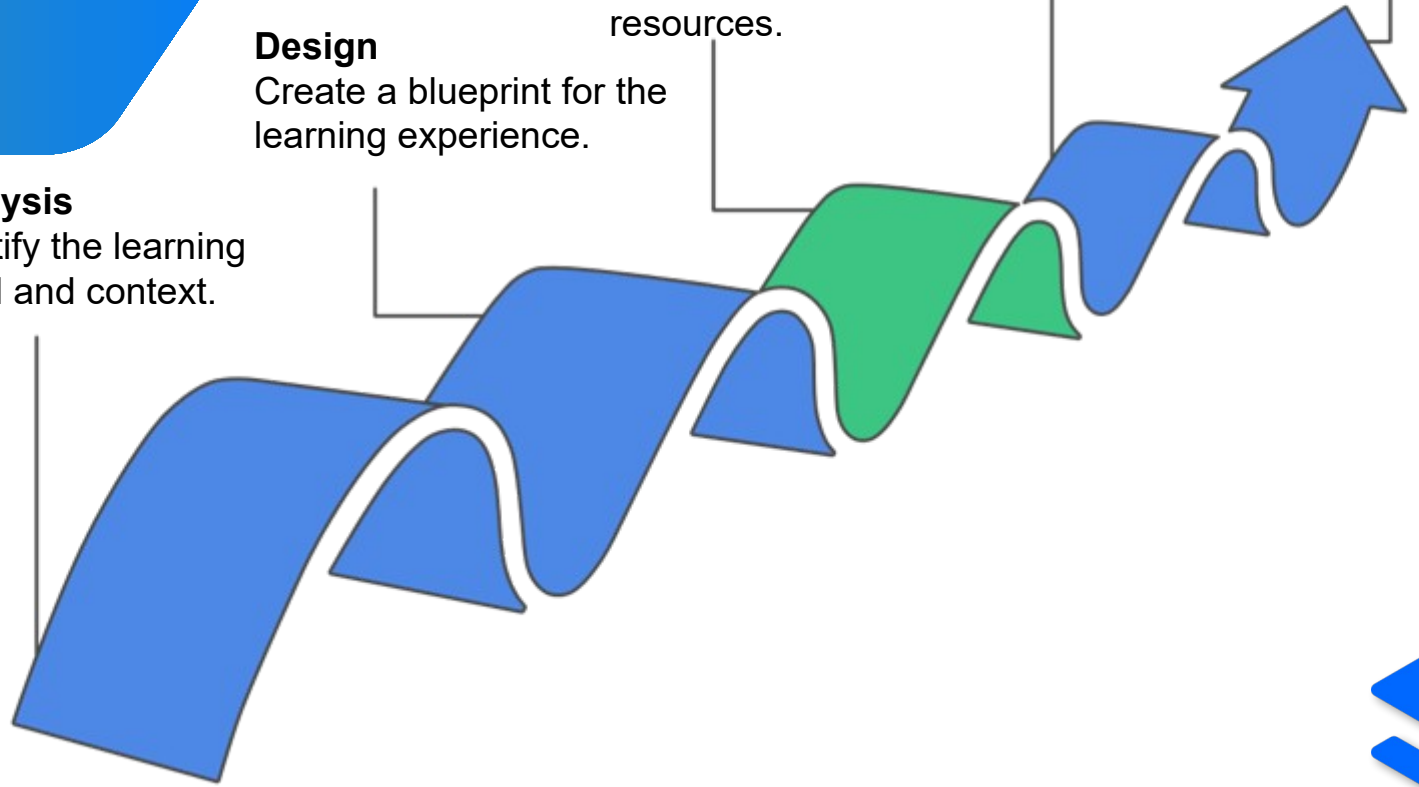
Evaluation
Assess the effectiveness of the learning experience.

Implementation
Deliver the learning experience to learners.

Development
Build the learning materials and resources.

Design
Create a blueprint for the learning experience.

Analysis
Identify the learning need and context.



Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

Table of Contents

Title	Slide
The content Development phase	4
Step 1 – Content creation aligned to objectives	5
Step 2 – Develop with visual appeal and clarity	6
Step 3 – Incorporate multimedia elements	7
Step 4 – Add interactivity to drive engagement	8
Step 5 – Embed reflection and application activities	9
Step 6 – Develop assessments and feedback	10
Step 7 – Support with additional resources	11
Examples of media and activities	12
Summary – Content that drives competency	13
Additional resources	14
References	15

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

The content Development phase

In the **Development** phase of the ADDIE model, we put our course design into action by developing interactive, high-quality course materials. Development involves writing content, creating visualizations, incorporating multimedia, and anchoring with the principles of adult learning. In this module, you'll gain tactics for creating vibrant materials that motivate skill acquisition and engagement.

blockEd

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

Step 1 – Content creation aligned to objectives



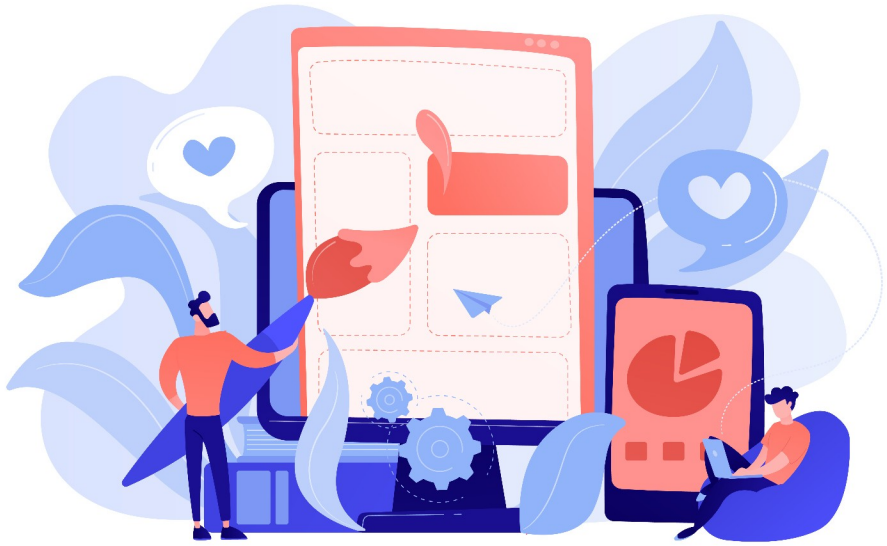
Content creation starts with ensuring that each module is aligned with the **learning objectives** developed during analysis and design. Create concise, narrow lessons that address one **competency or skill**. Be clear with instructional text, modify materials where necessary, and provide smooth flow from one topic to another. Clarity, brevity, and relevance are critical for microcredentials and each word should have a meaning and support learner performance outcomes.

blockEd

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

Step 2 – Develop with visual appeal and clarity



Visual design makes comprehension and satisfaction for the learners possible. Use clean **layouts, legible text, and consistent hues.** Utilize **headers, icons,** and **space** to separate content into portions. Visual hierarchy guides the movement of the gaze by the learner and reduces cognitive load. In microcredential learning, minimalist yet effective design maintains learning by itself and encourages progress.

blockEd

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

Step 3 – Incorporate multimedia elements

Multimedia enhances learning by offering multiple ways to process content. Use:

- **Videos** for demonstrations or expert insights
- **Infographics** to simplify complex ideas
- **Audio narration** for accessibility

Choose elements that support your message and not distract from it. Keep media short and purposeful. Align each piece with a competency goal and offer transcripts or descriptions where needed.

blockEd

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

Step 4 – Add interactivity to drive engagement

Engaging learners requires interactivity. Use:

- **Quizzes and drag-and-drop activities**
- **Simulations or branching scenarios**
- **Click-to-reveal sections or hotspots**

These help learners apply concepts and receive feedback. Interactivity reinforces skills and prevents passive consumption. Tools like H5P or Google Forms offer free ways to build engaging experiences aligned with microcredential requirements.

blockEd

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

Step 5 – Embed reflection and application activities

Give learners space to pause and apply learning. Use plug-and-play formats such as:

- **“Think back, then forward”** prompts
- **Real-life scenario questions**
- **Short journaling exercises**

Reflection improves retention and personalizes learning. Application activities help learners connect content to their roles, boosting confidence and workplace transfer.

blockEd

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

Step 6 – Develop assessments and feedback

Assessment confirms whether learning objectives are achieved. Use:

- **Formative** (quizzes, checks for understanding)
- **Summative** (projects, simulations)

Design assessments to reflect real tasks. Provide clear criteria, immediate feedback, and constructive suggestions. For microcredentials, assessments must be skill-based and contribute to the final credential decision.

blockEd

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

Step 7 – Support with additional resources

Supplemental resources support learning transfer. These include:

- **Job aids**
- **Templates**
- **Reference guides**
- **Checklists**

Learners appreciate having tools they can use on the job. These resources reinforce course content and help extend learning beyond the module. They also serve as ongoing reference points after the credential is earned.

blockEd

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

Examples of media and activities

Here's how you can combine media and interactivity:

Video	Simulation	Audio	Gamification	Branching Scenario
Demonstrate a procedure, like chairing meetings.	Role-play a sales conversation scenario.	Condense critical slides or focal points.	Add a badge or leaderboard feature.	Ethical decision-making pathway example.

Each format can be adapted to suit microcredential-level learning outcomes.

blockEd

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

Summary – Content that drives competency

In the **development** phase, content becomes the engine of your microcredential. You've learned how to create modular lessons, add multimedia and interactivity, promote reflection, assess effectively, and apply adult learning theory. Well-developed content does more than inform, it transforms. As you move into the next ADDIE phase, you'll focus on **implementation** bringing your content to learners.

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

Additional Resources

Part	Title	Type	Duration	Link	Description
1	Mayer's 12 Principles of Multimedia Learning	website	30'	https://www.digitallearninginstitute.com/blog/mayers-principles-multimedia-learning	Mayer's 12 Principles of Multimedia Learning
2	Content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2374	Content creation guidance
3	Content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2376	Content creation guidance
4	Content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2378	Content creation guidance
5	Principles on designing content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2381	Content design guidance
6	Principles on designing content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2382	Content design guidance
7	Authoring tools for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2384	Available authoring tools
8	Guidance for blended and online education programmes	Online manual	30'	https://e-xcellencelabel.eadtu.eu/e-xcellence-review/manual	This manual is to provide a set of benchmarks, quality criteria and notes for guidance against which blended and online education programmes

Erasmus+ Programme of European Union

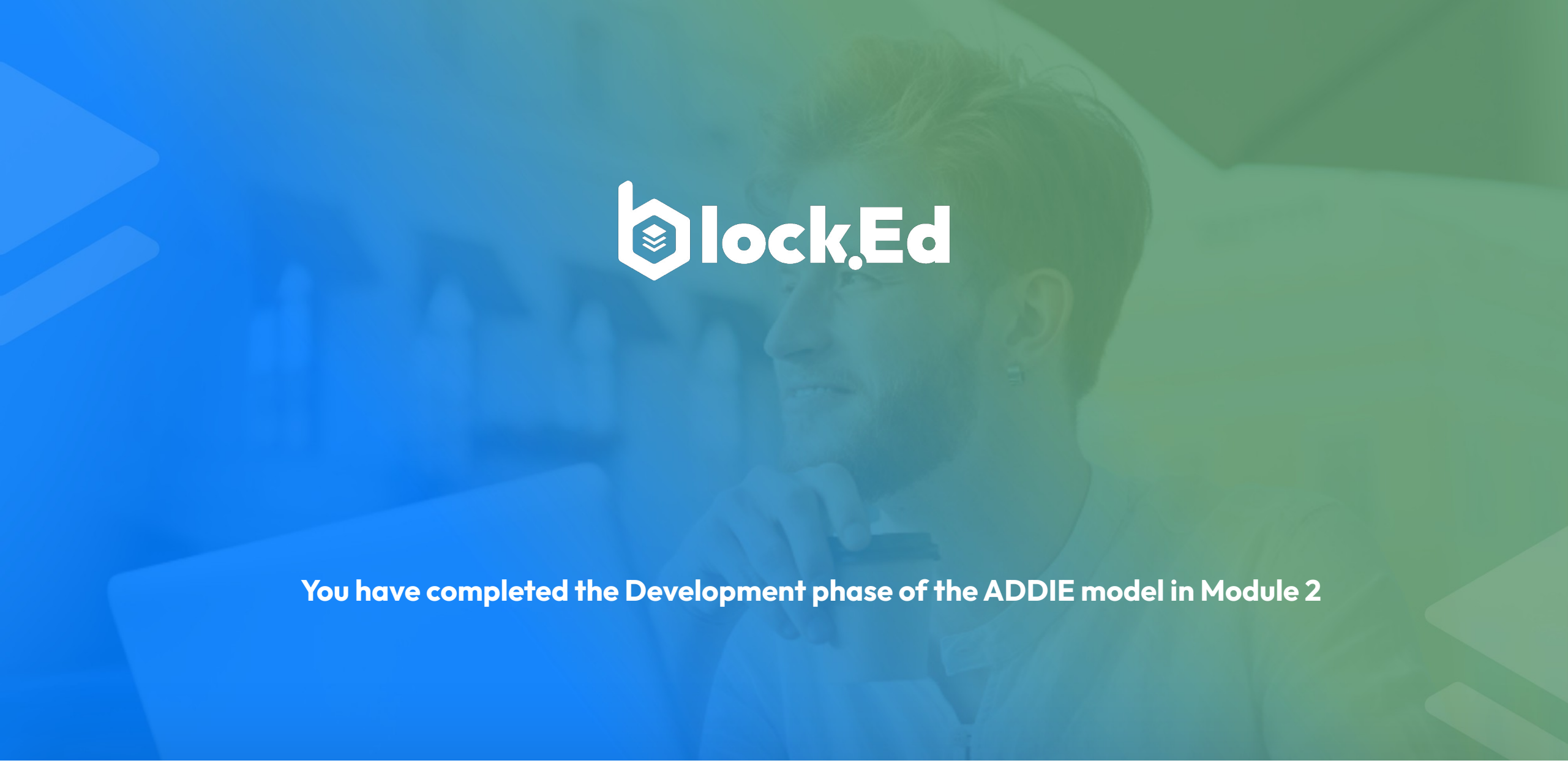
only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202

References

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.
Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. (1999). *Instructional technology and media for learning*.
Molenda, M. (2003). In search of the elusive ADDIE model. *Performance Improvement*, 42(5), 34-37.
Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. New York, NY: Springer.

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202



You have completed the Development phase of the ADDIE model in Module 2

Co-funded by the Erasmus+ Programme of European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project No: 2024-1-SK01-KA220-ADU-000253202