Is There Value in Micro-Learning?
The very short infomercial!

What is Micro Learning?

http://youtu.be/l72UFXqa8ZU
The vod or podcast!

What is Micro Learning?
http://brookwood.com/elearning/Mobile_learning.cfm

http://www.upsidelearning.com/mobile-courses.asp
The micro lesson!

What is Micro Learning?

http://www.kennesaw.edu/captivate/examples/scenario_based_7_07/scenario_based_final7_07.htm

This Module “Sales Techniques” is an interactive soft skill training using scenario based interactions.

The MDG Learning Objects Series show samples of Learning Objects. Individual Learning Object Modules use interactive software to create compelling online learning experiences that include demonstrations, simulations, quizzes and soft skill training.

Experienced instructional designers at MDG will train faculty in the use of software or create individual projects to deliver design-rich, interactive online content to enhance student learning.
Jo A. Tyler Ed.D.
Assistant Professor Training and Development
Penn State University
Harrisburg
W331 Olmsted
777 W. Harrisburg Pike
Middletown, PA 17057
John J. Caputo
Senior Instructional Designer
Academic Computing
La Salle University
1900 W. Olney Ave.
Philadelphia, PA 19141
215.991.3502 (office)
215.346.6432 (mobile)
Robyn A. Defelice, MSITPrincipal
Consultant Project Manager
Sr. Instructional Technologist 610.462.5134
robyn@dishingdesign.com
http://www.linkedin.com/in/rdefelice
What defines micro-learning?  
Does it have to have evaluation?  
If not, can we call it “learning”?  

[Diagram of musical notes]
What's the relationship between micro-learning and storytelling?

Is storytelling micro-learning, or does storytelling help to contextualize micro-learning, or both, or neither?

What is the pattern of connection(s) between micro-learning "segments" - linear, cyclic, spiral, rhizomatic, something else altogether? Or is there no pattern of connection(s)?
Are we addressing the correct audience with micro-learning?

The current trend is toward short communication, but are we following fads as opposed to sound principles?
What is the role of reflection in micro-learning?
Do you need an instructional designer to develop micro-learning?

Is it too short to apply a traditional ID model to it?

Or adult learning theory...or any kind of learning theory?
How is micro-learning synthesized, if at all?
Do we make learning and knowledge disposable?

If it’s so small, can it hold lasting value?
How can you organize micro-learning into larger structures?

Can you even do it, or by design, is it permanently fragmented?
How do you manage the collection, distribution, and lifecycle of micro-learning at your organization?
Does micro-learning and other methods of informal learning give instructional designers a bad name?

If “anyone can do that” and we don’t have time to apply models to something so small, why are we special?

What value can an instructional designer really add to the development of micro-learning?
Would micro-learning be appropriate in this case?

Let’s say a group of senior employees have been doing accounting using MS Excel for the past 10 years. If you have to introduce a new accounting software to them and get them to use it, you need to pick up one of their routine tasks and show them how to execute it using the new accounting software. More than anything you need to tell them how using the new accounting software will help them work more efficiently and what are the specific benefits which MS Excel does not offer. If you do not communicate this clearly, they will never understand why they must explore a new product when MS Excel is serving the purpose.

Can you create a micro-learning solution?
Would micro-learning be appropriate in this case?

There is a severe drought. Strict domestic water usage restrictions are in place. Your water utility company has invited you to design something to convince people to conserve water and abide by the restrictions.

Fines are imposed on people who are caught watering their lawns, cars and footpaths. Everyone is encouraged to take short showers and water gardens with laundry rinse water. Many property owners feel it is their right to use water as they feel fit. Assuming that they or their families can gain access to your product, what would you design to turn people around? Please do not suggest that the water utility should implement new policies such as increasing or tiering the water rates. Just focus on the sort of message you would deliver and the manner (interaction?) in which you would do it for maximum impact.
Would micro-learning be appropriate in this case?

Imagine you are working for a national retail grocery chain. New employees are generally between the ages of 17 and 22. For many, it is their first job. For the purpose of this challenge, **you can assume that employee intakes occur every two months coordinated across the country.**

A computer for online training is provided at all stores, but employees can also access the learning resources from their home computers. The rules may state for example that retrenchment occurs on the third incidence of tardiness. But then training will have been wasted and rosters disrupted. Also, the threat of sacking may be an ineffective inducement for a young employee with wavering self-esteem. This gets to the heart of the problem that you need to address.

Can you create a micro activity that inspires young inductees with the benefits of being accountable for their actions and responsible to their fellow employees in the context of punctuality?
The Writers Gateway by Rupa Rajagopalan

http://blog.thewritersgateway.com/begin-here/

Thanks and See you December 14 at 12 noon for
“Practical Project Management
For Instructional Designers” with Kaliym Islam