Aug 2nd, 10:00 AM - 11:00 AM

Microlearning: Is Byte Size the Right Size

Tracy King
InspirEd, tracy@inspired-ed.com

Follow this and additional works at: http://pubs.lib.umn.edu/minnesota-elearning-summit

http://pubs.lib.umn.edu/minnesota-elearning-summit/2017/program/20

This work is licensed under a Creative Commons Attribution-Noncommercial 4.0 License

The Minnesota eLearning Summit conference proceedings are produced by the University of Minnesota Libraries Publishing. Authors retain ownership of their presentation materials. These materials are protected under copyright and should not be used without permission unless otherwise noted.
Microlearning
Is Byte Size the Right Size?
Tracy King, MA, CAE
Cocino del Barrio tapas!
Our learning pathway:

1. Definition
2. Key Drivers
3. Delivery

Your thoughts, ideas and questions
Definition

What microlearning is and is not
What is microlearning?
Microlearning

Definition: Brief instructive nuggets contributing to a larger learning objective to prime, support, or extend learning; typically delivered digitally and on-demand.

What it is
- Formal, informal, or incidental
- Short (but how short?)
- Focused
- Best utilized for readiness, elaboration, and practice

What it’s not
- mLearning (that m is for mobile)
- Just info – has to contribute to an LO
- Useful for acquiring complex skills, complex processes, or behaviors
Micro Strengths
Prime / Support / Extend Learning

• Readiness (pre-assessment or prep-to-learn activity)
• Topics that require repetition (language learning or facts)
• Product/Program features (how to get the most out of X)
• Info nuggets (best practices, drip tips, “try this”)
• Simple processes & procedures (5 ways to X)
• Tutorials (CPR demo clip)
• Case study presentation (problem solving, elaboration exercise)
• Performance support (practice tool, job aid)
But what about informal microlearning?
So your friend invites you to participate in a pinup contest...
Just because micro assets are available doesn’t mean learning happens.
Just because micro assets are available doesn’t mean learning happens.

• Level of complexity (how nuanced is this new knowledge?)
• Level of learner (how much do they already know?)
• Appropriate sequencing (how does content build to result in understanding?)

And *content* must be understood within a knowledge *context*. 
Drivers

The key drivers of the microlearning movement that change our assumptions about learner-consumers
MEET THE MODERN LEARNER

As training moves to more digital formats, it's colliding with new realities in learners' jobs, behaviors, habits, and preferences.

Today's employees are overwhelmed, distracted, and impatient. Flexibility in where and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they're taking more control over their own development.

OVERWHELMED...

- 41% of time workers spend on things that offer little personal satisfaction and do not help them get work done.

DISTRACTED...

- Most learners won't watch videos longer than 4 minutes.
- People unlock their smartphones up to 9 times every hour.

IMPATIENT...

- 5 and 10 seconds to grab someone's attention before they click away.
- Workers now get interrupted as frequently as every minutes—ironically, often by work applications and collaboration tools.

1% of a typical workweek is all that employees have to focus on training and development.

UNTETHERED

Today's employees find themselves working from several locations and structuring their work in nontraditional ways to accommodate their lifestyles. Companies are finding it difficult to reach these people consistently and even harder to develop them efficiently.

- 37% of the global workforce is expected to be "mobile" by the end of 2015.
- 30% of full-time employees do most of their work somewhere other than the employer's location.
- 20% of workforce comprised of temps, contractors, and freelancers.

ON-DEMAND

Employees are accessing information—and learning—differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels. For example:

- People are increasingly turning to their smartphones to find just-in-time answers to unexpected problems.
- To learn what they need for their jobs, employees access:
  - Online courses 70%  50-60%  search engines

COLLABORATIVE

Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.

- ~80% of workforce learning happens via on-the-job interactions with peers, teammates, and managers.

EMPOWERED

Rapid change in business and organizations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren't getting what they need from their employers.

- Half-life (in years) of many professional skills.
- 21/2 of workers who say they have opportunities for learning and growth at their workplace.
- 38% of IT professionals who report having paid for training out of their own pockets.
Untethered

Expectation: I want to access content no matter where I am.
On Demand
Expectation: I want to access what I want, when I want it, how I want it.
Collaborative

Expectation: I am a micro content producer. I create, consume, and share.
Empowered
Expectation: I self-direct my learning!
Attention Span?
Attention Span?
Delivery

One model for effectively delivering microlearning
Learning Pathways
Learning Pathways Challenge!
Example Challenge:

Design a learning pathway coordinating at least 4 microlearning touch points with a one hour session on microlearning at the Minnesota eLearning Summit.
Consider The Options:

Options:
• Quizlet
• Blogging
• Educreations app
• Podcast / Soundcloud
• Interaction / Voicethread
• Vlog or video interview
• Demo
• Tweet Chat
Now You Try!

**Your challenge:** Design a learning pathway of 4 microlearning touch points contributing to your learning objectives for your target learner.

1. Form a group; select a topic one of you work on
2. Select a learning objective for the topic you’ve selected
3. Construct a learning pathway for a before-during-after experience using 3-4 microlearning touch points.
ADVANCING LEARNING
Strategy • Design • Results

Education Strategy
Our exclusive Success Scorecard’s 25 drivers provide a comprehensive framework for elevating the quality and reach of your programs—differentiating you from competitors.
- Education strategy roadmapping
- Content strategy
- Audience analysis
- Program evaluation strategy

Portfolio Management
Work with us to build upon what you’ve accomplished by introducing incremental innovations that will make your programs the irresistible choice.
- Program audits with deep dive insights
- Learning environment design—live, hybrid & digital
- Learning pathway design
- LMS & EdTech selection

Learning Design
Meaningful, memorable and measurable learning doesn’t happen by chance—but by design. Allow us to show you how.
- Live course learning design: Visuals, learner workbook, instructor guide
- eLearning instructional design: Content, visuals, navigation, interactions
- SME training
- Staff training & apprenticeship

www.inspired-ed.com