DESIGNING FOR MICROLEARNING

EDUTECH ASIA 2021

CHIENCHING LEE

Centre for Communication Skills,
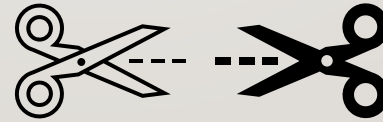Singapore Institute of Technology

OVERVIEW

- What is microlearning

- Why microlearning

- Context in which the microlearning was applied

- What does microlearning look like

- Benefits

- References

WHAT MICROLEARNING IS NOT

- Not defined by its length or time

- Not merely based on chunking (splitting materials into smaller pieces)

- Not just a talking head

WHAT IS MICROLEARNING

- Learning that meets learners' needs just-in-time, when they most need it (learning in the workflow)
  - Accessible and searchable
  - Relevant and focused
  - Easy to digest/understand

THEORIES UNDERPINNING THE USE OF MICROLEARNING

- Learning by doing (Dewey, 1938)

  - Learning happens when learners are supported to make sense of the new learning material by applying it in authentic (as similar to situations of actual use; failure is part of the learning process)

- Zone of proximal development (Vygotsky, 1978)

  - Learners can be guided via scaffolding to learn new and relevant material

CONTEXT FOR THE INTERPERSONAL SKILLS E-MODULE

- Singapore Institute of Technology, Centre for Communication Skills

- Blended learning, rolled out in the LMS

- Needs-focused

- For students: memorable, interactive

- For teachers: available point of reference

- For administrators: scalable, cost-effective

BUILD RELATIONSHIPS: NEEDS ANALYSIS (MICRO)
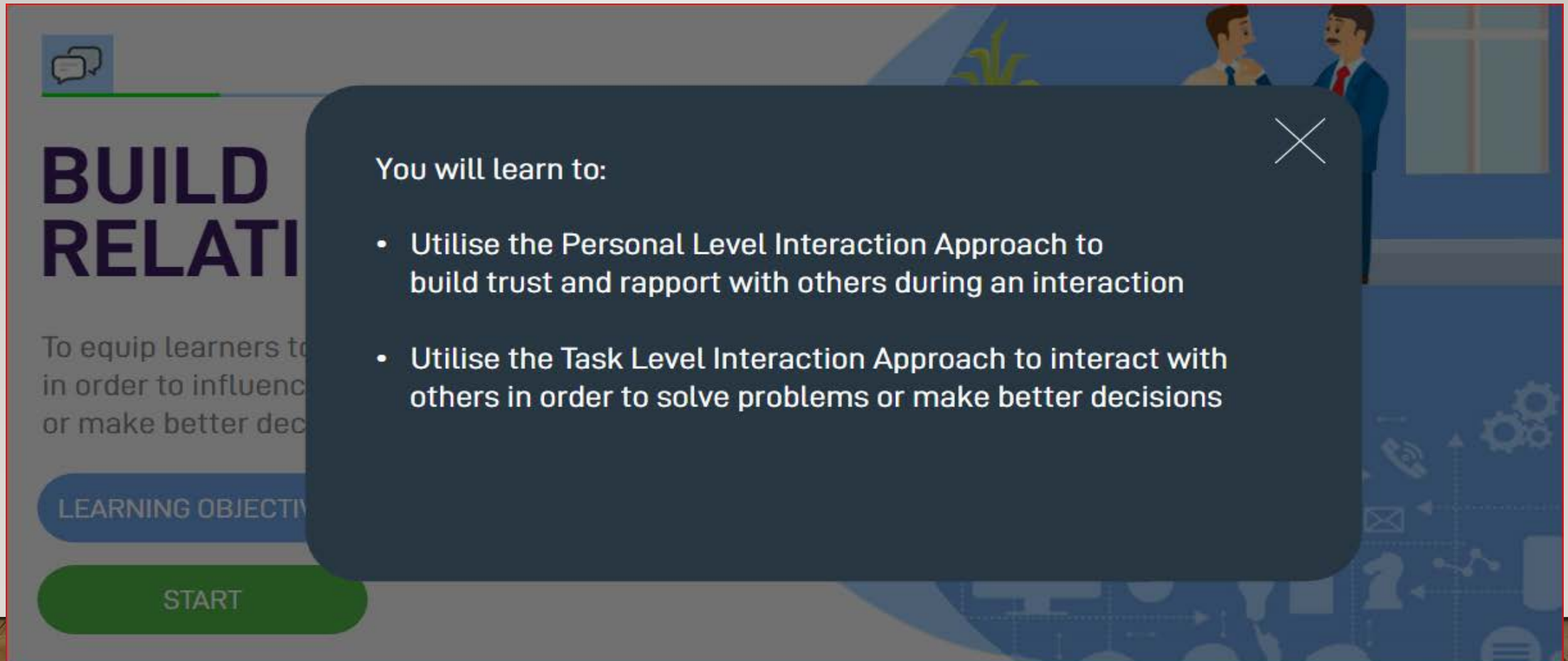
BUILD RELATIONSHIPS: LEARNING OBJECTIVES (MICRO) - FOCUSED

BUILD RELATIONSHIPS: INTRODUCTION (MICRO)

BUILD RELATIONSHIPS: NAVIGATION (MICRO)

BUILD RELATIONSHIPS: NAVIGATION (MICRO)

BUILD RELATIONSHIPS: TYPES OF RESOURCES(MICRO) – INTERACTIVE VIDEO WITH AUTOMATED FEEDBACK

BUILD RELATIONSHIPS: TYPES OF RESOURCES (MICRO) – INTERACTIVE EXERCISES
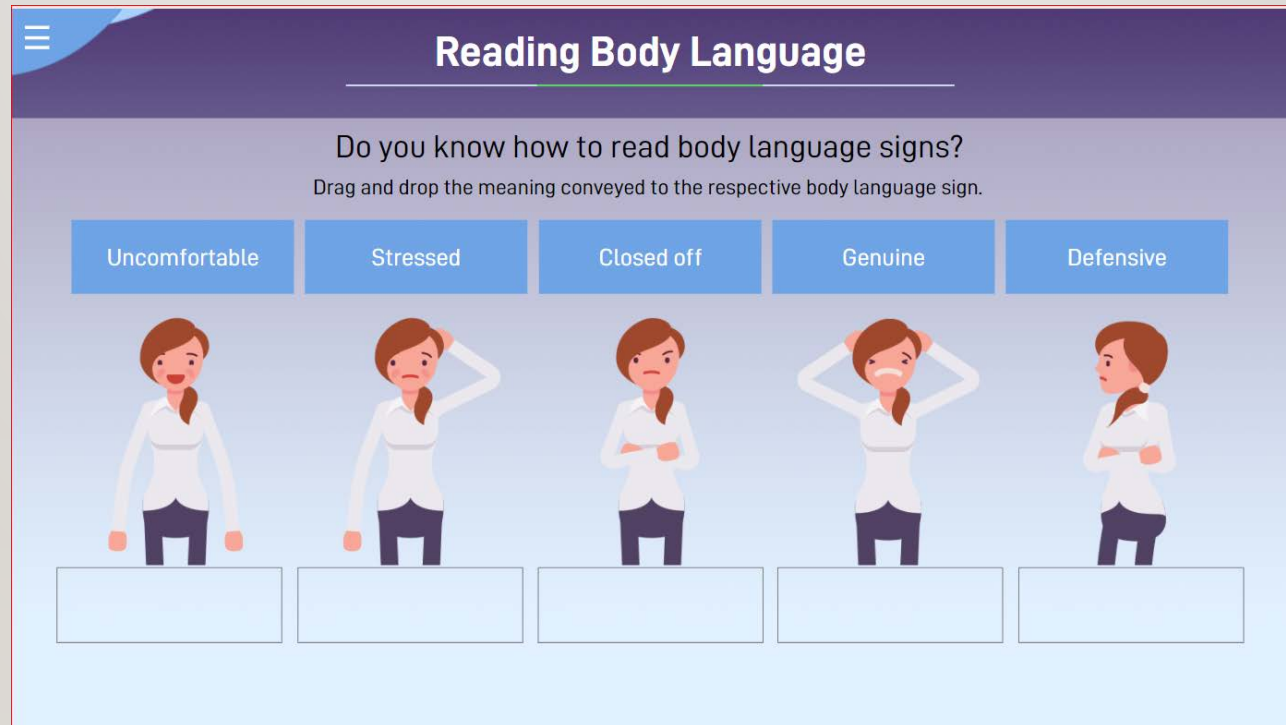
BUILD RELATIONSHIPS: TYPES OF RESOURCES(MICRO) – INFOGRAPHIC

BUILD RELATIONSHIPS: PROGRESS TRACKING BY USER (MICRO)

BUILD RELATIONSHIPS: CONCLUSION (MICRO)
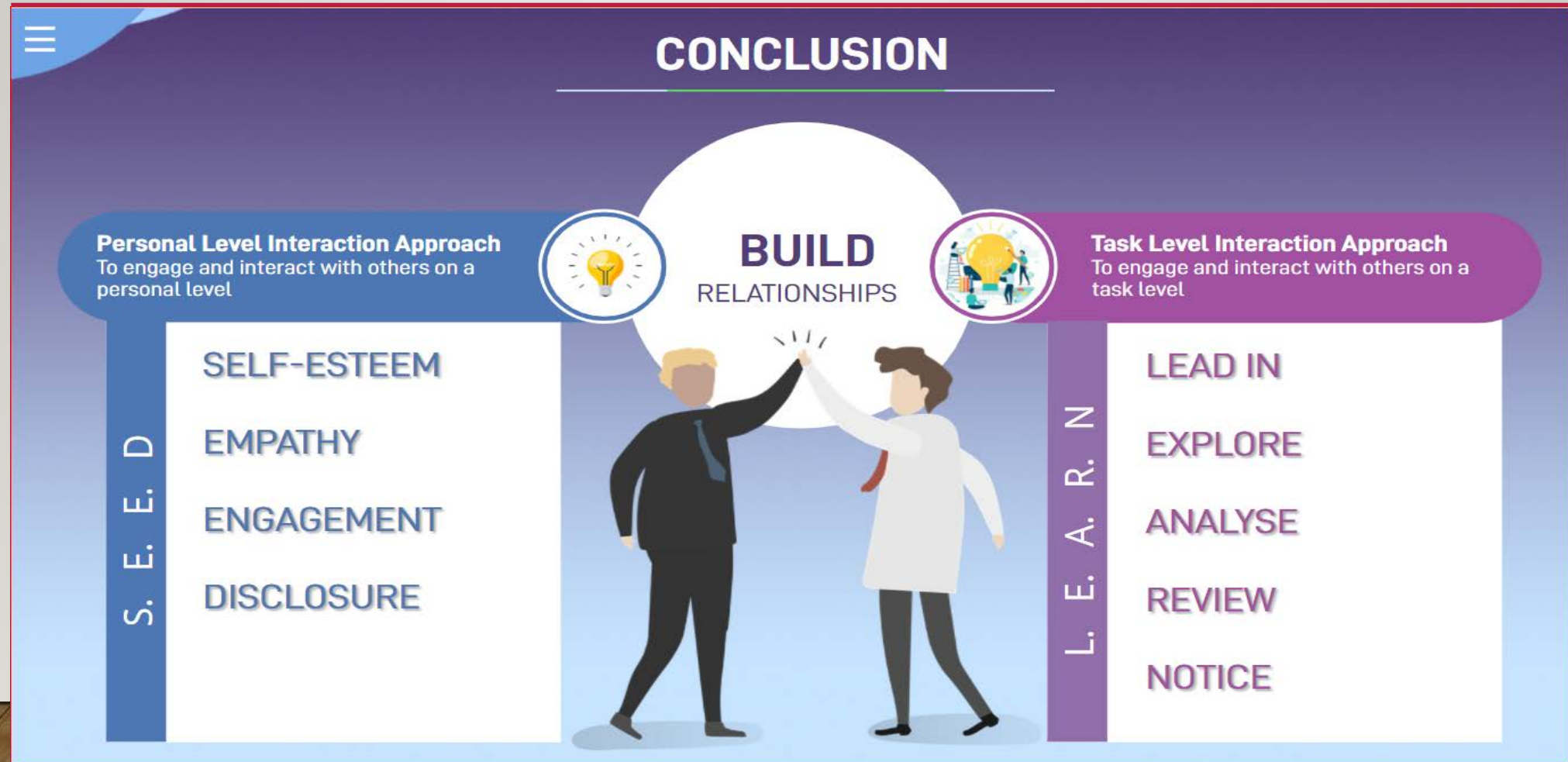
BUILD RELATIONSHIPS: REINFORCEMENT ACTIVITY

Select a discussion topic of your choice and demonstrate the personal level interaction approach using S.E.E.D or the task level interaction approach using L.E.A.R.N.

After the activity, reflect on the level of your competence using the checklist below:

Do not be discouraged if you have not mastered the approach. You will get better as you practice using the approach more.

REWARDS (MICRO)

BADGES   (FOR COMPLETION OF A TOPIC)
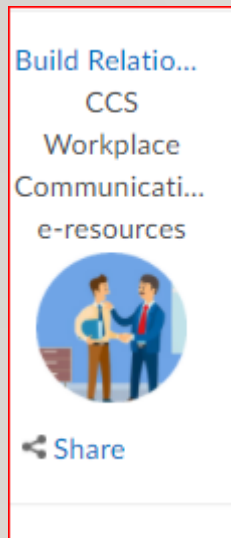
CERTIFICATES OF COMPLETION (OF A MODULE)
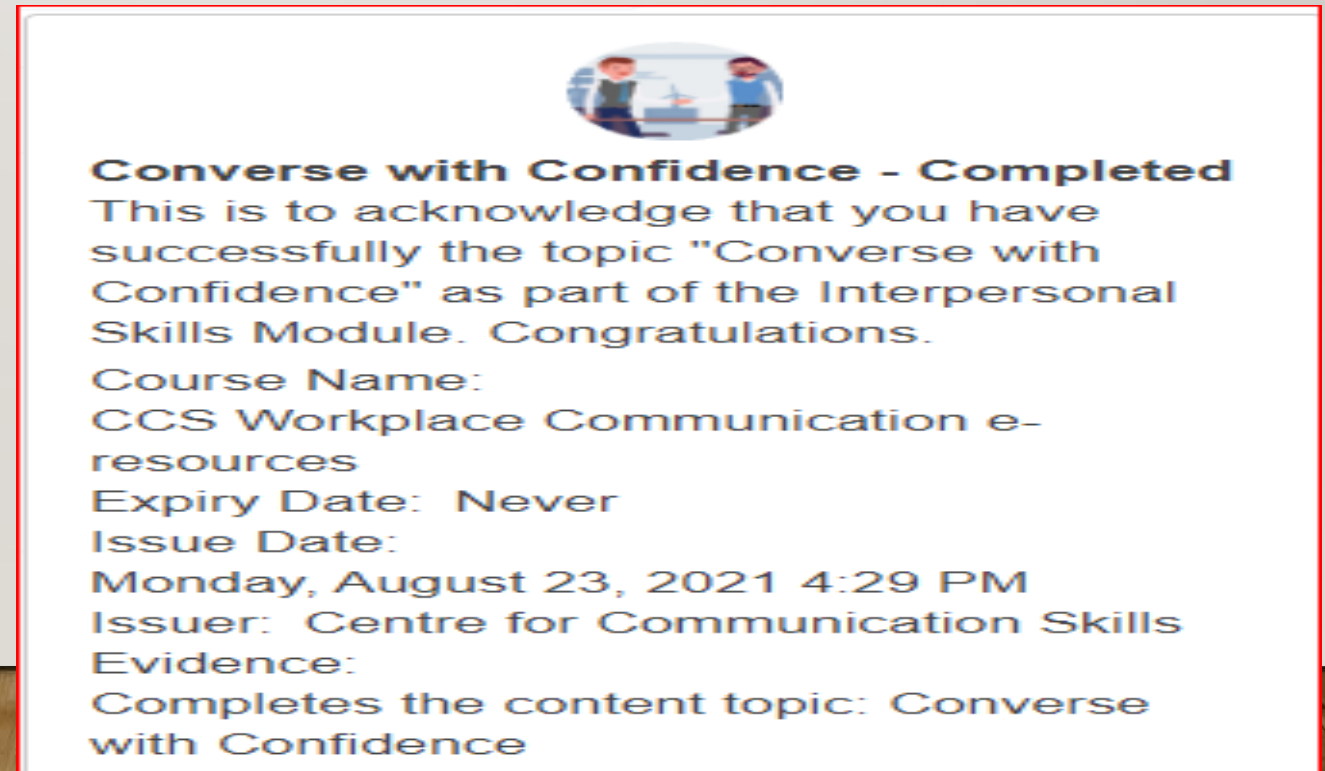
SURVEY RESULTS FOR BUILD RELATIONSHIPS

Question		Test statistics
1	I am able to approach others in a work setting	0*
2	I am able to engage others in a work setting	0*
3	I am able to build trust and rapport within five minutes of interaction	0*
4	I am able to work with others on projects	0*
5	My confidence level in building relationships	0*

POINTS TO PONDER

- A change in mindset on how learning is designed for microlearning
  - Macrolearning and microlearning are not synonyms
  - Time to discard microlearning myths
- Acknowledge that micro-learning is not suitable for all learning situations
  - Not for the teaching of concepts or complex problem-solving skills that are new to the learner
- Integrate microlearning in the flow of work/studies (the training or learning ecosystem)
- Need to have stakeholder inputs right from the design stage

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