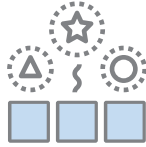


1 Keep it short.



This is a no-brainer. But how short? Two minutes? Five minutes? Ten minutes? What does the evidence say? In Guo et. al. (2014) the authors found that learners begin to disengage from instructional videos after about eight minutes.

2 eLearning lessons are always chunked.



So then, what's the difference between microlearning and chunking? Chunked instruction relies on what precedes it and what follows it. There is a natural sequence. Microlessons stand alone, without requiring a fixed sequence with other microlessons.

3 So, microlessons should be under eight minutes.



But what dictates the actual length of each microlesson? Answer: The learning objective. Each microlesson should focus on a single learning objective.

4 Create short microlessons less than eight minutes focused on individual learning objectives.



Is this enough? No! From over 100 years of research we know that our learners quickly forget. Just because a lesson is short does not mean they won't forget it. How do we ensure that they remember what they have learned? Answer: Retrieval Practice.

5 What's Retrieval Practice?



Retrieval Practice requires the learner to actively recall and use previously learned knowledge. The best way to do this is to use adaptive questioning.

TEN

EVIDENCE-BASED TIPS FOR CONVERTING ELEARNING TO MICROLEARNING

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6 How does adaptive questioning work?



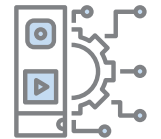
There are many different algorithms for adaptive questioning but the basic idea in all of them is the same: Require the learner to answer questions until he/she has "retired" all the questions by answering them all correctly a fixed number of times in a row. We recommend two.

7 What are the best types of questions for retrieval practice?



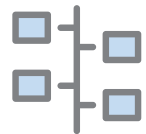
Open response questions are best, but of course that takes a human grader, so most instructors use multiple choice questions. With some practice you can write higher cognitive level M/C questions that go beyond mere recognition. Standardized test developers do it all the time.

8 Do I need to create new content?



Probably not. You should have plenty of course material (videos, audios, PDFs, animated graphics, etc.) that can be repurposed into microlearning.

9 Any other tips?



Try interleaved practice. What's that? Don't have your learners just practice one topic at a time. Interleave retrieval practice questions from different topics. Research shows that when you interleave practice, long term learning improves.

10 Remember to space the learning and adaptive questioning over time



Take advantage of "the spacing effect." (There is a lot of research that shows that spacing learning in small chunks over time [days or even weeks] is preferable to traditional "massed" learning.)

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