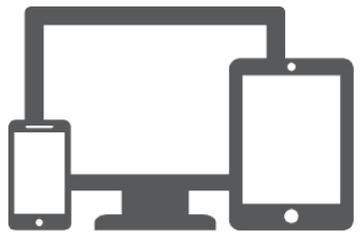


A CASE FOR MICROLEARNING

MICROLEARNING

is learning in short, digestible chunks, or nuggets, that are easily accessible via today's devices.



WHY MICROLEARNING?



Attention spans are **DROPPING** at the same time that technology is **ADVANCING** and **INCREASING** in usage.



NOT JUST MILLENNIALS

Our average attention span has fallen to just **8 SECONDS.**



BENEFITS OF MICROLEARNING

FLEXIBILITY

A digital format allows users to learn whenever and wherever. Professionals today value their time. Flexibility increases motivation to learn.



RELEVANCE

A feature of microlearning is its **targeted** curriculum. Learners stay up-to-date and informed on the most current topics.



RAPID AUTHORIZING

Content can be authored much quicker than traditional courses. Designers can respond to new trends faster and create lessons in a short amount of time.



COST EFFECTIVENESS

It costs less to produce than traditional methods, and costs less for the user. Overhead costs are reduced and users can spend more of their time working instead of in the classroom



LEARNER RETENTION

Research has shown that learners retain information better when there is a social aspect involved, as well as more flexibility in time and location.



\$160 BILLION

is the annual amount spent by U.S. businesses on employee learning and training

TECHNOLOGY IS CHANGING RAPIDLY

Technological turnover is leading to a skills half-life of only **2.5 years** for any given role, which results in a big need for training. Microlearning can respond to trends much quicker and lessons can be created at a much faster pace to keep up with new changes.

21%

of an employees time is wasted as a result of inadequate skills.



TRADITIONAL TRAINING is not always the best solution



- workers spend over 30 hours a year in training
- training cannot be created quickly (43-185+ hours)
- fewer than 15% apply what they learn
- within 30 days, 80% of what they learn is forgotten

JOHN SWELLER'S COGNITIVE LOAD THEORY



Microlearning's roots were formed from **Cognitive Load Theory**, developed by educational psychologist John Sweller. Cognitive load is increased when unnecessary demands are imposed on a learner, making the task of processing information overly complex. Microlearning eases the cognitive load by allowing the user to consume short digestible chunks.

1-2 LEARNING OBJECTIVES

per lesson is ideal, instead of the traditional 4-5 objectives, reducing the cognitive load on the learner.

Sources:
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