
Micro-learning: Applying the Right Knowledge at The Right Time, To Solve Real-World Problems

Facilitator Guide

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About this Guide

This facilitator guide provides a master reference document to help both the facilitator *and* the producer deliver (name of course). (Whatever else you want to SAY:.)

Have this guide printed and in front of you for all deliveries. It is imperative that the guide is printed in color in order for you to not miss important cues in the text.

What you will find in the guide

This facilitator guide is a comprehensive package that contains all facilitation materials for each of the 6 lessons in the program, including:

- checklists of necessary materials and resources (slides, web page addresses, etc.)
- presentation scripts and key points
- instructions for managing time and discussions
- guidelines for the producer to support the facilitator

The lessons are designed to keep learners interested and active with the technology, the facilitator and one another. Chat and verbal feedback should be encouraged. In preparation for each lesson, read the appropriate section of the guide and enhance or adjust based on audience needs.

What you will NOT find in the guide

This guide assumes that the facilitator and producer are familiar with the virtual delivery platform. This guide does not include technical directions for the technology.

How the guide is laid out

The page format is arranged to assist you in facilitating, in the following ways:

The diagram illustrates the layout of a facilitator guide page, divided into several sections and columns. Callouts provide context for various elements:

- Pre-Event-Warm-Up:** A section at the top right, with a callout stating "The topic; changes at major topical sections".
- Timing:** A callout points to a box containing "15 minutes prior to start of session".
- Overview:** A section titled "OVERVIEW" containing text about the purpose of the warm-up and roles for the Producer and Facilitator.
- Slide Image:** A callout points to a slide titled "What Are Your Questions About Opening For The Synchronous Classroom?" with a "Type into Chat" instruction.
- Columns:** The main content is organized into three columns: "SLIDE-#", "FACILITATOR", and "PRODUCER". A callout notes "Distinct columns to delineate who is doing what".
- Actions:** The "PRODUCER" column contains bulleted instructions, with a callout stating "To do's are bulleted".
- Speech Starters:** The "PRODUCER" column includes a "SAY:" section with a callout: "To say" begins with SAY: or ASK:". A "Transition" section with "SAY:" is also present.
- Trainer's Note:** A section at the bottom titled "TRAINER'S NOTE" with a callout: "Occasionally you will see a Trainer's Note which calls your attention to alternative ways to present the same topic".
- Transitions:** A callout points to a red arrow indicating a transition to the next topic.

Additionally, the text is laid out in each column "in the order" each individual speaks. Look at page 6 as an example. The facilitator introduces him/herself first and then the producer does the same. The producer's text appears lower on the page to signal that one speaks before the other.

Note: The suggestions in the producer's column serve as a guideline. The producer should feel free to adjust the suggestions (such as use of a particular tool) in order to maintain attention or emphasize the facilitator's points.

Lesson Preparation Checklist (Global)

Name anything you want facilitator/producer to do to prepare.

Producer

- Load PowerPoint prior to start of the training
- Assign breakout groups prior to the start of training
- Start the training platform 5 minutes prior to the start of training
- Assure participants are not muted at the start of training

Facilitator

- Read facilitator guide

Instructional Goal

Participants will be equipped with the skills needed to develop a micro-learning training.

Topic

Micro-learning: Applying the Right Knowledge at The Right Time To Solve Real-World Problems

About this Course

In this course learners will define and recognize micro-learning as a training tool and look at where they may have encountered micro-learning in their daily lives, elements, best practice and opportunities for use culminating in creating a design outline.

At the conclusion of this course, learners will be able to...

- Define and identify what micro-learning is
- Recognize the benefits and limitations of using micro-learning in training
- Identify opportunities for using micro-learning for training
- Use micro-learning best practices
- Put the elements of micro-learning design into practice
- Create a micro-learning design outline

Audience

Human Resource professionals who have little to no skills in creating micro-learnings for training purposes.

Course Checklist

- Review this section of the guide.
- Load slide deck
- Have timer loaded and ready to app share for break.
- Test any URLs and application sharing at least 45 minutes prior to class.
- Have poll questions loaded

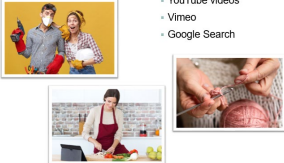


Course Overview

Topic	Timing
Introduce Course	1 minute
Define Micro-learning.	6 minutes
Identify Benefits and Limitations of Using Micro-learning	7 minutes
Determine Opportunities for Using Micro-learning	6 minutes
Define Best Practices for Micro-learning	6 minutes
Break	3 minutes
Identify the Elements of a Micro-learning	7 minutes
Create a Micro-learning Outline	10 minutes
Wrap up	3 minutes
Total time	59 minutes


Lesson 1: Define and Identify Micro-Learning



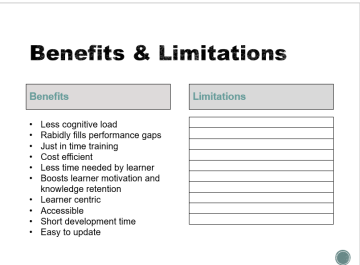
<p>🕒 7 minutes</p>	<p>OVERVIEW</p> <p>IN LESSON 1, WE WILL DEFINE AND IDENTIFY MICRO-LEARNING AND DISCUSS THE TYPE OF MEDIA THAT CAN BE USED TO CREATE MICRO-LEARNING TRAINING.</p>
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Lesson 1	FACILITATOR	PRODUCER
<p>Slide 4</p>	<p>SAY: We will be working out of your workbook so please open it now if you have not already.</p>	<p>DO:</p> <ul style="list-style-type: none"> • Share slide 4 with participants. • Load poll question 1
<p>Slide 5</p>	<p>SAY: We are going to begin by taking a poll. Go ahead and answer the poll question.</p> <p>ASK: Who has heard of the term Micro-learning?</p>	<p>DO:</p> <ul style="list-style-type: none"> • Remove Poll Question 1 • Share slide 5 with participants
<p>Slide 6</p>	<p>SAY: Whether you have or have not heard the term, what do you think of when you hear the term micro-learning? Answer in the chat.</p> <p>Discuss participant responses.</p> <p>SAY: In your workbook page 2, be sure to fill out each section as we go. In the digital learning industry, micro-learning refers to a relatively short e-learning course that has a single learning outcome with the</p>	<p>DO:</p> <ul style="list-style-type: none"> • Share slide 6 with participants

<p>Slide 7</p> <div data-bbox="191 520 548 787"> <p>Where have you encountered micro-learning in your daily life?</p> <ul style="list-style-type: none"> • YouTube videos • Vimeo • Google Search  </div> <p>Slide 8</p> <div data-bbox="191 884 548 1150"> <p>Types of Media</p> <ul style="list-style-type: none"> • Videos • PowerPoint • PDF • Infographics  </div>	<p>purpose of helping workers fix, solve, and improve things at work.</p> <ul style="list-style-type: none"> • It's low effort • Easy and fast • Ready to use • Presented in small chunks <p>ASK:Where have you encountered micro-learning in your daily life? Raise your hand if you have an idea.</p> <p>Discuss with group.</p> <p>SAY: You have come up with some good ideas.</p> <p>SAY: Micro-learning can be created within just about any media format you can think of. Video, PowerPoint, Document, infographic or elearning software.</p> <p>ASK: Are there other types of media that you could use to create a micro-learning? (Answer in chat).</p> <p>Say: Summary: Micro-learning can come in many forms. You have all given some great ideas about how you have experienced micro-learning in your everyday life and come up with some formats to create micro-learning training.</p>	<p>DO:</p> <ul style="list-style-type: none"> • Share slide 7 with participants • Clear raised hands <p>DO:</p> <ul style="list-style-type: none"> • Share slide 8 with participants
	<p>Transition</p> <p>Next we will look at some benefits and limitations of using micro-learning as a training tool.</p>	

Lesson 2: Benefits and Limitations of Using Micro-learning

 7 minutes	<p>OVERVIEW</p> <p>IN LESSON 2 WE WILL DISCUSS THE BENEFITS AND LIMITATIONS OF USING MICRO-LEARNING AS A TRAINING TOOL.</p>
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Lesson 2	FACILITATOR	PRODUCER
<p>Slide 9</p>  <p>Slide 10 (whiteboard)</p>  <p>Slide 11 (whiteboard)</p> 	<p>SAY: In your workbook page 3, be sure to fill out each section as we go. Read the question on the slide because we are going to do an activity based on the possible benefits and limitations of using micro-learning as a training tool.</p> <p>ASK: What comes to mind when you consider the benefits and limitations of creating and using micro-learning in training?</p> <p>SAY: We are going to start with benefits. Take your pointers and claim a rectangle on the whiteboard. Enter in any benefits you can think of. Remember to hit enter after you type so we can all see each other's answers.</p> <p>SAY: List is a great list. Let's look at the limitations. Claim a rectangle under limitations and enter some limitation you may be thinking of.</p>	<p>DO:</p> <ul style="list-style-type: none"> Share slide 9 with participants <p>DO:</p> <ul style="list-style-type: none"> Share the slide 10 whiteboard with participants. <p>DO:</p> <ul style="list-style-type: none"> Share the slide 11 whiteboard with participants


<p>Slide 12</p> <p>Benefits & Limitations</p> <table border="1"> <tr> <td data-bbox="217 422 360 443">Benefits</td> <td data-bbox="380 422 522 443">Limitations</td> </tr> <tr> <td data-bbox="217 453 360 575"> <ul style="list-style-type: none"> • Less cognitive load • Rapidly fills performance gaps • Just in time training • Cost efficient • Less time needed by learner • Boosts learner motivation and knowledge retention • Learner centric • Accessible • Short development time • Easy to update </td> <td data-bbox="380 453 522 499"> <ul style="list-style-type: none"> • Not suitable for complex tasks or in-depth training • Cannot be used as stand-alone training </td> </tr> </table>	Benefits	Limitations	<ul style="list-style-type: none"> • Less cognitive load • Rapidly fills performance gaps • Just in time training • Cost efficient • Less time needed by learner • Boosts learner motivation and knowledge retention • Learner centric • Accessible • Short development time • Easy to update 	<ul style="list-style-type: none"> • Not suitable for complex tasks or in-depth training • Cannot be used as stand-alone training 	<p>SAY: Great work!</p> <p>Discuss participant entries.</p> <p>Say:</p> <p>Summary:</p> <p>When we consider the benefits of micro-learning we see that they do outnumber the limitations. The benefits also fit with our definition of micro-learning from the last lesson. We want short learning experiences that deliver what a worker needs on the job and at the right time.</p>	<p>DO:</p> <ul style="list-style-type: none"> • Share slide 12 with participants
Benefits	Limitations					
<ul style="list-style-type: none"> • Less cognitive load • Rapidly fills performance gaps • Just in time training • Cost efficient • Less time needed by learner • Boosts learner motivation and knowledge retention • Learner centric • Accessible • Short development time • Easy to update 	<ul style="list-style-type: none"> • Not suitable for complex tasks or in-depth training • Cannot be used as stand-alone training 					
	<p>Transition</p> <p>SAY:</p> <p>Now that you have some idea of how micro-learning can benefit learners lets dive into some opportunities to use micro-learning.</p>					

Lesson 3: Opportunities to use Micro-learning for Training


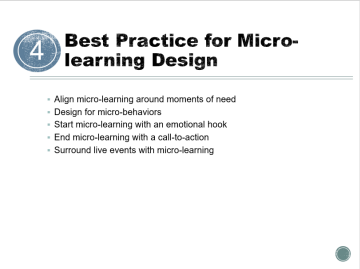
 6 minutes	<p>OVERVIEW</p> <p>IN LESSON 3 WE WILL DISCUSS THE OPPORTUNITIES TO USE MICRO-LEARNING FOR TRAINING</p>
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Lesson 3	FACILITATOR	PRODUCER
<p>Slide 13</p>	<p>SAY: In your workbook page 4, be sure to fill out each section as we go.</p>	<p>DO:</p> <ul style="list-style-type: none"> • Share slide 13 with participants

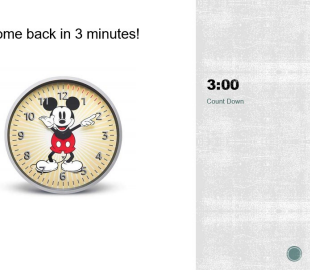

<p>3 Opportunities to Use Micro-learning for Training</p>  <p>We forget nearly 80% of what we learn in 30 days if there is no reinforcement.</p> <p>Slide 14</p> <p>90/20/8 Rule</p> <p>Human Attention Span</p> <ul style="list-style-type: none"> • People are completely alert in the first 8 minutes of training • Once 20 minutes go by, the attention level starts showing a dip • Once they hit the 60-120 minute ranges, the alertness level completely drops <p>Human attention span (8 seconds) is less than that of a goldfish (9 seconds)</p> 	<p>ASK: Who has heard of Ebbinghaus's Forgetting curve? Put a green checkmark next to your name if you have and a red X if you have not.</p> <p>SAY: The forgetting curve postulates that we forget nearly 80% of what we learning in 30 days if there is no reinforcement.</p> <p>As humans, we have a very short attention span!</p> <p>SAY: In fact the human attention span which is 8 seconds is shorter than a goldfish's attention span of 9 seconds!</p> <p>The 90/20/8 rule SAY:s that we only have the attention of our participants for the first 8 minutes and it starts to dip even further after 20 minutes.</p> <p>ASK:Under these circumstances do you think micro-learning is a good choice for training?</p> <p>Give a green checkmark if you agree.</p>	<p>DO:</p> <ul style="list-style-type: none"> • Share slide 14 with participants <p>DO:</p> <ul style="list-style-type: none"> • Share slide 15 with participants. • Clear checkmarks • Load poll question 2
<p>Slide 15</p> <ul style="list-style-type: none"> • Watching small instructional videos • Flashcard learning • Solving mini-training quizzes • Emails, sims or IM • Formal training with instructor • Supplement to formal training word document • Performance support or job aid pdf  <p>Which of these would be considered micro-learning?</p> <p>Full question:</p> <p>All of them</p> <p>Most of them</p> <p>None of them</p>	<p>SAY: If quick learning is an opportunity to create a micro-learning which of these do you think would be an appropriate micro-learning option?</p> <p>Discuss with group.</p> <p>Say:</p> <p>Summary:</p> <p>By understanding how quick learning experiences benefit the</p>	

	<p>learner, as we learned in lesson 2, we can choose the appropriate micro-learning type and media for workers' needs.</p>	
	<p>Transition SAY: Micro-learning as a training tool is looking pretty good! Let's consider some best practices.</p>	

Lesson 4: Best Practice for Micro-learning Design


 6 minutes	<p>OVERVIEW</p> <p>IN LESSON 4 WE WILL DISCUSS BEST PRACTICES FOR CREATING EFFECTIVE MICRO-LEARNING TRAINING.</p>	
	<p>FACILITATOR</p>	<p>PRODUCER</p>
<p>Slide 16</p> 	<p>SAY: Open your workbooks to pages 4 and 5 and fill in the blanks as we go through best practices.</p> <p>1. Align Micro-learning Around Moments of Need A <u>moment of need</u> is a motivational window in which someone is open to help, guidance, or training to achieve his or her goal. Surround high-motivation moments of need with micro-learning.</p> <p>2. Design for Micro-Behaviors</p>	<p>DO:</p> <ul style="list-style-type: none"> Share slide 16 with participants <p>DO:</p> <ul style="list-style-type: none"> During discussion, create three breakout rooms with no more than three participants per room.

	<p>The primary aim of workplace learning should be to change what people do (their behaviors), not just what they know. Once you identify a target behavior create or facilitate a short, <u>focused learning experience</u>.</p> <p>3. Start Microlearning Experiences With an Emotional Hook</p> <p>The most durable memories are formed via <u>elaborative encoding</u>, which means actively reflecting on what you are learning and connecting it to what you already know. A rule of thumb is that the harder you make people think, the more they will learn. This is an example of starting <u>micro-learning experiences</u> with an <u>emotional hook</u>.</p> <p>4. End Micro-learning Experiences With a Call-to-Action</p> <p>No matter how good the experience is, people will not continue learning unless they see concrete signs of improvement. For this reason, you should end <u>Micro-learning experiences</u> with a <u>call-to-action</u>.</p> <p>5. Surround Live Events With Micro-learning</p> <p>Using micro-learning before, during and after a live event is the best practice of <u>surrounding live events with micro-learning</u>.</p> <p>Group discussion and debrief.</p>	
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<p>Slide 17</p> <p>Come back in 3 minutes!</p> 	<p>Say: Summary:</p> <p>By providing micro-learning that addresses the best practices, we are able to design each specific type of micro-learning to quickly make a difference in on the job experiences.</p>	<p>DO:</p> <ul style="list-style-type: none"> Share the break slide (slide 17) with participants.
	<p>Transition</p> <p>SAY: This was a great discussion. We are going to take a short 3-minute break. Please be back in 3 minutes. When we return we will do a group activity.</p>	

Lesson 5: Elements of Micro-learning

<p>🕒 6 minutes</p>	<p>OVERVIEW</p> <p>IN LESSON 5 WE WILL IDENTIFY ELEMENTS OF A MICRO-LEARNING TRAINING.</p>	
Lesson 5	FACILITATOR	PRODUCER
<p>Slide 18</p>	<p>SAY: Welcome back! Let's look at the elements that make up micro-learning training. In your workbook page 6, be sure to fill out each section as we go.</p> <p>As you can see on the screen we have several listed. This is not the</p>	<p>DO:</p> <ul style="list-style-type: none"> Share slide 18 with participants

<p>5 Elements of micro-learning</p> <ul style="list-style-type: none"> - Short (1-5 minutes) - Focused (one learning objective) - Stands alone (no pre-knowledge needed) - Interactive (learners can apply what they know) - Responsive (works on multiple devices) 	<p>end-all list but 5 pretty substantial elements we need to consider when planning our micro-learning training.</p> <p>We are going to watch a micro-learning video and decide whether or not it fits into all of our elements.</p> <p>ASK: Did this video meet our list of elements? Group discussion about meeting elements of micro-learning.</p> <p>Say: Summary: These elements make sense with all that we have talked about so far. Keeping the elements in mind as you design will almost automatically pull in best practices. It is hard to meet the elements criteria without meeting the best practices.</p>	<p>DO:</p> <ul style="list-style-type: none"> • Launch video from youtube: How to fix a zipper https://www.youtube.com/watch?v=5E4m3GxZeA0
	<p>Transition SAY: While simple, this video did demonstrate all of the elements of a micro-learning video. Next we are going to break into groups and create an outline that will assist us in creating a micro-learning video.</p>	

Lesson 6: Create a Micro-learning Design Outline

<p>⊕ 12 minutes</p>	<p>OVERVIEW</p> <p>IN LESSON 6 WE WILL CREATE AN OUTLINE FOR DEVELOPING A MICRO-LEARNING VIDEO.</p>	
<p>Lesson 6</p>	<p>FACILITATOR</p>	<p>PRODUCER</p>

Slide 19

6 Create a Micro-learning Design Outline

You will be given an objective and you and your group will:

- Determine the media you will use
- Identify a moment of need
- Identify a target of micro-behavior
- Create a call-to-action

Use the elements of micro-learning and list how you might use the elements to create your micro-learning project.

Slide 20

Click on outline to design a microlearning. Come up with an idea for an outline using your assigned objective.

Use this outline in your breakout room to fill out the micro-learning design according to the assigned objective.

Course Title: _____

Learner Characteristics: _____

Learner Description: _____

Environment for Learning: _____

Desired connection to the content: _____

Current Competency/Need: _____

What outcomes are desired? _____

How can the outcomes be achieved? _____

What are the current gaps to be addressed? _____

What approach will be used to teach the learner how to achieve the outcome? _____

Microlearning Piece: _____

Can this microlearning be delivered in 5 minutes or less? Yes No

Emotional States and Choices: _____

What are the emotional states required for learner engagement? _____

What are the emotional states required for achieving the outcome? _____

What needs could contribute to achieving the outcomes, including emotional states? _____

Key Messages/Points: _____

What are the key points or messages to be remembered? _____

How will the points be measured this course? (What?) _____

Use the table below to organize your content. Add more rows if needed.

Time/Duration	Content	Outcome

SAY: We are going to break into groups to create an outline for a micro-learning video design. Each group will be given a different objective to use to create your outline.

While you are in your groups you will:

- Determine the media you will use
- Identify a moment of need
- Identify a target of micro-behavior
- Create a call-to-action

Use the elements of micro-learning and list how you might use the elements to create your micro-learning project.

Use page 7 of your workbook to remind you of what the elements are. The producer and I will be coming into your break outs to see if you have any questions.

The producer will load a copy of the outline from page 7 of the workbook into each of your rooms. You will have 8 minutes to complete your outline after which the producer will bring us all back together to discuss our thought processes in filling out the outline.

Remember your micro-learning does not have to be a video. Look at the list of micro-learning types in your workbook on page 4.

DO:

- Share slide 19 with participants.

DO:

- Share slide 20 with participants.

DO:


- Put the groups into the breakout rooms as determined earlier.

SAY: You will see a box pop up on your screen. Click on yes to enter the breakout room. You will enter the breakout room with audio unmuted. If you want to mute your audio click the

	<p>SAY: If there are no questions then we will go into our breakout rooms</p> <p>DO: Go through the outlines of each of the three teams and discuss.</p> <p>Say: Summary: I hope you all feel confident about creating an outline for your own micro-learning. Remember to create a focus and keep it to a single objective. Remember the zipper video. We saw one objective and a short demonstration on how to fix the broken zipper and it only took 1:29 minutes. And again remember that micro-learning does not have to be a video. We came up with several different venues for micro-learning in lesson 1.</p>	<p>microphone icon at the bottom of the participant screen. There will be a timer in your breakout room to let you know how you are doing on time. Does anyone have any questions before we go into the breakout rooms? Please raise your hand.</p> <p>DO:</p> <ul style="list-style-type: none"> Put participants into their respective breakout rooms. <p>SAY: I am adding you your rooms now. Remember to click the yes button in the popup.</p> <p>SAY: Welcome back! I need participants 1,3 and 5 to click on yes in the pop-up box on your screen. This will allow us to see your teams outline.</p> <p>DO:</p> <ul style="list-style-type: none"> Share slide 21 with participants.
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↩	<p>Transition</p> <p>SAY:</p> <p>You all did a nice job on your outlines. I hope you will find it helpful in your future micro-learning development. We are going to wrap-up our training with a summary of what we did today.</p>	

Wrap-up and Survey

Wrap up	FACILITATOR	PRODUCER
<p>Slide 21</p> <div style="text-align: center;">  <p>Wrap-up and Survey</p> <p><small>Thank you for your participation. You will receive an email with a survey link after this course. Linda Smith linda.smith3@anthem.com</small></p> </div>	<p>SAY:</p> <p>Today we discussed:</p> <ul style="list-style-type: none"> • What micro-learning is • The benefits and limitations • When to use micro-learning for training • Best practices for development • Elements that make up a micro-learning training • And created an outline for a micro-learning design training. <p>ASK: Does anyone have any questions?</p> <p>SAY: Thank you all for participating today! You are leaving today with a workbook filled with information and I hope you are walking away with the skills to start developing your own micro-learning training. Please reach out to me if you have any questions at my email address on the screen.</p> <p>You will be emailed a survey about this class today. Please provide your constructive advice. I am always looking to improve upon my teaching skills! Thank you!</p>	<p>SAY:</p>

		Thank you! I will send an email to you soon!