There are different ways for a student to receive the subject matter. Modes include audio, reading, games, and physical tests. Content creators can be teachers, student assistants, students, workshop employees, and other stakeholders.

Second year design students were tasked with designing content for a modern e-learning service for materials. I wrote the brief and supervised the project. The result was a lot of different ideas across various media and formats.

What I found is that there are many ways in which to learn. Why not use that to make a more flexible and engaging learning platform?

Producing content for learning platforms is a collaborative process involving web page design, industrial design, architecture, and landscape architecture. Maintenance and support are also crucial.

To make this service feasible, content is made "in-house." This is probably cheaper than alternative methods, but it also gives control over quality and relevance. Content creation should be standardized so that it's fairly easy for anyone to produce new content. Content creators can be teachers, student assistants, students, workshop employees, and other stakeholders. Content can be built up over a planned period of time, e.g., lectures and experiments can be videotaped, and students can contribute new content as part of their projects, gaining valuable design experience.

Let's get creative! Making learning content for other students can be a valuable learning experience.

The web page is the backbone of the learning platform. This is where everything comes together and often where it starts. Though physical learning kits are not necessarily dependent on the web page.

Modes represent varied learning, choice, and flexibility. Students get to choose from a variety of learning tools and content.

Library is a likely place to lend out learning kits for students to use.