Notes on Moving through Checkpoint 6 – lessons learned from the review of previous modules

Developing sufficient faculty materials
- Keep module/unit/activity format consistent
- Be careful about adding new learning goals, use suggestions from previous editing (Checkpoint 4 etc.) for changes.
- Read text carefully and check documents exist and are linked – get rid of jargon, replace informal language
  - "Warm-up exercise, it can be completed either in class or as homework." Change to, "This activity represents a warm-up exercise that may be completed at the beginning of a class or as a pre-class homework."
  - Check for typos, grammar, and readability. Have other group members read over the unit as a peer check of module materials.
- Update copyright provenance for figures, replace if necessary – no textbook images!
- Ensure that PDFs of all documents are available (include Word docs as needed)
- Provide answer keys to all questions/worksheets etc.
- Consider length of activities, especially those that run to multiple pages.
- Include instructions about how to implement units (e.g., Step 1 10 minutes; Step 2 5 minutes). Add activity prompts to Ppt slides as appropriate.

Developing Student materials
- Consistent formatting of pages (see Unit 1) and of page content (key terms/concepts etc)
- Identify student readings/resources for each unit

Writing Instructor Stories
- Consistent content, include materials for all units. Don't go overboard. Use pilot program feedback.