Section 1. Title and Presenters' Contact Information -Microlearning Delivering Delightful and Delectable; Bite Sized Chunks of Learning,
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Section 2. Workshop Summary - Microlearning is a piece of learning content that can be consumed in no more than five to ten minutes and is designed to meet a specific learning outcome. It can be presented over multiple media (text, infographic, mini e-learning, video) that specialize in creating experiences to help trainees retain learning content. Studies show that typically, people will forget half of what they learned in class within the first 24 hours and almost everything in a matter of days. The problem of forgetting is disrupted when trainers implement spaced learning and nearly obliterated when moments of repetition are added. Microlearning allows trainers to create both spaced learning and moments of repetition to realize effective learning that sticks. ECWT Chicago has designed and implemented microlearning content to augment its Blended Learning program for power skills/soft skills instruction. The flexibility of microlearning has allowed ECWT trainees to access short burst of learning content in the learner's moment of need. The presenter will define microlearning using examples, discuss how microlearning lends itself to an increase in learner retention, and demonstrate how to develop microlearning content for learning programs. Learners will depart the workshop with information and tools that will assist them in designing and developing a microlearning program that addresses the learning needs across their organizations.

Section 3. Method – Microlearning presentation is designed to be presented as a face to face workshop that holds three objectives.

- Learners will Identify what micro learning is.
- Learners will explore the three Cs of content generation.
- Learners will explore how to implement the microlearning design model to construct their own microlearning.

The facilitator must hold a strong background in adult learning, microlearning methodology and instructional design. This Workshop is best delivered using the R.O.P.E.S. (**R**elate, **O**verview, **P**resentation, **E**xercise, **S**ummary) instructional design strategy to increase learner outcomes. The workshop is interactive and encourages learner engagement. Evaluation method is conducted via case study questions in the PowerPoint presentation and microlearning samples reviewed via www.oaiapp.org

Section 4 Main points –

- Microlearning is a piece of learning content that can be
 consumed in no more than 5-10 min.
- Statictics show that Most Learners won't watch videos longer than 4 min.
- Microlearning can be presented in Video, Mini elearning, text, and graphic formats
- The forgetting curve demonstrates the decline of memory retention in time – how information is lost over a period when there is no attempt to reactive learning.
- **C**urate, **C**rowdsource and **C**reate are the three **C**s to gathering resources for Microlearning content.
- Case study #1 While all answers are viable, learners should be lead to the **curate** option.
  Reason: Curating gathers the best practices from **experts.** Using experts will eliminate the **crowdsourcing** option that many learners may initially suggest during this exercise. Crowdsourcing calls for a large group of contributors that may not be subject matter experts.
- Case Study #2: The best answer is **Create.**
  Reason: There are nuances, polices and procedures that apply solely to individual programs. Creating material that applies to each program is the most logical option.
- The MILE model gives you a road map to create a program structure, gather resources using the three Cs (curate, create, and crowdsource), and implement, promote, and evaluate your programs.

- As a group, learners review actual microlearning samples in every format and discuss the pros and cons of each one.

Section #4 Responses

- Learners wanted more information about how microlearning can be implemented in their own organizations.
- Learners wanted more information about how facilitators promote cognitive overload when they cram too much information for learners to digest.
- There was a consensus that the information and tools were extremely useful and innovative for engaging today's learner.
- Learners wanted to know what was considered too long and how do we make microlearning appealing to the receiver.
- The learners appreciated the use of microlearning samples to explore what a good microlearning looks like in each format (video, mini elearning, text, graphic).

Section #5 References
Books: Carla Torgerson (2016) <u>The Microlearning Guide to Microlearning.</u>

Section #6 Workshop Handouts/Resources –
Microlearning samples posted on www.oaiapp.org website