




TRYING MICROLEARNING IN K-12 PD

A multimedia introduction to using microlearning for K-12 professional development. In a short span of time, you'll be able to pilot microlearning as an administrator, instructional coach, or consultant.

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 Version 1.0

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How to Use This

This resource collection is intended to prepare trainers, coaches, and others to use microlearning as/with K-12 PD. Our target audience is the working professional, who, much like the people he or she serves, is limited on time.

Within the span of 30 minutes, you should have the information and tools you need to develop your first bit of microlearning. Feel free to return to different components or break up your time with this collection across a few sessions.

This resource collection includes a preparatory document answering common questions with microlearning, a parallel audio version of these questions and answers, several templates to begin designing microlearning, graphics, and resources needed for each template, as well as an evaluation checklist. **Download the full collection below.**

After delivering your first bit of microlearning to your participants, you will be ready to dive further into either of the subsequent collections in this series: *Theorizing Microlearning* or *Troubleshooting Microlearning*. After both, the final collection in this series is *Teaming Microlearning*. In total, these will help you become the microlearning leader in your region.

The primary use of microlearning being examined is for K-12 Educator Professional Development.

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**Whisper Course
Banners**



Audio Companion

Microlearning Q&A

Microlearning raises many questions. Answering these questions directly serves as an as-needed and time-sensitive introduction to Microlearning. Each answer below has paired items to ponder and reflect on as desired.

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What Is Microlearning?

Objective: I can define microlearning.

Like the term personalized learning, there is no shortage of microlearning definitions. Some definitions are broad, covering everything from flashcards to video libraries, while others focus on narrow sets of best practices for particular forms.

If you were to ask someone to haphazardly guess, they would likely say something like “short learning.” Ask the average learning & development professional, and they would likely add that microlearning is “less than 10 minutes long, on one topic, and usually a video” Check in the most popular book on microlearning, and they would define it as “an instructional unit that provides a short engagement in an activity intentionally designed to elicit a specific outcome from the participant” (Kapp & Defelice, 2019, p.11).

Each of these definitions is useful in certain contexts. As stated in 2021’s *Microlearning in the Digital Age*, “To date, the term microlearning has not been adequately defined. While practitioners may agree that microlearning is short, how short and in what modalities it can best be delivered is up for debate” (Torgerson, 2021, p.19). These debates revolve around whether microlearning includes or does not include performance support, where it is appropriate, and if it is only digital. Perhaps the most well-known debate for microlearning is “just how short does it need to be?” 2 minutes? 5 minutes? 10? 20?

I’ll leave these debates up to researchers and theorists for now. Until consensus arrives, the most practical definition of microlearning may be any “educational experience that is focused, short, and effective” (Torgerson, 2021, p.20). Focused in that it has a single, small objective. Short in that it takes no more time than necessary. Effective in that it can take any form or use any strategy or technology (or lack thereof) to best meet the participant’s needs.

"Ponder This!"

Where might it make sense to use one definition and where might it make sense to use another? How can confusion around the definition of microlearning lead to poor implementation?

Microlearning is never:

"Chopped Up" Training

Right for Everything

Microlearning can be:

Digital

Physical

Formal

Social

Microlearning is often:

Engaging

< 10 Minutes

Microlearning is:

Short

Focused

Need-Based

How Is Microlearning Different From What I Already Do?

Objective: I can identify what makes microlearning unique.

Odds are that you probably already do something that could be considered microlearning. However, this is most likely “accidental” microlearning or perhaps “organic” microlearning. What characterizes the modern microlearning push is an emphasis on the way it is designed. We can consider this “intentional” microlearning.

Intentionally designed microlearning is first conceptualized and designed as microlearning. Courses and experiences that are “chopped up” into short chunks after the fact are not nearly as effective as something that originates as microlearning. Badrul Khan states as much in *Microlearning in the Digital Age*: “Despite the growing consensus on the use of microlearning and its benefits for performance development and education, experts agree that microlearning is not achieved by merely cutting up existing content into small pieces” (2021, p.5)

Intentionally designed microlearning will also have an identified use case and purpose that places it in relation to any other learning. Most often, the use cases are to prepare for a later learning experience, to practice a skill, or to act as post-instruction.

Intentionally-designed microlearning also emphasizes participant-based language rather than student-based language. As microlearning can be used for affective purposes as well as performance support and can be both formal (course) as well as informal (looking up something on YouTube), “participant” is a more accurate term. Individuals are not always encoding information for the long term nor are they in a classroom. Sometimes they are “recalling the process to fill out a company mileage report, or reviewing the expectations for holding web-based conference calls prior to an online event” (Kapp & Defelice, 2019, p.46).

"Ponder This!"

What does the term participant imply? Why do you think it is useful for microlearning to have an identified use case?

Why the Sudden Buzz About Microlearning?

Objective: I can identify at least one reason why microlearning is becoming more popular.

There are several reasons why microlearning has been trending. Torgerson & Iannone in *What Works in Talent Development: Designing Microlearning* identify three factors that are pushing it to the forefront: mobile devices, social connectedness, and time scarcity.

A common example of microlearning is as informal performance support via YouTube and Google. Audiences have become used to consuming quick bits of information digitally on an as-needed basis. If I need to find out how to fix a door hinge, I just quickly pull up a video on it. “As a result [of these habits], workers are now pressuring their employers to provide similar instructional approaches for their workplace training” (Torgerson, 2021, p. 17). Likewise, social media and other digital tools have increased the ease with which people can connect to experts and share ideas.

The third factor identified is likely the one that brought you to microlearning: a lack of time. Both in our professional and personal lives, time is a precious commodity. It is not about keeping training short, it is about keeping training short while being efficient; it is about a desire to use our time well.



Beyond this, however, one reason for the buzz is simply the term “microlearning” itself. Microlearning was only coined in the last couple of decades (Friesens and Hug, 2007, p. 16). In many ways, the buzz has simply been about having a common term for a set of practices that have already been taking place.

"Ponder This!"

Why else might microlearning be on the rise? Opposite this, where might resistance to microlearning come from?

What Is the Research Behind Microlearning?

Objective: I can articulate a piece of research that supports microlearning.

Microlearning can be segmented as either performance support or as spaced learning. Microlearning that acts as spaced learning encompasses the majority of use case categories: preparatory, practice, pensive, persuasive, and post-instruction. For spaced learning, the argument often draws on Hermann Ebbinghaus' forgetting curve.



"Ebbinghaus found that memories decayed over time. However, he found that when he reintroduced content at certain prescribed intervals, he could diminish the forgetting process" (Kapp & Defelice, 2019, p. 57). The value of spaced practice is confirmed by John Hattie's Visible Learning study of five meta-analyses on the topic, where he concluded that spaced practice "has the potential to considerably accelerate" student achievement. As stated, "The claim is that students are better able to commit information to memory when they study that information in spaced (or distributed) intervals rather than all at once in a "massed" interval. Spaced practices involve practice broken up into a number of shorter sessions, over a longer period of time. Massed practice consists of fewer, longer training sessions" (VisibleLearningMetaX.com). While spaced practice is common for K-12 students, current professional development for educators is infamously massed and forgotten.

For performance support, the argument is that the external tool (whether it be video, graphic, text, or other) simply helps alleviate the cognitive load and reduce errors in performance. The effectiveness varies greatly depending on the situation, content, presentation, and learner. That said, a classic informal method of performance support is the mnemonic, which also has the "potential to considerably accelerate" student achievement (VisibleLearningMetaX.com).

"Ponder This!"

How might you assess the effectiveness of your own microlearning? How could you compare it to traditional approaches without microlearning?

Where Should I Use Microlearning?

Objective: I can identify where microlearning should and should not be used.

Certainly, microlearning should be used for K-12 professional development in combination with other approaches. As observed by Crawford and Semeiuk in *Recognizing Design-Based Research as Coursework and Experiential Support: Micro-Learning as Integrated Teacher Candidate Coursework and Field-Based Understandings*, “Microlearning efforts address the inherent needs of a teacher educator, through short, focused, cognitive microlearning events that are started through a teacher education program’s mobile application environment”

That said, Torgerson & Iannone (2020, p.47) suggest not using microlearning if:

- Seat time is mandated by law.
- The content is complicated and/or needs to be covered in depth.
- It is hard to break the content into discrete chunks.
- The content is entirely new to the learner.

Otherwise, there is likely some type of microlearning that could benefit K-12 professional development.

"Ponder This!"

What work are you currently doing that could benefit from microlearning? How could you have used microlearning in past work?

Side Note: In K-12 Classrooms?

Theo Hug in *Microlearning in the Digital Age* notes that intentionally designed microlearning as outlined by Kapp & Defelice or Torgerson & Iannone is likely not appropriate for K-12 learners due to the “panoptic” and “industrial” nature of their specific approaches (2021). Others have noted that it may be appropriate when strategically used to support flipped classrooms or personalized learning efforts.

Is This Resource Collection Microlearning?

Objective: I can identify how microlearning is often context-sensitive.

This resource collection may or may not be considered microlearning due to 1) your definition of microlearning, 2) how you are engaging with this collection, and 3) the context in which it is being presented to you.

If you are simply reading or listening to the materials in one sitting or working with an instructor coaching you through the materials, this is probably not microlearning. If you are working through it piecemeal or returning to sections for support, it may be microlearning.

Even if something is not intentionally designed as microlearning, there are still microlearning principles that can be useful such as 1) keeping content short and to the point, 2) focusing on answering or supporting small, achievable goals, and 3) carefully considering how an audience will best absorb information. This resource collection certainly follows those principles.

"Ponder This!"

Why might it be inappropriate to use microlearning to teach microlearning? How can you apply microlearning principles in your work even if it is not fully microlearning?



What Are the Types of Microlearning?

Objective: I can identify the six use cases of microlearning and the four purposes of microlearning.

A key component of intentionally designed microlearning is how it is placed in relation to other learning. For intentionally designed microlearning to be successful, it needs to have a clearly identified use case and purpose. This helps guide the design and does not need to be identified to participants. Each of these use cases and purposes may be in mediums that best align with them, but no use case or purpose is relegated to a single medium.

The six use cases as outlined in *Microlearning Short and Sweet* by Kapp & Defelice are:

- Pensive - Have participants reflect on an idea, situation, or learning task.
- Performance - Provide just-in-time, point-of-need support for a task.
- Persuasive - Modifies the behavior or habits of the participant.
- Post-Instruction - Complements a larger training initiative already taken.
- Practice - Reminds participants to practice and coaches them on a skill.
- Preparatory - Sets up a larger learning event.

Meanwhile, each of the use cases can serve one or more of the following purposes identified by Kapp & Defelice on page 43 of their 2019 book.:

- Supplement - "offering different ways to engage the learner"
- Reinforce - "reinforce training content that is used often and is vital for job performance"
- Augment - "provide an opportunity to build confidence in performing tasks"
- Remediate - "remediate poor or incorrect performance and behaviors"

Again, it is key that you understand how the microlearning you design relates to other pieces of training.

"Ponder This!"

Other scholars on microlearning divide these cases differently. Are there any use cases that you could combine? Are there any other use cases that you can think of?

What Are the Ways Microlearning Can Be Delivered?

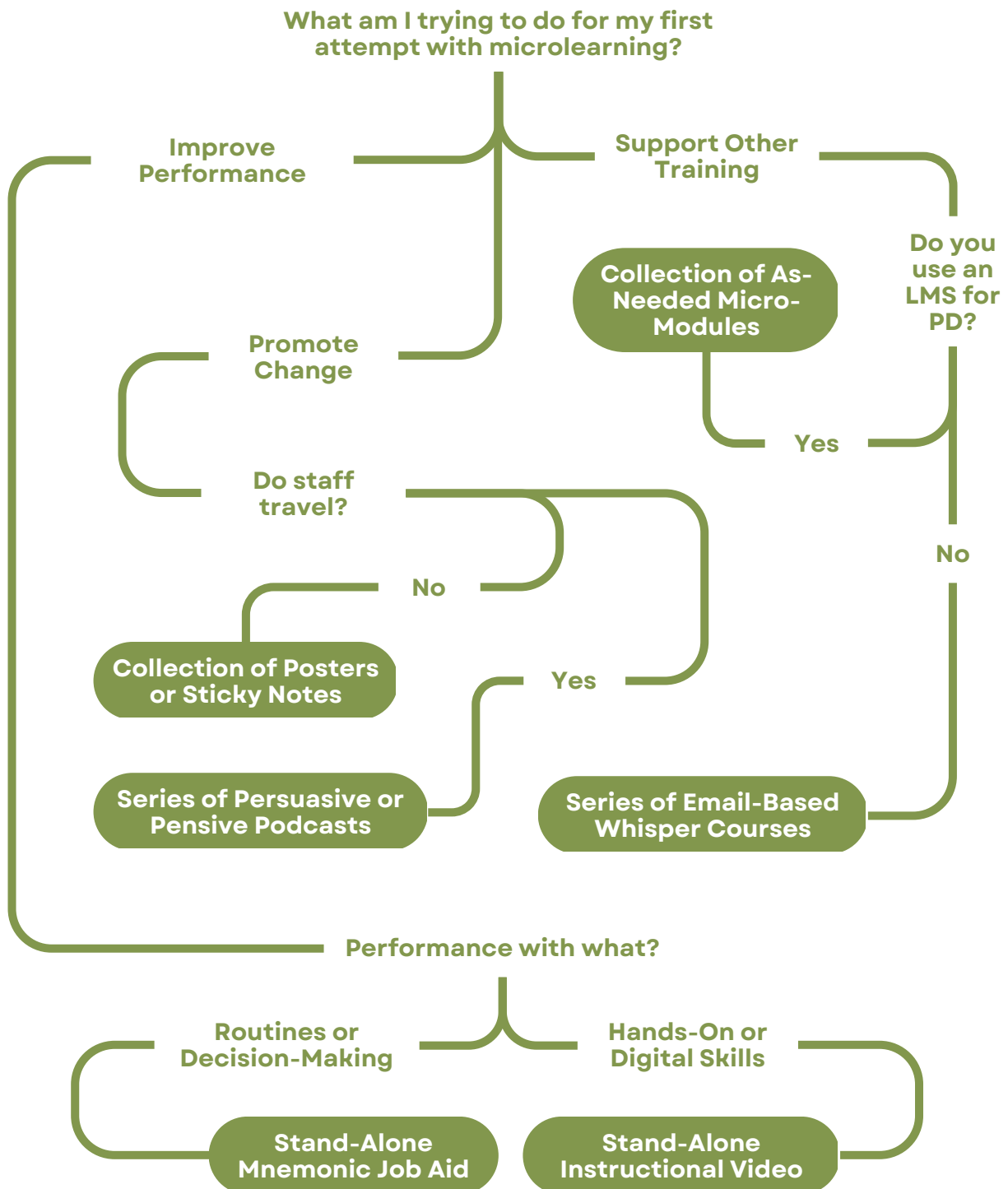
Objective: I can identify at least two different ways microlearning can be delivered.

Microlearning can be delivered independently or as part of a series or collection and can be presented in a variety of mediums.

A single piece of microlearning is often appropriate as a job aid or for quick items such as information on how to use dropdowns in Docs. However, most microlearning occurs in a series or collection. While series and collections are both groups of microlearning, each piece of microlearning in both should still be able to stand on its own. Series are best for when you are trying to space learning for either practice, post-instruction, pensive, or persuasive use cases. Collections are best when you are preparing people for a larger learning event or want them to engage on an as-needed basis.

Microlearning can occur in the following mediums. For each of these mediums, best practices are identified in subsequent collections.

- Text-Based Resource - A broad category covering everything from job aids to executive-level summaries. The cheapest, quickest, and most flexible microlearning medium.
- Email or Whispercouse - A subcategory of text-based resource where scheduled emails marked as microlearning provide a short engaging learning experience. Whispercouse is the common name for this medium and originated from management training practices at Google. Schedule send options make these great for spaced series.
- eLearning - Microlearning that is placed in an LMS, website, apps, or digital collection. eLearning can allow you to organize microlearning series non-sequentially and add interactivity such as through scenario-based learning. Allows for tracking of participation.
- Video - Short videos that are used to highlight processes, procedures, and emotional responses. A relatively time-consuming medium to create within. Individuals looking to use video should first explore either crowdsourcing or curating content before creating their own.
- Infographic - Graphics that help tell a story visually. Best when using lists, data, how-to guides, flowcharts, timelines, comparisons, and hierarchical structures (Torgerson & lanonne, 2020, p. 19)
- Podcast - Short audio segments that are best used for participants who travel frequently or are engaging in training outside of work: i.e. listening to podcasts while doing chores.



"Ponder This!"

What medium do you feel most comfortable with? What situations might lead you to use a different medium than that?

How Do I Start Designing Microlearning?

Objective: I can identify a microlearning model or select a microlearning template.

There are several models that one can use to design microlearning. However, microlearning can be designed using more traditional models of instructional design, just on a smaller time scale. ADDIE, SAM, Spiral Model, and others can be used with slight modifications. For specific microlearning models, Torgerson's MILE is a good starting point. She suggests developing microlearning in the following order with the understanding that one may need to return to early stages as needed:

- 1. Identify Performance Objectives
- 2. Determine Program Technology & Structure
- 3. Create or Select Resources
- 4. Promote
- 5. Monitor, Modify, and Evaluate (Torgerson, 2016, p. 80)

One element that is unique to this model is the idea of promotion. Unless your microlearning is required for participants, it needs some way of drawing them in. This can be done by making the microlearning gamified, creating it on a “need to know” topic, or marketing it. She suggests making the content easy to find and using posters, promotions, and reminders of optional microlearning.

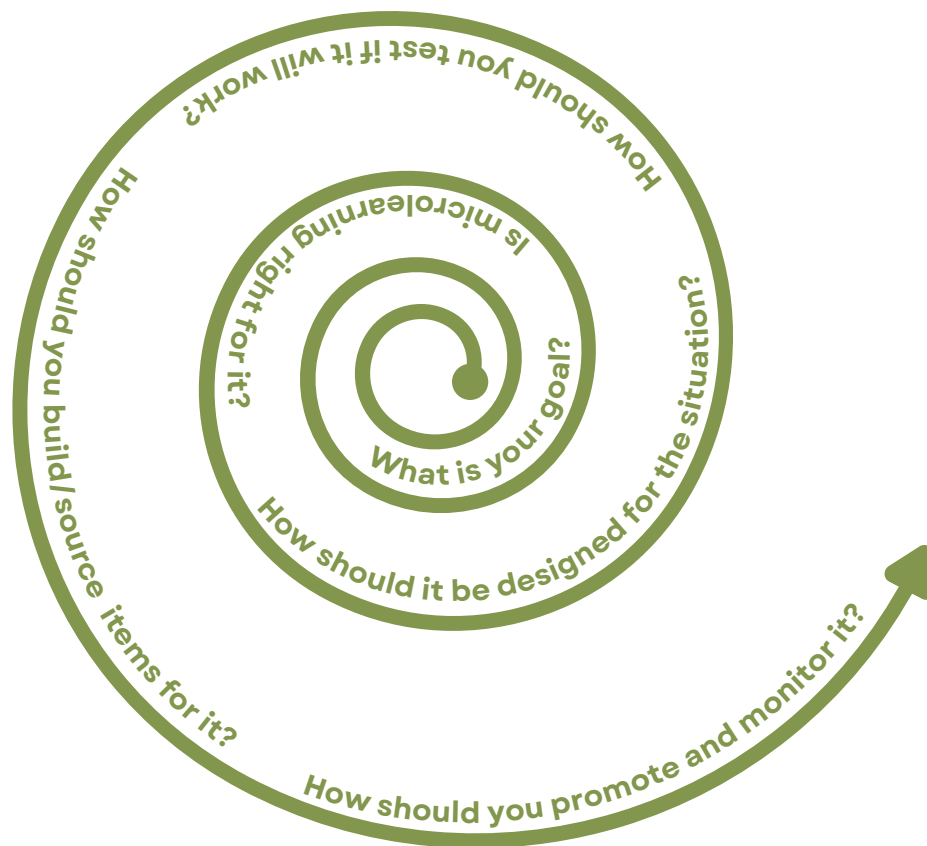
NOTE: Another model that is worth being aware of is the RREDS Microlearning Model. Although it should not be used for your first attempt with microlearning, it is a recursive model that draws on constructivist theory. In short, it frames microlearning as short events that help build on and adjust prior understanding. More information on it can be found in *Microlearning in the Digital Age*.

In addition to any of the models mentioned above, it is suggested that you document and save your microlearning. This should be a copy of the microlearning along with any design documents. This is beneficial for others as well as for yourself if you wish to reuse or adapt the microlearning. As microlearning is often quick to create and deploy, it is equally easy to forget this important step.

If you have never intentionally designed microlearning before or need some help putting it into practice, it is encouraged that you use one of the templates in this collection.

A Spiral Model of Microlearning

The Spiral Model of Instructional Design proposed by Cennamo & Kalk may prove especially fruitful as a middle ground between ADDIE and more agile methods, with each "loop" around building to greater clarity. Here, it has been simplified into six quick questions for developing microlearning.



"Ponder This!"

What areas do you anticipate struggling with when implementing microlearning for the first time? Where could you look to find answers and troubleshoot issues with your microlearning?

Quick-Start Templates

Microlearning has plenty of uses and formats. To help your first time with microlearning be successful, the collection has five ready-made templates with paired use cases, mediums, and purposes that align well. A variety is selected to show the full range of microlearning options. Each template shows one way that microlearning can be used in conjunction with or as professional development for educators. None of the templates require an LMS or Microlearning tool/platform.

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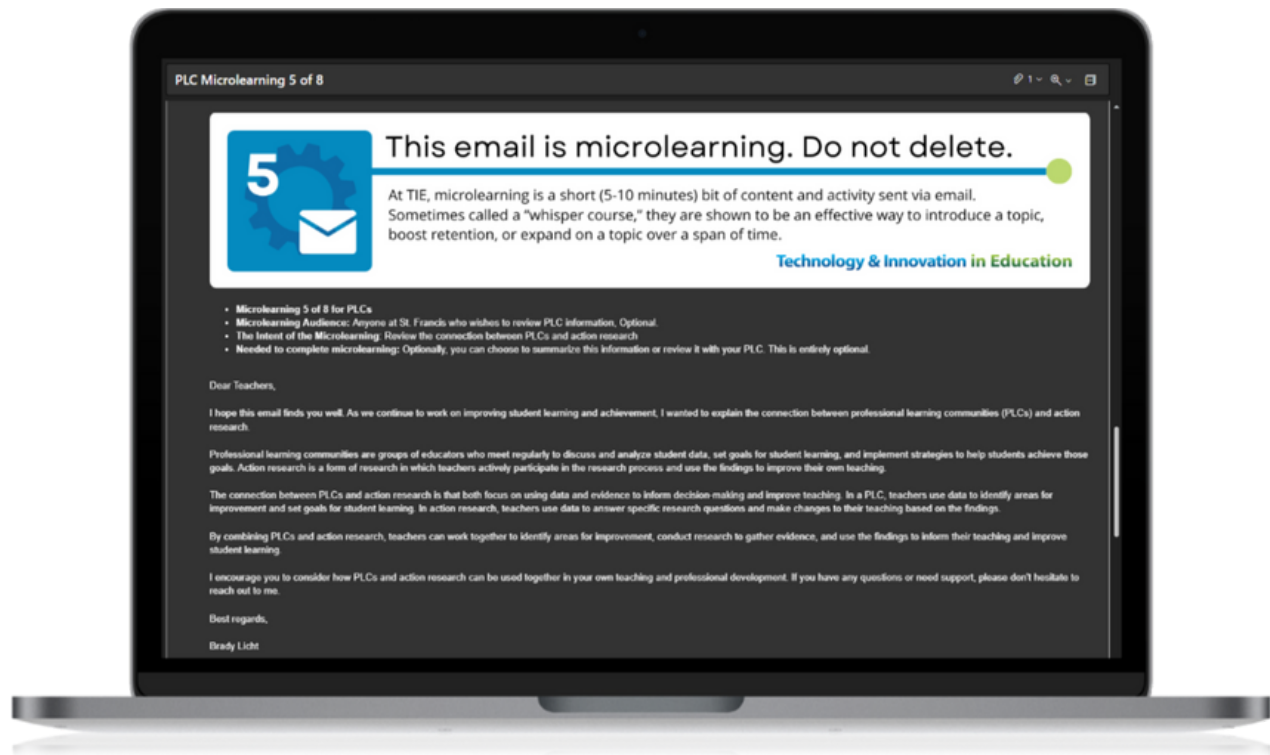
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5. [Quick-Start Template: Persuasive Sticky Notes](#)



Quick-Start Template: Follow-Up Email

This microlearning quick-start is an email or series of emails set to send on a schedule as a follow-up to a day of traditional professional development. The email can be a short reminder of what was covered and/or a prompt to practice the ideas of the PD day. This is often the best way to start implementing microlearning.

- **Purpose:** The learning materials will be used to reinforce or augment the learning
- **Use Case:** The learning materials will act as post-instruction or practice.
- **Delivery:** Single or Series of Scheduled Emails / [Whisper Course](#)
- **Audience:** Educators who have already engaged in learning on a topic.



1. In a document, answer the following questions:
 - a. Who are the participants of this microlearning? What do you know about them?
 - b. What is the outcome of this microlearning? If this is a series, what are the outcome(s)?
 - c. Will this be required or optional? If optional, how will you encourage or incentivize participation? If required, how will you check for participation?
2. In the same document, draft the email. In this email include the following:
 - a. The name of the microlearning (and its number in a series).
 - b. Whom the microlearning is intended for. This helps in case the email is sent to the wrong people or is not relevant to all individuals on a mailing list.
 - c. The intent, goal, outcome, or success criteria of the microlearning. Your audience will not care which term you use. They just want to know the “why” of the microlearning.
 - d. What is needed to complete the microlearning? For required items, list exactly what is necessary. For optional items, this is simply a place to include any brief instructions.
 - e. The content of the microlearning. This should include all the information that you are trying to get across. This can include an embedded graphic or less than 300 words of text. It can also include links to videos and articles, but these should be mobile-friendly and sparsely used. If you are short on time, consider using [ChatGPT](#) or other generative AI to help develop content.
3. [Schedule](#) the emails:
 - a. Copy the draft into a new email. Make sure to properly format it in a way that is easily engaged with.
 - b. At the top of the email, embed a banner graphic that indicates it as microlearning. [You can download microlearning banner graphics without the TIE branding by clicking here.](#)
 - c. If the emails are in a series, consider sending each as a reply to an announcement about the microlearning to make it easy for participants to locate them.
 - d. Schedule the emails in a way that makes sense for your participants and topic. This could be weekly, monthly, or in increasing intervals. Make sure to consider what days of the week and what times of the day work best for them.
4. Keep an eye on the microlearning as it is delivered. Pay special attention to what times seem to work best for your audience. Adjust the microlearning plan as needed.

NOTE: As an alternative to this template, you may wish to use [re:Work's and Google's Whisper Course template.](#)

Quick-Start Template: Job Aid

This microlearning quick-start is a one-page document that visually shows the steps to complete a process. This can be a great way to provide performance support for a tech tool used by educators. What process do you see educators struggling with?

- **Purpose:** The learning materials will be used to supplement or reinforce the learning.
- **Use Case:** The learning materials will act as performance support.
- **Delivery:** Single Infographic and/or text-based resource.
- **Audience:** Educators or staff struggling with a process or procedure.

1. In a document, answer the following questions:

- a. Who are the participants of this microlearning? What do you know about them?
- b. What is the outcome of this microlearning?
- c. How will you encourage or incentivize participants to use the microlearning?

2. In [Canva](#), [Adobe Express](#), or another graphic design tool, draft the microlearning:

- a. Start from an infographic or job aid template.
- b. At the top of the template, include the basic information:
 - i. The name of the microlearning
 - ii. Whom the microlearning is intended for.
 - iii. The intent, goal, outcome, or success criteria of the microlearning. Your audience will not care which term you use. They just want to know the “why” of the microlearning.
 - iv. Provide brief instructions about when to use the microlearning.
- c. Develop the content of the microlearning. Use screenshots (Windows + Shift + S is the Window’s Snipping Tool) and pictures to make steps easy to follow. When in doubt, follow KISS: Keep It Simple, Silly.

3. Distribute the microlearning via email, mailed printouts, or downloadables in an LMS.

4. Formally or informally, evaluate the success of the microlearning. If time allows, evaluate at least the first and third levels of [Kirkpatrick’s evaluation model](#):

- a. Ask participants if they have found the microlearning useful and easy to use.
- b. Ask participants’ supervisor or examine their work to see if errors in the process or procedure are reduced.

Quick-Start Template: Preparatory Video Collection

This microlearning quick-start is an optional collection of short videos posted to a Wakelet board to help prepare educators for a day of PD. Two weeks before training, this board can be sent out along with a list of skills & knowledge recommended before going into the training. Each item on the board can correspond to a skill or bit of knowledge on this list. Wakelet's view count and reactions can allow for quick sorting of the best resources and provide engagement metrics.

- **Purpose:** The learning materials will be used to supplement or augment the learning.
- **Use Case:** The learning materials will act as preparatory microlearning.
- **Delivery:** Digital collection of videos.
- **Audience:** Educators who will go on to participate in a larger training piece and may be at different skill levels.

1. In a document, answer the following questions:

- a. Who are the participants of this microlearning? What do you know about them?
- b. What are the outcomes of this microlearning? What skills and understandings will they need to be successful in the upcoming training?
- c. Will this be required or optional? If optional, how will you encourage or incentivize participation? If required, how will you check for participation?

2. In [Wakelet](#), Google Sites, or another digital platform, curate at least one video per outcome.

I recommend Wakelet as it provides simple engagement metrics in addition to the quick organization of content. For each video placed on the Wakelet, make sure to identify what skill or understanding it will help the participant obtain. You can do this by modifying the video title or description. In the description of the entire Wakelet board, make sure to encourage participants to “thumbs up” items that they find beneficial to help their colleagues.

3. [Export a PDF of the Wakelet board as a backup.](#)

4. Promote the Wakelet and ensure that all individuals are aware of the Wakelet.

5. Monitor the Wakelet's usage. How many views does the board have? Which items were liked? If you created videos for the Wakelet board, how many views do those individual videos have? Consider surveying participants after the training to see if they felt the Wakelet board properly prepared them for the training.

Quick-Start Template: Mini-Podcast for Colleagues

This microlearning quick-start is a short podcast (less than 10 minutes) sent to individuals who often travel from site to site such as instructional coaches or technology coaches. It is often a quick summary or overview of a strategy to try, a coaching tip, or an encouragement to reflect on their practice.

- **Purpose:** The learning materials will be used to supplement or augment the learning.
- **Use Case:** The learning materials will act as pensive microlearning.
- **Medium:** Single, short podcast.
- **Audience:** Individuals who travel from site to site frequently.

1. In a document, answer the following questions:
 - a. Who are the participants of this microlearning? What do you know about them?
 - b. What is the outcome of that microlearning? What should participants know or be able to do due to this training? What will the training help them think more critically about?
 - c. Will this be required or optional? If optional, how will you encourage or incentivize participation? If required, how will you check for participation?
2. In the same document, script out the content of the podcast. If you are short on time, consider using [ChatGPT](#) or generative AI to get started. Make sure to refine and edit any generated scripts to best meet your needs. Make sure to start the script off by stating the goal, outcome, objective, or success criteria of the microlearning as well as who it is for. It is also good practice to start off your scripts by briefly stating who you are.
3. Record the podcast. You can do this using [Audacity, a free audio software](#). Alternatively, you could use a tool like [11ElevenLabs' Speech Synthesis](#) tool to generate audio.
4. Upload the podcast to where it can be shared from. This may be a podcast feed, but it may just as well be a Soundcloud account, YouTube, or a shared drive/cloud.
5. Inform participants of the podcast. If the microlearning is optional, implement your plan to encourage participation.
6. Evaluate the podcast's success by its download metrics as well as follow-up conversations or surveys with the participants to gauge their reaction to the microlearning.

Quick-Start Template: Persuasive Sticky Notes

This microlearning quick-start is a collection of statements to help promote a larger initiative or individual change. On several sticky notes around a workspace or building, you can include statistics, quotes from stakeholders, and encouragement. With leadership's permission, this can be a quick way to leave an imprint on a building after a day of training or coaching.

- **Purpose:** The learning materials will be used to supplement or reinforce the learning.
- **Use Case:** The learning materials will act as persuasive microlearning.
- **Medium:** Collection of text-based ideas on sticky notes.
- **Audience:** Staff struggling with a change in workplace, habits, or strategies.

1. In a document, answer the following questions:
 - a. Who are the participants of this microlearning? What do you know about them?
 - b. As a result of this microlearning collection, what change in behavior or effect are you seeking?
 - c. How will you ensure that individuals want to engage with this collection? How will you draw their attention? How will you gain permission to deploy this microlearning at a site?
2. In the same document, write out all the statements, statistics, quotes from stakeholders, and encouragement that will promote the change in behavior or affect. For each of these items, identify where it would be most effectively placed.
3. Handwrite these on sticky notes. Feel free to use different colors to color-code sets of sticky notes or indicate the type of text.
4. Place sticky notes according to the plan.
5. Formally or informally, evaluate the success of the microlearning. If time allows, evaluate at least the first and third levels of [Kirkpatrick's evaluation model](#):
 - a. Ask participants if they viewed the microlearning positively or negatively.
 - b. Ask participants' supervisors if they have viewed a change in their staff OR survey staff to see if their perspective has changed.

Microlearning Self-Evaluation

Product Checklist

To be successful, all microlearning must be:

- **A single unit** - It is a single instructional unit with “everything the participant needs contained within the unit” (Kapp & Defelice, p. 11). Items can be in a series, but each must be able to stand alone. Participants do not have to navigate elsewhere to complete it.
- **Short** - It does not last beyond 10 minutes maximum.
- **Incentivized** - It has at least one of the following elements to incentivize participation:
 - **Gamified** - “game-based mechanics, aesthetics, and game thinking to engage people” (Kapp & Defelice, p. 126)
 - **On a “Need to Know” Topic** - Topic is directly sought as performance support by participants.
 - **Marketed** - Some strategy is used to promote awareness of the microlearning. Full list of strategies are outlined on page 137 of *What Works in Talent Development: Designing Microlearning* by Torgerson and Iannone.
 - **Required** - Microlearning is mandated and required by the organization.
- **Activity-based** - It explicitly prompts or requires the participant to do something that helps reach the outcome.
- **Outcome-based** - It explicitly states what single specific and measurable outcome it is designed to elicit.



Product Checklist

To be successful, all microlearning must be designed with:

- **Documentation** - A record is kept that could include a copy of the microlearning along with any design documents.
- **Intention** - It is designed as wholly as microlearning rather than “haphazardly chopping up an hour-long course into five-minute pieces and calling it microlearning” (Kapp & Defelice, p. 12)
- **Participant-based language** - As microlearning can act as both performance support and promotion of long-term learning, a learner-centric language is not reflective of microlearning’s full functionality.
- **An identified audience** - The microlearning is designed with an intended participant audience in mind.
- **At least one identified use case or purpose** - This could be through Togerson's four identified uses, Kappy & Defelice framework, or any other understanding:
 - **Use Case** - It falls under one of the six use cases for microlearning outlined in *Microlearning Short and Sweet* by Kapp & Defelice:
 - **Pensive** - Have participants reflect on an idea, situation, or learning task.
 - **Performance** - Provide just-in-time, point-of-need support for a task.
 - **Persuasive** - Modifies the behavior or habits of the participant.
 - **Post-Instruction** - Completements a larger training initiative already taken.
 - **Practice** - Reminds participants to practice and coaches them on a skill.
 - **Preparatory** - Sets up a larger learning event.
 - **Purpose** - It falls under one of the four purposes of microlearning outlined in *Microlearning Short and Sweet* by Kapp & Defelice on page 43:
 - **Supplement** - “offering different ways to engage the learner”
 - **Reinforce** - “reinforce training content that is used often and is vital for job performance”
 - **Augment** - “provide an opportunity to build confidence in performing tasks”
 - **Remediate** - “remediate poor or incorrect performance and behaviors”

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