Microlearning Training Instructor Guide

Introduction

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, as the learning content and vehicle, 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 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.

Audience

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.

Learning 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

Before the Class

Be sure to read through all the materials provided so you know the purpose of each activity and how to set them up. The learning activity instructions are in the instruction section of this guide. The activity you will need to set up before class starts is the first activity. The presentation has notes that accompany each slide so you have a script to follow. You will also need to send out the instructions for the learners to download the apps for the knowledge checks and assessment, 1-week in advance of the training which are included in the materials.

Print out or create the following:

- Activity 1 materials
    - o Create - Prepare, Learn, Apply, Perform chart (1 for each section)
- Activity 2 materials
    - o Print: Activity 2 instructions
    - o Print: ADDIE Job Aid

Communication to learners 1-week before class:

- Download the Socrative student app
- Download the Kahoot app

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 knowledge checks 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 in 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 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

Below are the learning activities for this session. They should be completed in the order listed.

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 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 design 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

Assessment/Activity/Evaluation Instructions

Post-Class Assessment

There will be a post-assessment which will be taken with the Socrative mobile app or on-line via the Socrative website. During the course, the instructor will make sure they cover the areas to be tested via the assessment tool. The learners will need to download the app before the course and log in to take the assessment at the end of the course. The questions will tie back directly to the learning objectives.

Knowledge Checks

Log into Kahoot.com and sign up for a free log-in. Create your own quiz using the Kahoot questions in the presentation materials. When presenting you will need to toggle back and forth between your Kahoot quiz (website) and the presentation. The participants will want to see the leader board when a question is "pushed" out to answer. Please see the Kahoot Set-up document for instructions on how to create you own Kahoot.

Post-Class Evaluation

All students will be assigned the Level 1 evaluation questions via the Learning Management System upon return to their desk. Please advise them to take it within 48-hours of the class.

Activity 1

Setup	Set up a space for students to break into (4) groups. Each group should be in a corner with a worksheet for Prepare, Learn, Apply, Perform.
Time	15 minutes
Topic	How to use Microlearning in the Prepare, Learn, Apply, Perform learning stages
Goal	Identify different microlearning solutions for each stage of Concentra's learning process.
Directions	• Create the activity sheets prior to the class mirroring the presentation slide. Hang them in each corner of the room. • Read instructions to students from the presentation slide for Activity 1. • Break them into 4 groups for the exercise – each group at a different learning stage (PLAP). • Report out at the end of the Activity the results.

Activity 2

Setup	Identify space for students to create microlearning. Remind them to be respectful of each other during microlearning design and development. Have all activities printed and ready for distribution.
Time	30 minutes create/30 minutes report out
Topic	Creating a microlearning solution around 1-step of the ADDIE process.
Goal	• Learner will create a microlearning solution.
Directions	• Print out the activity sheets prior to the class. Print one set for each of the ADDIE steps. • Read instructions to students, and divide them on teams. • Have students create microlearning with the design and development tools discovered during the learning. They will each have one piece of the ADDIE process to review. • Have learners present their microlearning solution. Optional: Vote for the best solution as a team.

Assessment

Setup	Set up the post-assessment with the instructional design team using the Socrative app. The assessment will be set up ahead of time, so you will need to contact the instructional design team to turn on/off the assessment at the designated time, and get reporting. Contact the instructional design team 2 weeks ahead of the class for set up.
Time	10 minutes
Topic	Microlearning Assessment
Goal	- Test student understanding of the Microlearning course objectives - Provide students a place to test knowledge
Directions	- Contact the instructional design team to activate the post-assessment. - Give the team the timeframe you need the assessment on/off along with reporting. - The assessment will be activated once they log-into the classroom. - Request reporting from the instructional design team for the results.

Level 1 Evaluation – LMS

Setup	The Level-1 evaluation will measure the "reaction" of the learners to the instruction. This course should be setup by following the instructions below with the learning project manager team 2-3 weeks before the class.
Time	10 minutes
Topic	Evaluation – reaction to the learning
Goal	Assess the students value of the class and course materials
Directions	- Contact the learning project manager to set up the level 1 post evaluation. - Give them the deployment date - Communicate to the students the evaluation purpose and importance. Completion of this and the assessments will ensure course credit. - Request results reporting from learning project manager.