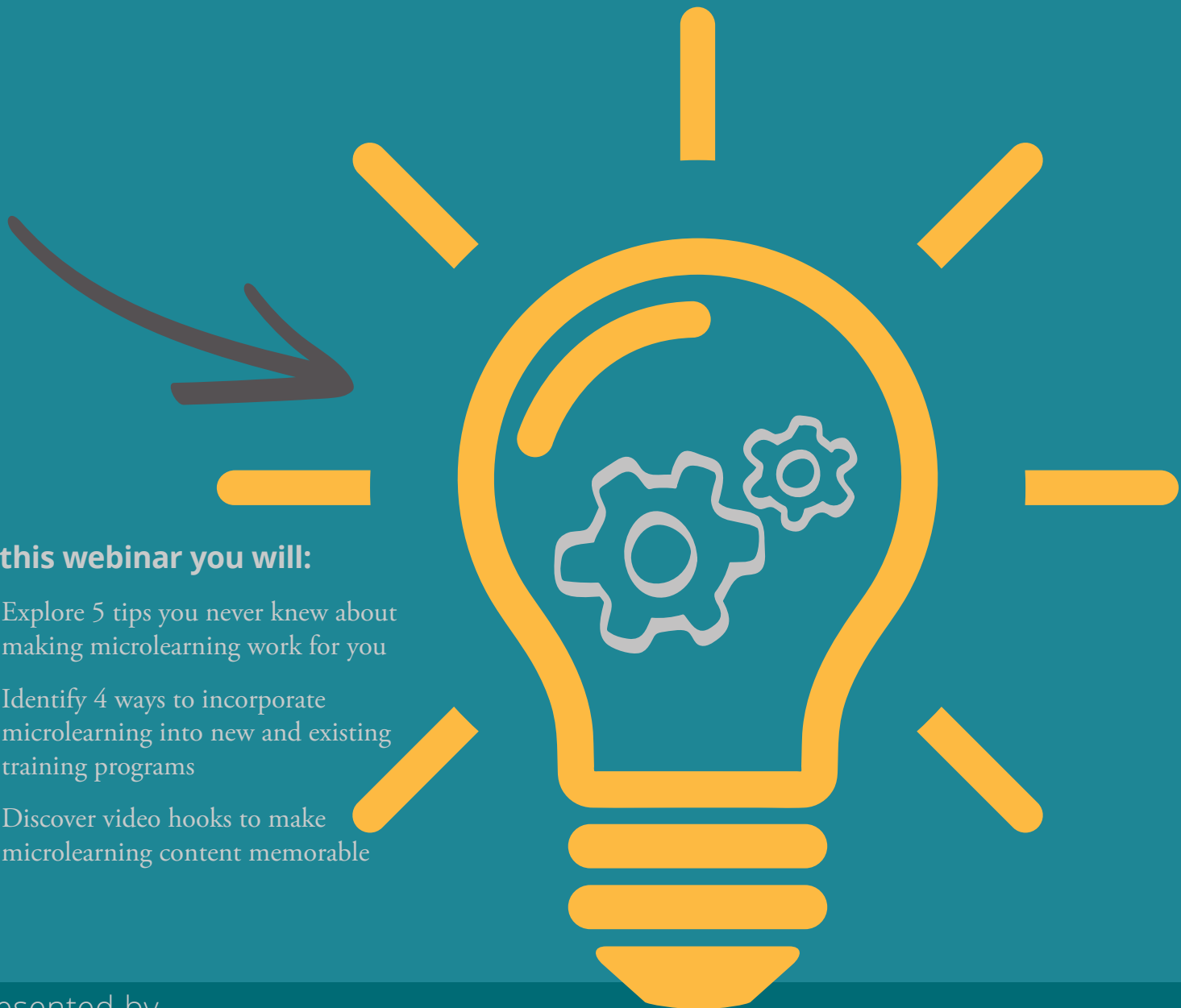




WHAT THEY NEED, WHEN THEY NEED IT



In this webinar you will:

- Explore 5 tips you never knew about making microlearning work for you
- Identify 4 ways to incorporate microlearning into new and existing training programs
- Discover video hooks to make microlearning content memorable

Becky Pike Pluth, M.Ed., CSP, MPCT



With more than 15 years as a training professional and two training industry best-selling books on the market, Becky Pluth, The Bob Pike Group's President and CEO, doesn't rest on her laurels. "Continuing education, whether formal or informal, is critical for those of us in education!" Becky said.

"And, for many of us in this industry, I think the desire and passion for learning comes naturally."

As proof of her desire to continuously strive for "great," Becky was named one of *Training* magazine's Top 40 under 40 in 2012.

Becky has more than 17 years of exposure to Bob Pike's Creative Training Techniques® (CTT) and vast experience in cross-functional training design and delivery, project management and business operations. She easily employs a participant-centered approach to classroom training, one-on-one training and blended e-learning. Becky also infused CTT into all of her design and development while working as a corporate trainer for Target Corporation and overseeing the training department at Event Think, a multi-million dollar event management and communications company.

Programs she has particularly enjoyed designing and delivering include Webinars that Work, organizational-change management, systems training, and leadership and team development.

Becky's charismatic personality and facilitation style place participants at ease, and she empowers each learner to leave their training setting and immediately put their insights into action. Sustainable, practical change and strong adult learning principles in practice are her foci.

Becky has helped many Bob Pike Group clients realize cost savings and training efficiencies through utilizing a participant-centered approach. Some Bob Pike Group clients who have consulted with Becky are: Bose, Cisco Systems, Coca-Cola, Hewlett Packard, Intel North America, Interval International, Karl Storz, Kellogg's, Kimberly Clark, Kraft, Medica, Microsoft, Minnesota Education Association, National Park Service, Sepracor, Tampa Electric, Target Corporation, Uline, USA TODAY Education and Wells Fargo.

Becky is a certified K-12 teacher and received her master's degree from St. Mary's University. She is a member of the American Society for Training and Development and the National Speakers Association. She also is the author of the award-winning *101 Movie Clips That Teach And Train* and *Webinars with WoW Factor*.



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AHA!





Microlearning Refresher

Microlearning Definition: Training that is bite-sized and focused. It naturally fits into work and is delivered via smart device or computer.

True or False

- _____ Microlearning is new.
- _____ Microlearning responds to business needs faster.
- _____ Microlearning is about duration.
- _____ Microlearning is only video.
- _____ Microlearning increases employee engagement.
- _____ Microlearning makes information easier to consume.
- _____ Microlearning only works for simple topics.
- _____ Microlearning proves the impact of learning.
- _____ Microlearning replaces traditional learning.
- _____ Microlearning is only self-directed.



Notes



Questions to Ask

Project:

What is the name of the course?

Purpose:

Why is this course important?

Why are we developing this course?

What business challenges are we facing that make this course important? Examples: *To gain highest ratings on customer service. To reduce turnover.*

Behavior:

What specific behaviors do you want to observe in the participants AFTER the training?

What behaviors support the success and lead to stated business outcomes?

Are these different for different audiences?

Attitudes:

What attitudes of participants would you like to shift?

Are there any attitudes of participants that you would like to surface?

Activities:

What activities could the participants do DURING the class to drive toward desired behaviors and attitudes?

Content:

Which content is needed for participants to complete activities?





Instructional Design Fast Process

1. Name your project.
2. Identify purpose or business goal(s) this training meets.
3. Determine desired behaviors on the job.
4. Identify any attitudes you would like to surface or shift.
5. Brainstorm potential classroom activities to drive toward desired behaviors/attitudes.
6. Choose best activities.
7. Determine which content is need-to-know to do the activities.





Microlearning Engagement Ideas

Microlearning Delivery

- Article
- Attendance
- Audio Slides
- Flip Chart Slides
- Group Interaction (LIVE text, audio messages, pictures, videos or lessons already created)
- Interactive Module
- Job Aid
- Live Meeting
- Live Stream
- Questions
- Quiz
- Survey
- Video

Reinforcement

- Email Newsletter
- Flash Cards
- Game Break
- Infographic
- Live Meeting
- Practice Exercises
- Questions
- Quiz
- Reflection Activities
- Refresher Module/Video

On-Demand Knowledge

- Article
- Blog Post
- Demonstration Video
- Job Aid
- Operational Guideline

Support And Stand Alone Content

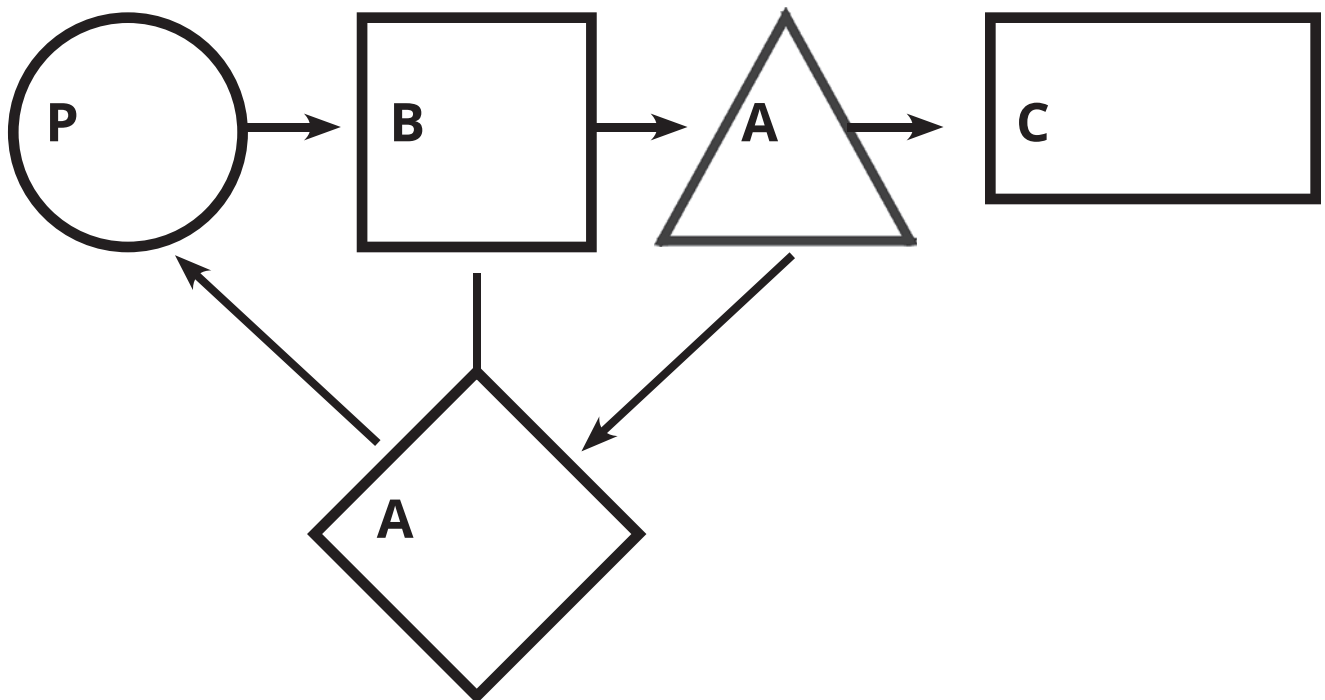
- Best Practices
- Employee Help Desk Contact Info
- Help Desk Hours
- Online Discussion Forum
- Question & Answer Application
- Subject Matter Expert List

Others:



Instructional Design — Fast

My Project: _____



Purpose:	Behaviors:	Activities:	Content:
	Attitudes:		



Objectives Term List

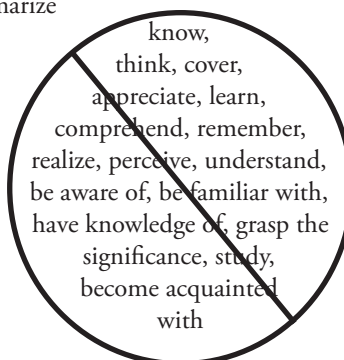
Training Module Title: e-learning Basics: Asynchronous, synchronous and blended learning approaches

OBJECTIVES: After participating in e-learning Basics, learners will be able to:

1. Summarize the study results of e-learning effects on participants.
2. Give examples of blended learning approaches to training.
3. Define terms associated with e-learning.

Examples of performance verbs include:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
acquire	associate	apply	analyze	arrange	appraise
cite	classify	accelerate	appraise	assemble	assess
collect	compare	calculate	classify	collect	choose
count	compute	change	compare	combine	conclude
define	contrast	complete	connect	compose	convince
distinguish	describe	demonstrate	contrast	construct	critique
draw	differentiate	dramatize	criticize	create	criticize
identify	discuss	employ	debate	design	determine
indicate	distinguish	examine	detect	detect	decide
label	explain	experiment	diagram	formulate	discriminate
list	estimate	generalize	differentiate	generalize	estimate
name	examine	illustrate	distinguish	integrate	evaluate
point	express	interpret	divide	invent	grade
quote	illustrate	interpolate	estimate	manage	judge
read	interpret	locate	examine	modify	measure
recall	interpolate	modify	experiment	organize	rank
recite	locate	operate	explain	plan	rate
recognize	predict	order	infer	prepare	recommend
relate	report	plan	inspect	produce	revise
repeat	represent	predict	inventory	propose	score
select	restate	prepare	order	rewrite	select
show	review	practice	question		support
state	translate	relate	separate		test
tabulate		report	summarize		
tell		restate			
trace		review			
write		schedule			
		show			
		sketch			
		solve			
		translate			
		use			
		utilize			



AVOID using these words or phrases as they are too general and are **NOT** measurable.



Microlearning Checklist



- ☐ Keep them short, one to five minutes.
- ☐ Have one key point per microlearning that is relevant to the content.
- ☐ Optimize for multiple devices including smart devices.
- ☐ Objective should focus on a concept, present a fact, outline procedure, cover a job aid, share feedback.
- ☐ Follows a drip feed for consistency
- ☐ Keep it interactive. Use a wide variety of engagement from surveys and games to videos or infographics.
- ☐ Make it fun.
- ☐ Right time, right content.

	Before	During	After
Content	X		
Level setting knowledge			
Follow-up			X
Provide feedback	X	X	X
Just-in-time scenarios		X	
Introduction to company	X		
New system roll-out	X	X	X
Ongoing awareness of a situation		X	X
Welcome new hires	X		



Where to Go

<https://axonify.com/microlearning/#myths>

<http://bit.ly/BPGDeloitte>

Careers and learning: Real time, all the time **2017 Global Human Capital Trends**

Brain Rules: 12 Principles for Surviving and Thriving at Work, Home and School by John Medina

How We Learn: The Surprising Truth About When, Where and Why It Happens by Benedict Carey

Make it Stick: The Science of Successful Learning by Peter C. Brown, Henry L. Roediger III and Mark A. McDaniel

The Microlearning Guide to Microlearning by Carla Torgerson





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