In this project, I produced seven micro-modules for learning basic and applied concepts in language disorders. Each of these micro-modules consisted of a short video accompanied by a set of discussion questions and/or multiple-choice questions. Two types of micro-modules were produced which were most likely to be valuable for this course. The first type addressed a series of basic biological ("hard science") concepts that are often unfamiliar to our linguistics students, including topics such as anatomy and physiology of the head and neck structures and etiologies of neurological disorders. The second type focused on patients with actual language disorders. Although video examples of language disorders are plentiful on youtube, they display individuals who speak English. Furthermore, distinctive features of the disorders are not highlighted to assist learning. The second type of modules we produced consisted of patients who spoke Chinese with accompanied learning materials. Some of these micro-modules were used in my Language Disorders course in Term 2 of the 2017-18 academic year. A survey was used to solicit feedback from the students who generally felt that the micro-modules facilitated learning, although they felt that additional time was dev