
Tip sheet – Learning resources in FLO

Learning resources in FLO are any digital artifacts provided to students as part of learning activities within a topic. As well as helping students to meet the expected topic learning outcomes, good learning resources can engage and challenge students, create equitable learning opportunities and cater to a range of technological requirements.

In most FLO sites, learning resources comprise a combination of using existing third-party resources and providing original or custom learning resources. Selecting, providing, or creating learning resources can be a time-consuming part of setting up your FLO site. This tip sheet provides you with examples and ideas about how you can find help and support for using or creating a variety of learning resources in your FLO site.

Learning resources in FLO

Learning resources in the context of a FLO site can mean any:

- original content developed by Flinders staff
- materials created by a [third party](#), created outside of Flinders University and selected and used by the Topic Coordinator as part of the topic resources
- academic support resources, for example those created by SLSS, the Library and Careers
- content or resources shared by students

Examples of learning resources in FLO

Learning resources that you provide in FLO can help students to engage with concepts in variety of formats. Providing the same resource in more than one digital format (e.g. video and audio transcript) is one example, but you can also provide resources to support multiple ways of learning (e.g. a series of interactive resources demonstrating multiple approaches when explaining an issue or concept). (see [digital learning guideline](#) 4.5) Examples include:

- Books and book chapters
- Articles
- Videos and streamed media
- Websites and grey literature
- News
- Data
- Simulations
- Physical objects (art, artifacts)
- Digital objects (images, animations, audio, pre-recorded video)
- Special collections

Add learning resources to your FLO site

Learning resources that you have created can be added to a FLO site directly [using FLO resource tools](#) (eg [embedding a Kaltura video](#), [recording audio in FLO](#), [H5P interactive activity from the content bank](#)). The Readings tool in FLO, supported by the Library and available in every FLO site can be a huge practical help to manage a wide range of third party learning resources in your topic. The Readings tool can include books and book chapters, streaming videos, government reports, blogs, websites, lecture slides or images from online catalogues and more, including resources that you provide. The benefit of using this tool is that links to external resources will be persistent, [copyright issues](#) are checked for you and you can structure these learning resources in a way that works for your topic.

See the [Tip sheet: Considerations associated with compiling a reading list](#) for guidance on how to approach creating a list. The FLO Staff Support page for [Readings](#) has more information.

Find relevant learning resources for your FLO site

Being aware of the diversity of potential learning resources can expand your chances of finding suitable resources that have already been created. If you can't find existing resources, you may need to create them. Whether you are reusing or creating a learning resource, making it available to your students in FLO includes interpreting copyright issues, access licences and overcoming technical hurdles.

When you are looking into how to reuse existing third-party content that you have already found, or you find yourself stuck and unable to find an appropriate learning resource, support and help is available at Flinders. The [Tip sheet: Sourcing and creating digital content](#) explains your options.

Example:

You are looking for a range of examples to share in FLO showing fictional representations of a medical procedure for students to critique. You are finding it difficult to assess each example from a range of different online media platforms and you don't know how to make these available to students without asking them to sign up for free membership to some third party online content sites. You are not sure if making copies or downloading parts of these (videos, book chapters and audio) is allowed and what some of the technical requirements are for some of the older formats that are available.

In this situation, you can provide a list of the clips (or what you are looking for) to the Library who can try to source these and add them to the Readings tool so that students can view them within their FLO topic. The Library will also undertake licensing and copyright checks and keep these links up to date within the Readings tool.

The Library can save you time by searching for resources for you. The online content service works closely with you and tailors suggestions to your topic learning outcomes and learning requirements. They can find suitable, and accessible eTextbooks to replace print versions as well as a range of engaging online resources. [Submit an enquiry with Service One](#) to connect with a Librarian.

To see an example of a Readings list, see the example Readings list in the [Teaching Online](#) FLO site.

Help students to identify required learning resources

Learning resources in a FLO site may include **required** learning resources and a range of **optional or supplementary** resources. By planning how and where you will add additional resources into your FLO site, you can provide students with opportunities for further engagement, but avoid overwhelming other students with too many learning resources.

One strategy to help students is to identify required resources very clearly in a FLO topic. (see [digital learning guideline](#) 4.1).

Option 1: Within your Readings, create two sections for each module/week. One for required readings, and one for supplementary readings.

MOCK3003

This is a 'mock' reading list. The intention of this list is to demonstrate how you may wish to curate and display required, ... [Read more](#)

PUBLISHED MOCK3003 (2021-22) [More info](#)

LIST SENT NEW SECTION ADD ITEMS +

- Textbooks (0)
- Module One: Required Readings (2)
- Module One: Supplementary Readings (1)
- Module Two: Required Readings (1)
- Module Two: Supplementary Readings (1)

Option 2: Within your Readings, create one section for each module/week and use the notes tool to visually separate the readings into required and supplementary groups.

MOCK3003

PUBLISHED MOCK3003 (2021-22)

LIST SENT NEW SECTION ADD ITEMS +

The following readings and streamed media have been sorted into required and supplementary sections. Please ensure that ALL required readings are completed for each nominated week/module.

- NOTE Required Readings**
The following readings and streamed media should be read/viewed before the beginning of the next module.
- BOOK Numeracy in Authentic Contexts Making Meaning Across the Curriculum**
Maura Sellars editor., 1st ed. 2018., Singapore : Springer Singapore : Imprint: Springer, 2018
Required Add Tag
Complete View online
- VIDEO May O'Brien**
Rod Freedman; May L O'Brien; Film Australia (Organization); National Film and Sound Archive (Australia), Acton, Australian Capital Territory, National Film and Sound Archive of Australia, 2008
Required Add Tag
Complete View online
- NOTE Supplementary Readings**
The following readings and streamed media have been provided as additional learning material. It is available for you to read/view throughout the duration of your topic.
- ARTICLE Financial literacy and the role of numeracy–How individuals' attitude and affinity with numbers influence financial literacy**

For learning resources that are in FLO and not within the Readings tool, you can also add an explanatory description to resources in FLO to provide important context, guidance (eg supplementary resources), or questions for students. You can [create a FLO page](#) or use a [FLO label](#) to organise FLO resources.

Regularly review your learning resources in FLO

Learning resources are often added to FLO sites in preparation for the start of teaching each semester. As your topic progresses throughout the semester, learning resources can be a constantly evolving part of your topic. As part of the [FLO topic production lifecycle](#) your topic content may rollover each semester. This is a great opportunity to review your learning resources to identify updates, revisions, access issues, technical problems and consider other formats and ways of provisioning the resource. (see [digital learning guideline 4.8](#)).

At the start of each semester, the [FLO Rollover checklist](#) can prompt you to review all of the learning resources in your FLO site, but reviewing content should also be an ongoing part of managing your learning resources in FLO. For example, if you have created videos that are only stored in My Media (Kaltura) and you want them to be available in the FLO site after the rollover to next semester (especially if you are not in the teaching team), you need to ensure that you publish these into the topic [Media Vault \(Kaltura\)](#) before the FLO rollover happens.

University managed resource repositories (e.g. Readings, Kaltura) have relatively stable links, for example learning resources that you have included in the Readings tool will have availability checked for you. It's important to ensure that you add videos in Kaltura (MyMedia) to the [topic media vault](#) to ensure they rollover to the following year.

If you are linking to external resources from a FLO site, it is essential to regularly check that they are accessible. Issues to check for include changes to resource privacy settings, website restructures that create broken links and updated resources being published at different locations.

Create your own learning resources

If you have struggled to find relevant learning resources for your topic, and have decided to invest the significant time to create your own learning resources, the [Tip sheet: Design principles for creating digital content](#) can be a helpful place to begin.

Some of the FLO tools that you can explore are:

- Camtasia
- Snagit
- Kaltura
- PowerPoint
- Recording rooms/pods
- Lesson
- Quiz
- Active quiz
- Choice
- Feedback
- Book
- Page
- Glossary
- H5P

See the [Engaging content - tool selection matrix](#) for more information about creating your own learning resources using these FLO tools. Managing your topic learning resources is an ongoing design activity through the topic lifecycle in FLO. Whilst your approach to each topic will vary to meet the needs of your students and what you are teaching, the broad intention is to provide a stimulating variety of resources that can give students some choice in how they experience content in a FLO topic.