

Microlearning for Instructional Designers

TAP (Topic, Audience, Purpose)

Microlearning is a fairly new “buzz-word” in the training industry and Concentra is in a position to use microlearning as part of their learning solutions. Microlearning is the old “just-in-time” learning term of the 90’s, but now more tools and technology are available to bring microlearning to the learner’s workplace. It can be used to promote learning, convey the learning itself, or as a performance support tool. The Concentra learning team would like to understand the concepts of microlearning and learn how to apply as part of their learning solutions.

The main audience for this training is Concentra instructional designers and developers. Additionally, there will also be members of the field training team at Concentra who want to explore opportunities where they can design and create microlearning. Concentra training leaders and learning project managers will also attend so they will also be aligned on microlearning best practices, and become familiar with the terminology and practices for managing future projects. Most of the learning team has heard of microlearning, but are not familiar with how to create it and best practices. They also are not aware of when it should not be considered as a learning solution.

The purpose of this training is to align the Concentra instructional design and training team on what microlearning is, when it can be used, and the different tools in which to develop the training. The training will explore the basics of microlearning, benefits and features, and why it’s important as a learning solution. There will also be activities where team members will partner together to create microlearning and identify where it can be used in Concentra’s environment. Currently the team has heard of microlearning and understands the basic concepts, but they all have a different view of what it is, and when to use it. This training will level-set the team with the same definitions and understanding so when they create training together, they are aligned.

Problem

Currently there are no existing instructional materials on microlearning at Concentra. My Client would like to deliver this training to the instructional design and development team, but first needs to create the foundational training content. There is no team member who is currently a subject matter expert on microlearning, so the concepts and practices will be fairly new to everyone on the team.

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Learning Expectations

Course/Lesson Goals and Objectives

- I. **The learners will identify microlearning best practices**
 - 1.1 The learners will identify the components of microlearning.
 - 1.1.1 What is Microlearning
 - 1.1.2 Why Microlearning and Why Now?
 - 1.1.3 Types of Microlearning
 - 1.1.4 Features of Microlearning
 - 1.1.5 Benefits of Microlearning
 - 1.2 The learners will recognize when microlearning is not appropriate to use.
 - 1.2.1 Limitations to Microlearning
 - 1.2.2 What Microlearning is NOT
 - 1.3 The learners will determine WHEN to use microlearning
 - 1.3.1 Microlearning decision tree
 - 1.3.2 Using Microlearning throughout the learning process (Prepare, Learn, Apply, Perform)
 - 1.4 The learners will determine HOW to use Microlearning
 - 1.4.1 Types of training in which to use Microlearning

- II. **The learners will demonstrate how to design and develop microlearning at Concentra**
 - 2.1 The learners will consider how to design microlearning at Concentra
 - 2.1.1 The Learners will review design and development examples
 - 2.1.2 The Learners will give examples of how microlearning can be designed at Concentra
 - 2.1.3 Activity 1: PLAP (Prepare, Learn, Apply, Perform) exercise
 - 2.2 The learners will create Microlearning
 - 2.2.1 Activity 2: Microlearning Development

Course/Lesson Components

The media used in this course will be as follows: the instructor will provide a laptop with the presentation pre-loaded with learning content, assessments, job aids and evaluations. The presentation will also generate interactive challenges through a mobile application (Kahoot) during the training, to increase engagement and test for understanding throughout the course. This allows the trainer to have “live” quizzes and interactivity incorporated through a learning app that the instructor can control and integrate into their delivery. This would require the instructors and learners to have mobile devices during the training, or a laptop if they did not have a tablet or smart phone available to them. The activities and job aids will be provided as handouts in the classroom. The

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learners will take notes on their laptops. Evaluations will be sent electronically post training direct to their email.

Learners

- Mobile device or laptop
- Kahoot app
- Socrative Student app
- Network access

Instructors

- Laptop
- Mobile device
- Projector
- Kahoot Administrative app
- Socrative Teacher app
- Network access
- Access to training material source files in case there is a need for updates

Learning Activities

The instruction will be implemented in a conference room where all learning activities will take place. The activities will be focused on how and where to use microlearning in the instructional design and development process at Concentra, and then creating a microlearning activity. The activities will be directly tied to the learning objectives.

- Learners will determine in groups how, when and where to use Microlearning at Concentra. (G1.0, O1.1, O1.2, O1.3, O1.4)
- Learners demonstrate how to design and develop Microlearning. (G2.0, O2.1, O2.2)
- Learners will be given knowledge checks via a mobile app to assess their learning. (G1.0, O1.1, O1.2, O1.3, O1.4, G2.0, O2.1, O2.2)
- Learners will be given an assessment via a mobile app to assess their learning. (G1.0, O1.1, O1.2, O1.3, O1.4, G2.0, O2.1, O2.2)

Assessment

There will be a post-assessment which will be taken with the Socrative mobile app. At the end of the course, the instructor will make sure they cover the areas covered during the course. The learners will need to download the app before the course and log in to take the assessment. The questions will tie back directly to the learning objectives. There will also be interactive knowledge checks throughout the course, using the Kahoot application.

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Evaluation

1. *How will you tell if the instructional design was successful? Who will determine this? Will there be an outside, unbiased observer? A satisfaction survey?*

My evaluation will be a Kirkpatrick Level 1 which will measure the “reaction” of the learners to my instruction. The questions in my evaluation will be directly related to the following:

- *Quality* of instructional design
- *Quantity* of information for the learner to perform their daily job function
- *Importance* of the course to their roles and responsibilities
- *Intent* to apply to their daily job
- *Impact* on providing perfect service
- Learning contribution to the *value* of the patient and customer experience.

2. *Does your assessment relate to your evaluation? How?*

The assessment and knowledge checks will have a direct impact on my evaluation. If the students can complete the questions in the assessment and knowledge checks, and are engaged throughout the activities, my evaluation will be positive. If the students do not perform well, my evaluation will not be favorable, and I will know they have not learned from my instructional design.

3. *How will you determine whether your outcomes relate back to your original needs analysis and goals/objectives to determine the effectiveness of your intervention/implementation?*

The project training needs are to create learning objectives, and develop a course with activities to drive engagement throughout the training. My evaluation questions are tailored to assess whether or not the course was engaging, and relates back to the learning objectives for the course. The evaluation questions are also around the intent to apply their learning in their every day job, and on the quality and quantity of the information in this course that is relevant to their daily job function specific to microlearning. The evaluation feedback will determine whether or not the learning was effective. The assessment questions and knowledge checks are designed to cover the information presented in the microlearning session. They will be directly related to the course objectives.

Timeline

The course will take 2.5 hours total, and will be implemented during an instructor-led-training. The first ten minutes of class will set up the lesson and its purpose, along with

Instructional Design Document

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testing the Kahoot application, and the last ten minutes will wrap up the lesson and key learnings or leftover questions. Students will complete all objectives during the course, and learning will take 2.5 hours. Students will continue to perform the objectives after the training.

Objectives and a draft course outline are as follows:

Course period: 2.5 hours			
10-minute set-up	2 hours 10 minutes for learning, activities, role play, and discussions		10-minute wrap-up
Lesson	Topic/Activity	Description	Time
1	Course Overview	This learning objectives, results of the needs analysis survey, and logging into the Kahoot app will be reviewed.	10 min
2	Overview of Microlearning	Learners will be given an overview of Microlearning definitions, best practices, and considerations on when to use microlearning appropriately.	30 min
3	Designing Microlearning	Learners will be given an overview of microlearning <u>design</u> best practices and considerations.	15 min
4	Activity 1	Learners will participate in an activity around where, when and how they can use microlearning in Concentra's processes.	15 min
5	Activity 2	The learners will break up into teams, create microlearning, and present to the group.	60 min
6	Assessment	The learners will take a 12-question assessment on microlearning via the Socrative app.	10 min
7	Course wrap up	Instructor will wrap up and conclude learning	10 min