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Microlearning Online

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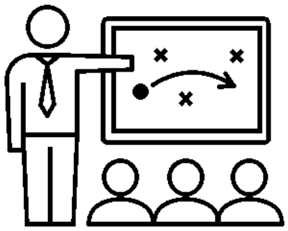

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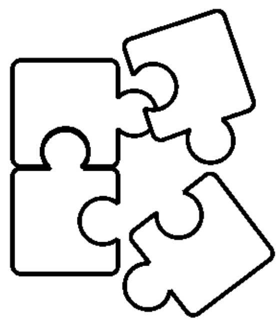

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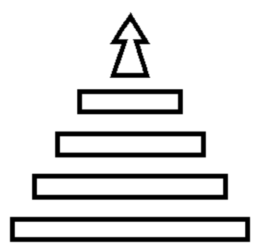

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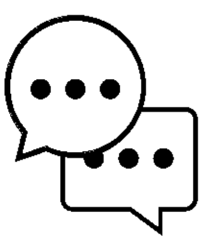

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Microlearning Online Certificate Program

PARTICIPANT GUIDE

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1640 King Street, Box 1443
Alexandria, VA 22313-2043
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Module 1:
What Is Microlearning?

Module Introduction

❑ Overview

In this module, we will look at what microlearning is and why it is important to learning professionals. We'll also look at some of the research that supports the use of short learning events. Then we'll wrap up by looking at where microlearning fits in your learning ecosystem.

❑ Module Learning Objectives

By the end of this module you will be able to:

- Define microlearning.
- Explain why microlearning has prominence in the learning landscape.
- Explain why microlearning is instructionally sound.

❑ Lesson Order and Topics

This module includes the following topics and lessons.

- **Lesson 1: What Is Microlearning?**
  - Microlearning Use
  - Microlearning Defined
  - Microlearning Lengths

- **Lesson 2: Why Is Microlearning So Exciting?**
  - Why Are Learning Professionals So Excited About Microlearning?
  - Benefits of Microlearning
  - Flywheel of Factors
  - The Power of Informal Learning

- **Lesson 3: Microlearning Effectiveness**
  - The Forgetting Curve
  - Training and Performance Support
  - Microlearning Effectiveness
  - Microlearning Barriers

- **Module Summary**

Lesson 1: What Is Microlearning?

❑ Introduction

It seems every person defines microlearning differently. Is it only e-learning modules, or do videos, blogs, and infographics count as microlearning? How long is a microlearning resource? Does it stand alone, or can it augment other classes or e-learning modules? In this lesson, we'll come to a clear definition of microlearning that we'll use throughout this program.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Define what microlearning is.

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Lesson 1: What Is Microlearning?

❑ ATD Research: Microlearning Use

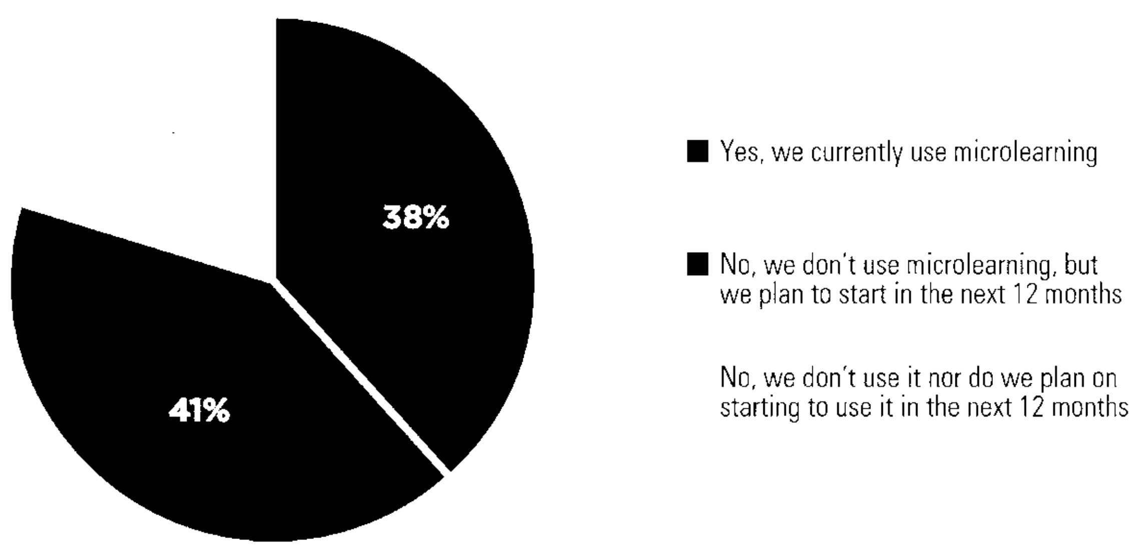
In 2017, ATD Research surveyed almost 600 people from a wide variety of organizations on their use of microlearning.

Almost 40 percent of people said they are currently using microlearning, and another 40 percent said they plan to in the next year. Only 20 percent said they have no intention of using microlearning.

As designers, microlearning is intuitively valuable—give people what they need in less time. And this data demonstrates that the industry is responding to this.

FIGURE 3: MICROLEARNING USE

Does your organization use microlearning?



Source: ATD Research, *Microlearning: Delivering Bite-Sized Knowledge* (Alexandria, VA: ATD Press, 2017).

Lesson 1: What Is Microlearning?

- ❑ **What is microlearning?**

What do you think? What is microlearning?

- ❑ **Microlearning Defined**

The term microlearning has very different meanings among learning professionals. Some say it should be as short as 90 seconds, others say it should be as long as 10-15 minutes.

Lesson 1: What Is Microlearning?

❑ The Modern Learner

From Bersin by Deloitte's infographic *The Modern Learner*, we learn:

- Employees only have 1 percent of their work week to focus on training and development.
- Most learners won't watch videos longer than four minutes.

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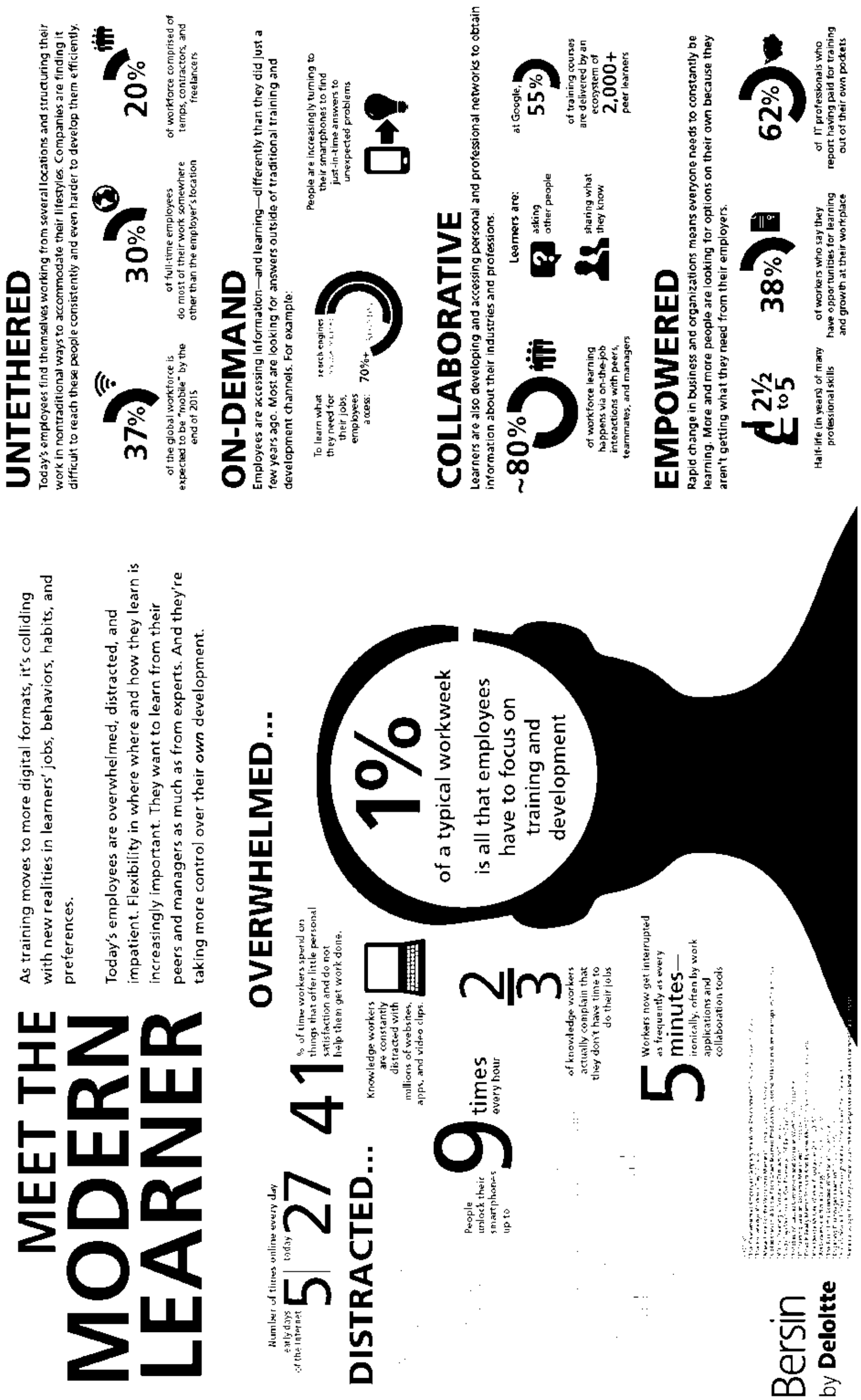
Lesson 1: What Is Microlearning?



Source: Johnson, Dani and Tauber, Todd, "Meet the Modern Learner" (Bersin by Deloitte, 2014).

Lesson 1: What Is Microlearning?

❑ Our Definition

It is important that we have a consistent definition of microlearning for this program. For us that will be any learning content that can be consumed in five minutes or less, such as:

- A five-minute e-learning module
- Five minutes of video
- Three to five pages of structured, well-spaced text (such as a blog or newsletter)
- One infographic.

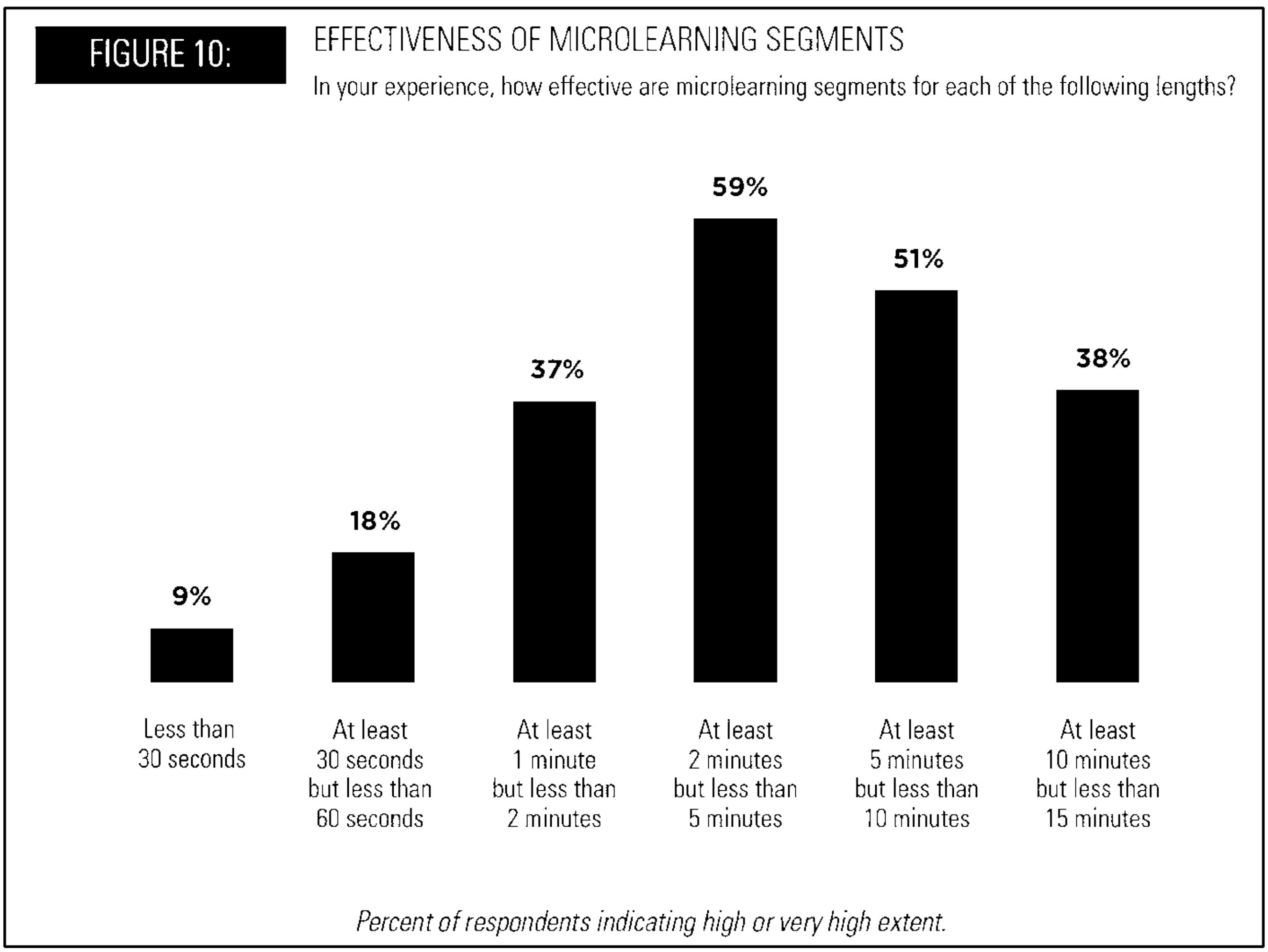
Lesson 1: What Is Microlearning?

❑ Microlearning Length Effectiveness

The following data comes from the ATD Research report *Microlearning: Delivering Bite-Sized Knowledge* (2017).

As you can see, instructional professionals who are using microlearning feel that the most effective microlearning segments are two to five minutes long. This aligns perfectly with our definition.

Note, though, that five to 10 minutes is also found to be very effective, so it's okay to go over that five-minute mark sometimes too.



Source: ATD Research, *Microlearning: Delivering Bite-Sized Knowledge* (Alexandria, VA: ATD Press, 2017).

Lesson 2: Why Is Microlearning So Exciting?

❑ Introduction

The learning and development community is very excited about using microlearning. There are sessions about it at all the major conferences, and it's a regular topic in blogs and articles.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Explain why microlearning has prominence in the learning landscape.

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Lesson 2: Why Is Microlearning So Exciting?

❑ Everything Old Is New Again

Microlearning really isn't new—it's more of an evolution of existing learning ideas, as evidenced by a number of factors in our industry:

- E-learning modules have gotten progressively shorter over the past 10 years.
- The idea of learners pulling a piece of content at the moment of need, especially for software training, has been around for 20 years or more.
- Electronic performance support is getting more prominence now, but it started with Gloria Gery's work in the early 1990s, and we were using paper-based performance support before that.
- We've talked about the importance of spaced repetition to cement learning since behaviorism was prevalent (in the first half of the 20th century).

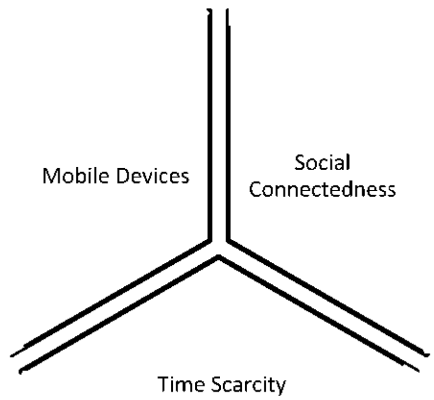
❑ Why Are Learning Professionals So Excited About Microlearning?

What do you think? Why are learning professionals so excited about microlearning?

Lesson 2: Why Is Microlearning So Exciting?

❑ Flywheel of Factors

There is a flywheel of factors that are coming together to make us recognize the power of microlearning, and how we can harness it at work.



Source: Torgerson, Carla, *The Microlearning Guide to Microlearning* (Torgerson Consulting, 2016).

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Lesson 2: Why Is Microlearning So Exciting?

❑ What Is Informal Learning?

Informal learning is learning that is done outside of the classroom, often without a specific curricular goal or learning objective.

❑ The Power of Informal Learning

We've come to realize the power of informal learning.

- Facebook users are much more politically engaged than most people (Pew Research Center, *Social Networking Sites and Our Lives,* June 2011).
- Of all workers, 20 percent say they use social media to get information that helps them solve problems at work (Pew Research Center, *Social Media and the Workplace Report,* June 2016).
- Twitter was cited as the number one tool for learning for seven years in a row—from 2009 to 2015 (Jane Hart's annual survey of the top 100 tools for learning, October 2016).

And we know that people are using internet search engines to find learning and performance support materials.

Lesson 2: Why Is Microlearning So Exciting?

❑ Do You Think You Have Too Much Time?

If you wanted to learn how to build a table of contents in Word and could choose a two-minute video, an eight-minute video, or a one-hour class, which would you choose?

❑ The Value of Going Micro

If you can address learning needs more quickly and efficiently, employees will be grateful (and so will their managers).

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Lesson 3: Microlearning Effectiveness

❑ Introduction

Sometimes learning and development professionals rush to use the latest trends without fully understanding if they will work. However, microlearning is educationally effective too.

❑ Lesson Objectives

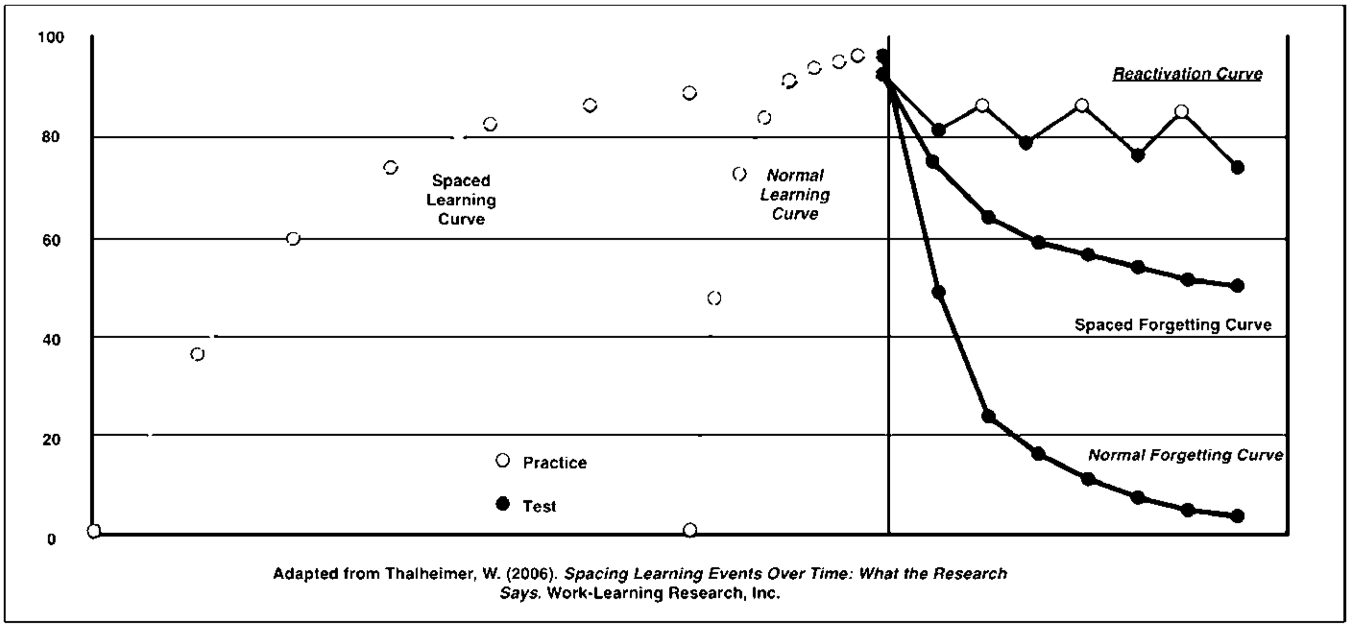
By the end of this lesson you will be able to:

- Explain why microlearning is instructionally sound.

Lesson 3: Microlearning Effectiveness

❑ The Forgetting Curve

The forgetting curve is disrupted when we have spaced learning—and nearly obliterated when we have reactivation moments.



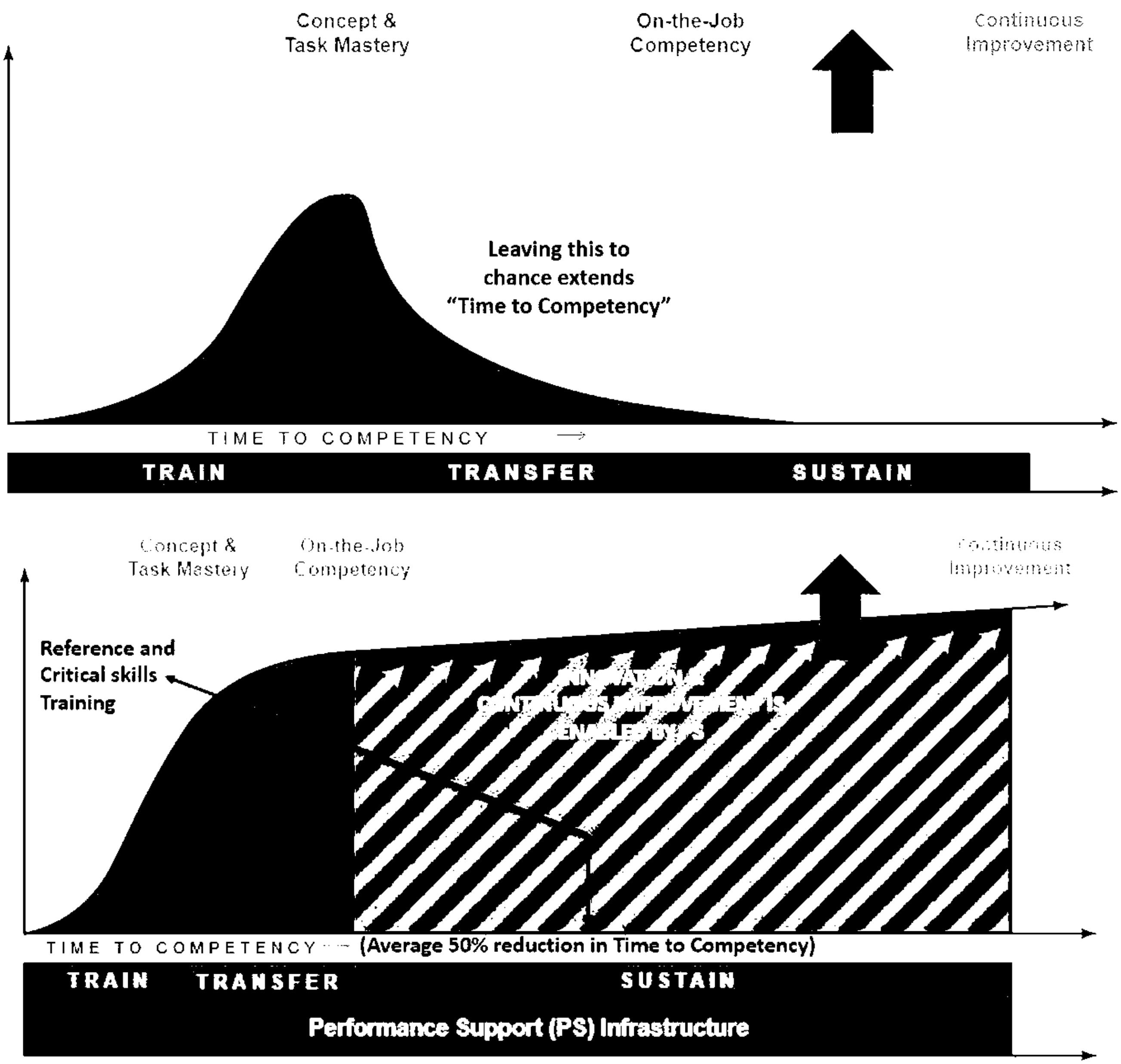
Quinn, Clark, "Spaced Practice Effects" (2011). Adapted from Will Thalheimer, 2006.
Clark Quinn is the author of *Designing mLearning* (2011). Find Clark @Quinnovation, quinnovation.com, and learnlets.com.

Find Will Thalheimer at subscriptionlearning.com and WillAtWorkLearning.com.

Lesson 3: Microlearning Effectiveness

❑ Training and Performance Support

Performance support after training is also found to have a significant effect on learning effectiveness and speed.



Source: Gottfredson, Conrad, and Mosher, Bob (© APPLY Synergies: 2017) https://applysynergies.com

☑ Pros and Cons of Microlearning

❑ Instructions

We've just talked about some research supporting microlearning. But what are the advantages and disadvantages of using microlearning at work?

Below is space to take notes on the advantages and disadvantages of microlearning. Try to identify at least 5 factors for each column.

❑ Activity

Advantages of Microlearning	Disadvantages of Microlearning

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Lesson 3: Microlearning Effectiveness

❑ Microlearning Barriers

There are definitely barriers to using microlearning.

As you can see, when people were surveyed, they noted many of the same things you probably just did in the activity.

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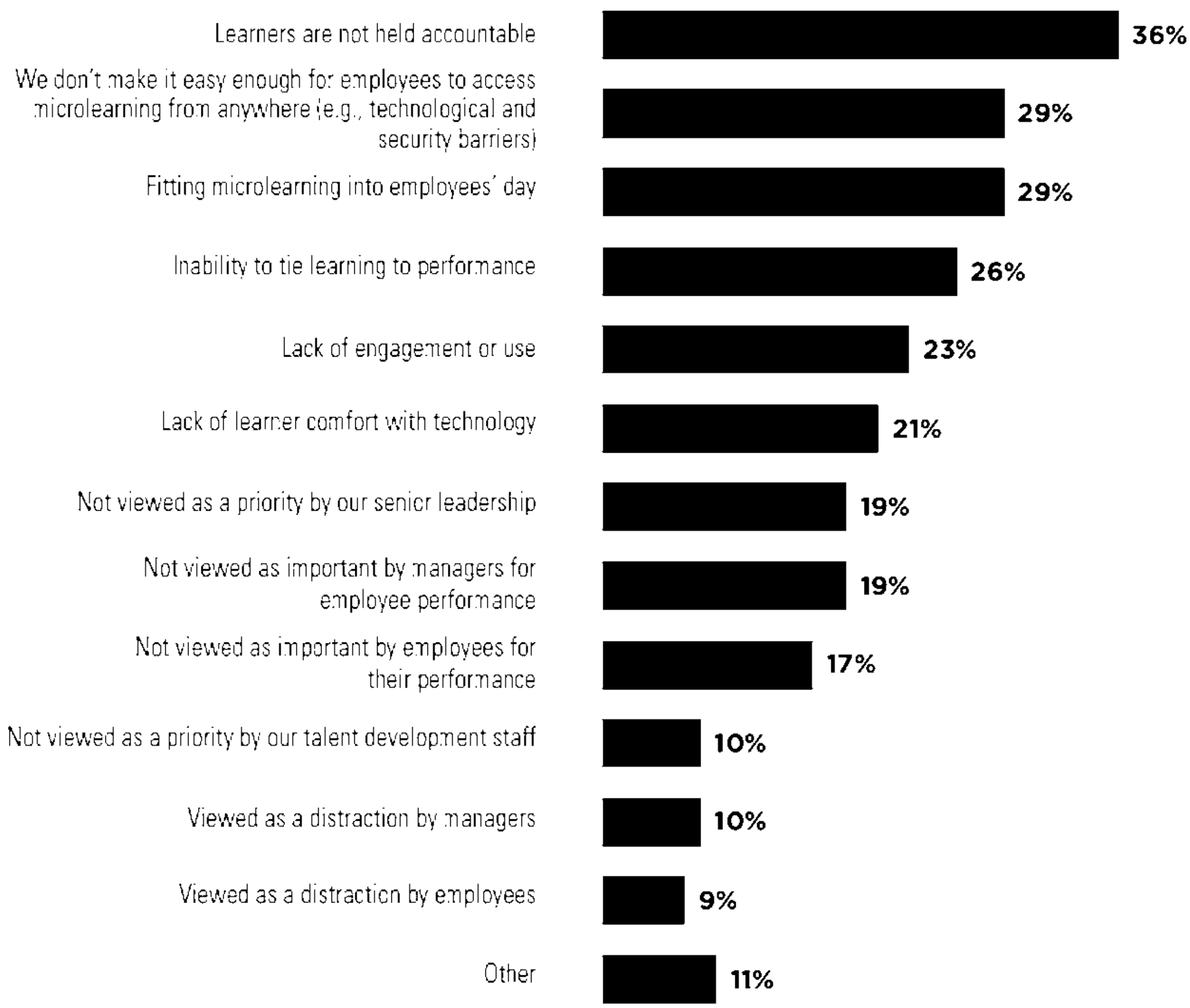
Lesson 3: Microlearning Effectiveness

FIGURE 18: PRIMARY BARRIERS TO EFFECTIVE MICROLEARNING

In your opinion, what are the primary barriers to effective microlearning in your organization? Please select up to three answers.



Source: ATD Research, *Microlearning: Delivering Bite-Sized Knowledge* (Alexandria, VA: ATD Press: 2017).

Module Summary

❑ Module Summary

You are now able to:

- Explain what microlearning is and why it is an exciting development in workplace training.
- Explain why microlearning is instructionally sound.

❑ Module Resources

Visit the ATD Learning Portal for links to these resources.

- ATD Research, *Microlearning: Delivering Bite-Sized Knowledge* (Alexandria, VA: ATD Press, 2017)
- Johnson, Dani, and Tauber, Todd, Meet the Modern Learner (Bersin by Deloitte)
- Pew Research Center, Social Media Fact Sheet
- Pew Research Center, *Social Networking Sites and Our Lives* (2011)
- Pew Research Center, *Social Media and the Workplace Report* (2016)
- Hart, Jane, Top 200 Tools for Learning (2016)
- Quinn, Clark, "Extending Learning" (2011)
- Gottfredson, Conrad, and Mosher, Bob, "We're Lost, But We're Making Good Time: Performance Support to the Rescue" (2012)

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☑ Collecting Your Thoughts

❑ What's Most Important to You?

Use the space provided here to list the important elements of this module that you would like to keep fresh in your mind as you think about how you can apply the information in your world.

This is your space to note your key takeaways and your "*aha* moments."

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ATD EDUCATION

Module 2: Ways You Can Use Microlearning

Module Introduction

❑ Overview

In the last module we said that microlearning shouldn't be used all the time for all learning—it's just a tool in your toolkit. In this module, we'll look at the ways you can use microlearning effectively.

❑ Module Learning Objectives

By the end of this module you will be able to:

- Explain how microlearning can be used.
- Explain where microlearning fits within your curriculum or learning ecosystem.
- Identify the easiest places to incorporate microlearning into your curriculum for quick wins.
- Take a performance objective and scale the content back for a micro-delivery.

❑ Lesson Order and Topics

This module includes the following topics and lessons.

- **Lesson 1: Microlearning Case Study**
  - Example Microlearning Program
- **Lesson 2: Microlearning Use Case**
  - Ways You Can Use Microlearning
  - The Microlearning Use Case
  - Common Uses of Microlearning
  - Your Turn
- **Lesson 3: Scaling Content for a Micro-Delivery**
  - Your Turn
- **Module Summary**

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Lesson 1: Microlearning Case Study

❑ Introduction

If a picture is worth a thousand words, a good example is worth ten thousand. In this lesson, we'll look at a case study of an actual microlearning program that was developed and is in use in an organization.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Explain how microlearning can be used.

Lesson 1: Microlearning Case Study

❑ Just Because the Pieces Are Short . . .

Just because the pieces are short doesn't make it easy for us to design and develop microlearning.

The following quote is most often attributed to Mark Twain, but is really from the French philosopher, Blaise Pascal: "I have made this letter longer than usual, only because I have not had time to make it shorter."

This is fitting for us too! Don't be fooled—it still takes good instructional design thinking to come up with a curriculum plan and the micro-resources for it. As practitioners, we generally know this well, but sometimes we need to remind our business leaders of this.

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Lesson 1: Microlearning Case Study

❑ Case Study

Organization: Zeiders Enterprises
Topic: Military Mindset
Posted: On LMS

Goal: Provide information to employers about what it's like to serve in the military, so employers can better integrate employees who are coming to them after military service.

Approach:

- Duration: One to three minutes
- Formats: video, infographic
- All content created in house

Instructional Design Guidance:

- Have only one objective and two to three talking points per resource you create.
- Be very conscious about taking this down to the essence of the concept.

Tools Used:

- Video:
  - Animoto
  - Powtoons
  - Prezi
- Infographics:
  - Picktochart
  - Vennage
  - Canva

Learner feedback was very positive. People even requested other topics they wanted to learn about.

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Lesson 1: Microlearning Case Study

❑ Case Study Take Aways

What's something from this case study that you could apply to your work? Take a few minutes to document your ideas.

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Lesson 2: Microlearning Use Case

❑ Introduction

It's critical that you understand the microlearning use case—that is, where microlearning fits best in your learning ecosystem—so you can use it most effectively.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Explain where microlearning fits within your curriculum or learning ecosystem.
- Identify the easiest places to incorporate microlearning into your curriculum for quick wins.

Lesson 2: Microlearning Use Case

❑ Ways You Can Use Microlearning

There are many ways you can use microlearning:

- **Preparation** before training. Use it to prepare the students for a live class; e-learning module; or virtual instructor-led training.
- **Follow-up** after training. Use it to provide reinforcement after a live class; e-learning module; or virtual instructor-led training. Sometimes this is called “boost learning.”
- **Standalone training**. This will be particularly effective if it is used as just-in-time training.
- **Performance support**. Performance support provides support at the moment of need, such as job aids or checklists. Microlearning fits extremely well here because it is bite-sized and directly related to the thing the person needs help with at that moment.

Regardless of which one it is, always ask, “How will I improve performance?”

Lesson 2: Microlearning Use Case

❑ The Microlearning Use Case

Microlearning is best for:

- Material that is already familiar to the learner:
  - Review or practice.
  - Extension.
- Content that can be isolated into discrete chunks.

It's usually *not* best for material that is new or complicated and needs to be covered in depth.

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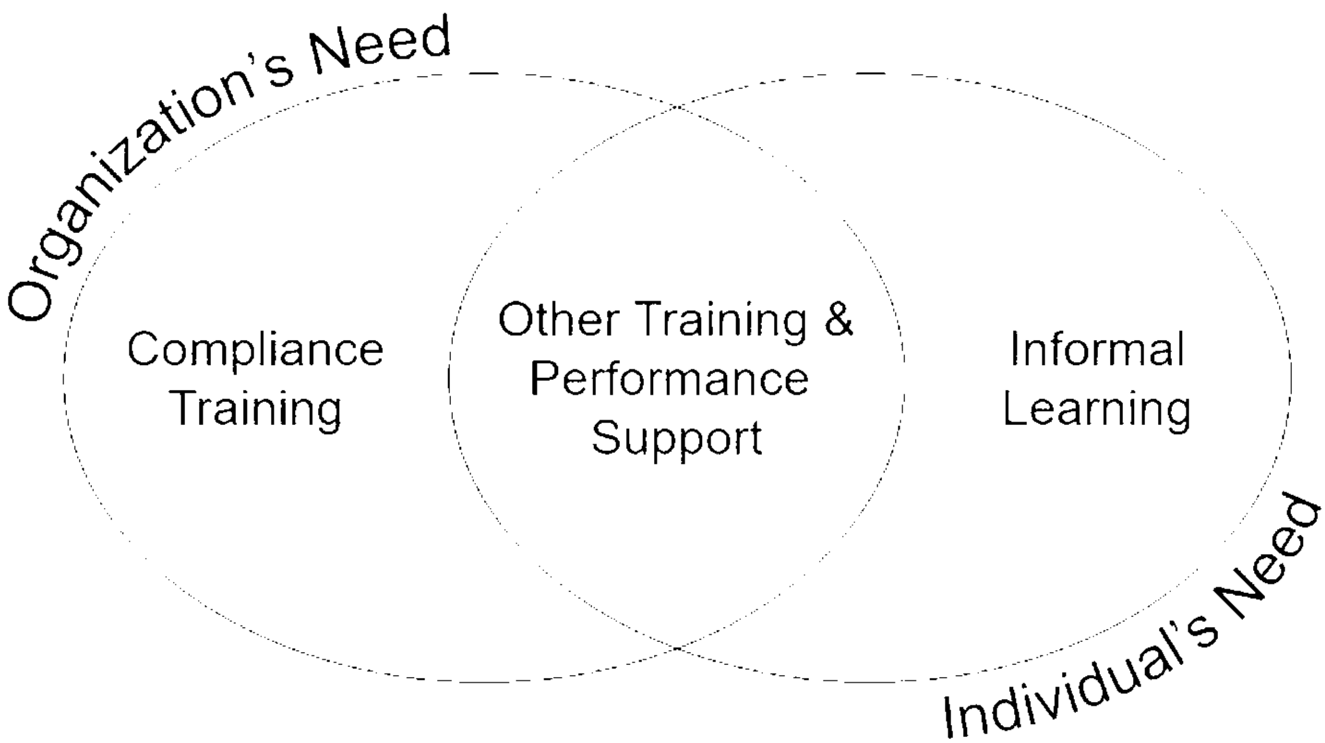
Lesson 2: Microlearning Use Case

❑ Common Uses of Microlearning

Microlearning also fits into several training and development buckets, as shown here. Microlearning is exciting because we use it all the time for informal learning in our personal lives (and at work), so we see the power of this learning.

However, our lowest hanging fruit will be on the other side of this diagram, in the compliance training bucket—the more quickly you can meet this need, the better it is for both the learner and the organization.



Torgerson, Carla, Common Uses of Microlearning (2016).

☑ Your Turn: What Training or Support Do You Offer?

❑ Instructions

In this activity, we'll look at training materials you are creating at your organization. We'll come back to this throughout the rest of this program as we apply what we're learning to your own work.

1. Identify any training or support you offer that is:
   - compliance training
   - not compliance training
   - performance support
   - informal learning.

   Write these in the table below, using course names if possible. Your courses may all be in the same part of the table, or they may be in different parts.
2. Next, put a star beside those where going micro could have a positive impact for your learners or your organization.
3. Considering only those items with stars, next put a circle around those that will be easiest or most important to address for your organization.

❑ Activity

Compliance Training	Not Compliance Training
Performance Support	**Informal Learning**

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Lesson 3: Scaling Content for a Micro-Delivery

❑ Introduction

Once you know a topic that you want to deliver by microlearning, it's helpful to think about how you can scale the content back from a traditional delivery of that topic—for example, in a classroom or using e-learning.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Take a performance objective and scale the content back for a micro-delivery.

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☑ Your Turn: Can You Make That Training Micro?

❑ Instructions

Now let's take that last activity one step further.

Pick **one** of the items you circled in the last activity—preferably the one that you think is most important to your organization.

How long do you take to teach that content now?

Let's say you only had half that long. What would be the content most critical to achieving the performance objective? What is the essence of this concept?

❑ Activity

Current State	Going Micro
Topic: Current length: Half of current length:	Content most critical to achieving the performance objective of that course:

Module Summary

❑ Module Summary

You are now able to:

- Identify ways that microlearning can be used, in general, and in your specific learning ecosystem.
- Identify the easiest places to incorporate microlearning into your curriculum for quick wins.
- Take a performance objective and scale the content back for a micro-delivery.

☑ Collecting Your Thoughts

❑ What's Most Important to You?

Use the space provided here to list the important elements of this module that you would like to keep fresh in your mind as you think about how you can apply the information in your world.

This is your space to note your key takeaways and your "*aha* moments."

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EDUCATION

Module 3: Micro-Content Generation

Module Introduction

❑ Overview

Now that you know the ways you can use microlearning effectively, it's natural to ask how to create those microlearning resources. In this module, we'll look at how to generate microlearning resources using the three *C*s: curate, create, and crowdsource. We'll also look at best practices for creating or evaluating effective microlearning resources using a blog, e-learning module, video, or infographic.

❑ Module Learning Objectives

By the end of this module you will be able to:

- Use the Three C's (curate, create, and crowdsource) to gather the best microlearning resources.
- Describe best practices for designing effective microlearning using a blog, e-learning module, video, or infographic.
- Design effective microlearning on the topic of your choice using a blog, mini e-learning module, video, or infographic.

❑ Lesson Order and Topics

This module includes the following topics and lessons:

- **Lesson 1: The Three *C*s of Content Generation**
    - Curate
    - Create
    - Crowdsource
    - What Would You Do?
    - Final Considerations

- **Lesson 2: Best Practices for Designing Microlearning**
    - Guidance for Micro-Resources
    - Guidance for Blogs
    - Guidance for E-Learning Modules and Videos
    - Guidance for Infographics

- **Lesson 3: Creating Your Own Microlearning Resource**
    - Your Turn

- **Module Summary**

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Lesson 1: The Three *C*s of Content Generation

❑ Introduction

As learning professionals, we often create new content. However, when using micro-resources there are other important ways to generate content.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Use the three *C*s (curate, create, and crowdsource) to gather the best microlearning resources.

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Lesson 1: The Three *Cs* of Content Generation

❑ The Three *Cs*

There are three main ways to generate microlearning content:

- Curate.
- Create.
- Crowdsource.

As learning professionals we are often in the business of creating content. However, when using micro-resources, there are other important ways to generate content too.

With such an extensive amount of content available on the internet, we should consider how to curate or crowdsource content as well.

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Lesson 1: The Three *C*s of Content Generation

❑ Curate

Curation is when you or your team finds what you think are the best of the best resources on the internet or your intranet.

With curation, your goal is to circumvent people searching the internet or intranet for their learning content. While Google is a quick way to find resources, learners are often overwhelmed by the volume of those resources. And if the resources they're seeking are inside your organization, you know that searching the intranet is often difficult.

Regardless of whether the content is external or internal to your organization, you can make the process of finding the content your learners need more efficient. But it takes time and careful evaluation to curate good content.

Strengths	Weaknesses

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Lesson 1: The Three *Cs* of Content Generation

❑ Create

Creation is when you or your team create nuggets of content from scratch (such as blogs, infographics, mini e-learning modules, or videos). Creation is what learning professionals do most often when developing learning materials for their organizations.

While self-explanatory, it's important to remember that creation does not have to be your only content generation strategy! There are other approaches that can be more efficient when used appropriately.

Strengths	**Weaknesses**

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Lesson 1: The Three *C*s of Content Generation

❑ Crowdsource

Crowdsourcing happens when people throughout the organization share their favorite resources from the internet (or the intranet, if there is a good internal library of content). Generally, this happens within a social collaborative platform like Yammer, Jive, or even Facebook.

People may even create some content themselves. They may share their own best practices or opinions, add comments to other people's posts, or give posts or resources a star rating.

Such content is best when the community and content generation is organic. That is, it is led by the employees. The training team can be a guide, but should not be a driver in the community. However, this can be difficult because of the **"90-9-1 rule."** This rule states that in any online social community, only 1 percent of the users actively create new content; 9 percent will contribute a little, but mostly add to existing content (liking, sharing, starring); and the remaining 90 percent lurk (read but do not contribute).

Strengths	Weaknesses

☑ What Would You Do?

❑ Instructions

In this activity, we'll look at three different case profiles. For each, decide which strategy (curate, create, or crowdsource) would work best and why.

❑ Activity

Case #1

Audience

- Sales reps for a state-wide janitorial supply company
- Has about 30 sales reps across multiple channels (schools, churches, malls, small businesses, etc.)

Microlearning Goal

- Improve consultative selling skills so reps will increase sales.

Curate? Create? Crowdsource?

☑ What Would You Do?

❑ Activity

Case #2

Audience

- National tax preparation firm (like H&R Block)
- Has thousands of tax preparers nation-wide
- Majority of staff are seasonal or temporary

Microlearning Goal

- Share information about recent or obscure tax laws so preparers can complete difficult tax returns.

Curate? Create? Crowdsource?

☑ What Would You Do?

❑ Activity

Case #3

Audience

- National retail chain (like Target or Kohl's)
- Has thousands of store employees nationwide

Microlearning Goal

- Share best practices so employees can create effective endcap displays.

Curate? Create? Crowdsource?

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Lesson 1: The Three *C*s of Content Generation

❑ Final Considerations

Here are some additional tips as you decide how to generate your content.

- Creating is not recommended if content is available on the Internet. However, this will be the way to go for internal or proprietary content.
- Curating usually finds content that's even better than what we can produce within our time and money constraints.
- Crowdsourcing is probably the best use of resources, but is really hard without critical mass and engagement. But we can use it as part of our curation strategy—for example, by following public forums on Twitter, LinkedIn, Facebook, and so on.

❑ Overcoming the 90-9-1 Rule

You really can't overcome the 90-9-1 rule discussed earlier in this module—it has existed for a very long time, and is found in every online community studied.

However, there are things you can do to shift that percentage a bit:

- **Make it easier to contribute.** For example, allow people to provide a star rating rather than writing a review.
- **Create automatic participation.** For example, Amazon does this when, in an item description, they show what other things were purchased by customers who bought that item.
- **Make creation easy.** For example, provide templates.
- **Reward participants.** For example, give money, prizes, or points for participation.
- **Promote quality contributions.** For example, give prominence to the posts that have the best content, not just those authors who post a lot.

Be careful, however, not to overly reward the people who are already participating, as that will exacerbate the participation imbalance, rather than overcome it.

For more, see: "The 90-9-1 Rule for Participation Inequality in Social Media and Online Communities" (2006) by Jakob Nielsen: https://www.nngroup.com/articles/participation-inequality/.

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Lesson 2: Best Practices for Designing Microlearning

❑ Introduction

What makes a good microlearning resource? In this section, we'll consider guidance for curating or creating your resources.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Describe best practices for designing effective microlearning resources using a blog, e-learning module, video, or infographic.

☑ Blog Strengths and Weaknesses

❑ Instructions

Go to the ATD Portal for links to the sample blogs below. For each, write the strengths and weaknesses in terms of a learner being able to absorb information from it.

❑ Activity

1. 4 Step Guide to Choosing the Best Help Desk Software for Your Business	2. A New Era in Cloud Computing
3. How to Fix a Leaky Faucet	4. Bad Blog Design: 7 Tips to Beat the Status Quo

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Lesson 2: Best Practices for Designing Microlearning

❑ Guidance for Blogs

Here is some guidance you should follow when you curate or create blogs:

- Easily skim-able is a plus.
  - Headers, numbered lists, short paragraphs, and so on.
  - Bullets (but not so many that you lose context).
- Every paragraph is relevant (stay focused!).
- Use images.
  - Illustrate a point, metaphor, or analogy.
  - Evoke surprise or curiosity—or just a little humor.
- Content is clear and easy to understand.
  - Avoid jargon.
  - Not unnecessarily complex.
  - Short sentences and paragraphs.

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☑ What Makes a Good E-Learning Module or Video

❑ Instructions

Think about an e-learning module or video that you've watched recently that you think is a good example of microlearning. Write down the characteristics that make it so good.

❑ Activity

Characteristics of a Good E-Learning Module	Characteristics of a Good Video

Lesson 2: Best Practices for Designing Microlearning

❑ Guidance for E-Learning Modules and Videos

Here is some guidance you should follow when you curate or create e-learning micro-resources or video micro-resources.

- A story will be more memorable than bullets.
- Pictures can make any text more story-like.
- Use video for things where it adds value:
  - showing a process or procedure
  - showing something that changes over time
  - showing dialog between people
  - creating personal connection or showing emotion
  - situations where audio is a critical component to the visual.

☑ Infographic Strengths and Weaknesses

❑ Instructions

Go to the ATD Portal for links to the sample infographics below. For each, write the strengths and weaknesses in terms of a learner being able to absorb information from it.

Note that most infographics for learning tell a story, but the visual abstract (number 4 below) is an excellent example of an infographic that takes a lot of information and presents it in a format that is easier to consume.

❑ Activity

1. How to Beat Jet Lag	2. 5 Tips to Keep Your Chin Up
3. Google Search Features	4. Visual Abstract (infographic based on a medical journal article)

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Lesson 2: Best Practices for Designing Microlearning

❑ Guidance for Infographics

Here is some guidance you should follow when you curate or create infographics as micro-resources:

- Laser focus on a single topic
- Keep copy brief
- Keep the design simple (lots of white space)
- Use images, symbols, and visual metaphors
- Use headers to create visual hierarchy
- Have a good flow (tell a story)
- High contrast for text

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Lesson 2: Best Practices for Designing Microlearning

❑ Visual Design Tips for Infographics

Strong visual design is critical to a good infographic. When creating an infographic always remember these foundational graphic design principles:

- **Alignment** – All elements should be lined up on an invisible grid. This is critical to a professional-looking piece.
- **Repetition** – Repeat colors, fonts, graphic elements, etc. to create unity within the piece.
- **Contrast** – If things aren't the same (repetition) they are different (contrast). Most people don't create strong enough contrast. Be bold.
- **Proximity** – Things that are related should be near each other, and further away from unrelated items.

For more depth on this topic, see *The Non-Designer's Design Book* by Robin Williams (2014).

❑ The Power of the Message

Remember that the power of your message is always more important than the format you share it in — blog, infographic, eLearning, or video. So knowing what you want to say and saying it well are critical.

However, choosing the right medium will help to strengthen the learner's ability to learn from it.

Lesson 2: Best Practices for Designing Microlearning

❑ Guidance for Micro-Resources

Overall, when you curate or create micro-resources, here is some general guidance you should follow.

One topic	One audience	Strong WIIFM
Eye-catching Title	Succinct	Brief and to the point
Informal	Graphics instead of text	Be engaging!

- Focus on just one topic.
- If possible, focus on a single audience. This requires you to really know your audience, so you can be specific to the needs of a single group.
- Be brief and to the point.
- Have a strong WIIFM up-front and throughout. (The WIIFM is What's in It For Me—that's the motivational element.) At every moment the learner should have a clear understanding of why they are spending their time on this, and feel value in spending their time on it.
- Have an eye-catching title. That's your first impression!
- Be informal but succinct. Informal writing is easier to read, but that doesn't mean you need to be verbose.
- Find ways to use graphics instead of text.
- Be engaging! People are more likely to consume your content if you express your personality.

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Lesson 3: Creating Your Own Microlearning Resource

❑ Introduction

Now that you've had some time to think about what makes a good blog, e-learning module, video, or infographic, let's try it out!

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Design an effective microlearning resource on the topic of your choice using a blog, e-learning module, video, or infographic.

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☑ Your Turn: Creating a Micro-Resource, Part 1

❑ Instructions

Earlier you identified a topic you wanted to create microlearning for.

Go to the Your Turn activity you completed at the end of module 2 of this guide and look at the content that you said would be most critical to achieving this objective. Find just one piece of content that you could create a short resource for. (Preferably, the resource will not take longer than five minutes for the learner to consume.)

Decide if you want to create a blog, e-learning module, video, or infographic. Then identify how long you think it will take the learner to consume. Finally, create a brief outline of the content.

❑ Activity

Topic: Format: ☐ Blog ☐ E-Learning Module ☐ Video ☐ Infographic Anticipated Length:	Content Outline:

☑ Your Turn: Creating a Micro-Resource, Part 2

❑ Template Options: Blog

Use a word processor or social collaborative system to create a blog following this structure.

Blog Title
Intro paragraph and WIIFM **Header** Explanatory paragraph **Header** Explanatory paragraph Conclusion

❑ Template Options: E-Learning and Video

Sign up for a free account with eLearning Brothers:
http://elearningbrothers.com/

❑ Template Options: Infographic

Sign up for a free account with Venngage, Piktochart, or Canva:
https://venngage.com/
https://piktochart.com/
https://www.canva.com/

❑ Instructions

Using the templates and tools listed above, create the microlearning resource that you planned out on the previous page.

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☑ Get Feedback on Your Micro-Resource

❑ Instructions

You will be paired up with another class member and placed into a breakout room. Show each other your work and get constructive feedback from them. Then switch and provide feedback on their work. Use the space below to note their feedback and what changes you might want to make.

❑ Activity

Revisions I want to make to my micro-resource

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☑ Debrief

❑ Instructions

Using the space below, answer these questions about the activity you just completed:

- What went well?
- What was difficult?
- Do you think your end product would be a valuable resource for your learners?
- Any lessons learned?

❑ Notes

Module Summary

❑ Module Summary

You are now able to:

- Identify the best times to curate, create, or crowdsource your micro-resources.
- Create a microlearning resource using a blog, infographic, video, or interactive e-learning module.

❑ Module Resources

Visit the ATD Learning Portal for Links to the following resources:

- Nielsen, Jakob, "The 90-9-1 Rule for Participation Inequality in Social Media and Online Communities" (2006)
- Khuffash, Ramy, "The 1% Rule and Why It Still Matters"
- Williams, Robin, *The Non-Designer's Design Book*, (Peachpit Press: 2014).

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☑ Collecting Your Thoughts

❑ What's Most Important to You?

Use the space provided here to list the important elements of this module that you would like to keep fresh in your mind as you think about how you can apply this information in your world.

This is your opportunity to note your key takeaways and "*aha* moments."

EDUCATION

Module 4: Ways of Using Microlearning

Module Introduction

❑ Overview

Now that you've created a single piece of microlearning, it's time to look at the bigger picture. Will microlearning work for your learning needs and if so, what format is best? We'll wrap up this module by looking at the MILE model, which is an instructional design model used to design and develop a microlearning program.

❑ Module Learning Objectives

By the end of this module you will be able to:

- Identify the strengths of using different forms of microlearning (blog, e-learning module, video, infographic).
- Use the Microlearning Compatibility Assessment to identify whether microlearning can make an impact in your learning ecosystem, and if not, how to modify your content and delivery approach so microlearning can be incorporated successfully.
- Recognize how to use the MILE Model to plan a microlearning program.

❑ Lesson Order and Topics

This module includes the following topics and lessons:

- **Lesson 1: Strengths of Each Medium**
  - Blog
  - E-Learning Module
  - Video
  - Infographic

- **Lesson 2: Microlearning Compatibility Assessment**
  - Using the Microlearning Compatibility Assessment

- **Lesson 3: MILE: The MIcroLEarning Design Model**
  - Designing a Microlearning Program
  - Case Example

- **Module Summary**

Lesson 1: Strengths of Each Medium

❑ Introduction

Now that you've explored the different formats for providing microlearning, we need to ask when each is most effective.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Identify the strengths of using different forms of microlearning (blog, e-learning module, video, infographic).

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Lesson 1: Strengths of Each Medium

❑ Blog Defined

A blog is a text-based resource written in a conversational style. It typically has images but is not interactive. Often you see blogs posted to a platform that allows users to add likes and comments.

For purposes of this program, we'll use "blog" more broadly to refer to any text-based resource that you are posting for your learners.

❑ E-Learning Defined

An e-learning module is a paged resource where the learner accesses content with back and next buttons. Generally, the content is made of pages of text and images, and may even have video.

Interactions can be used to make the learning more interactive. However, when used as microlearning, e-learning tends to be less interactive. This is because interactions are typically used for reinforcement or practice; with microlearning we're often closer to the moment of performance, so the interaction and reinforcement comes from doing the task on the job.

❑ Video Defined

A video is a sequence of images that form a moving picture. There is always a visual component, and often also an audio component. There are four main kinds of video:

- Interview (talking head)
- Live-action video (acting out a scene)
- Animation (also called motion graphics)
- Computer simulation (using screen captures of software screens, an app, or a website)

❑ Infographic Defined

An infographic is a visual image used to represent information, using images and/or text. It's particularly useful for times when you have a lot of content or data that you want to make sense of for your learners.

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☑ Situations When You Should Use Each Medium

❑ Instructions

Each of the mediums we just discussed (blog, e-learning module, video, infographic) will have value in different ways. When should you use each.

❑ Activity

Blog or Text-Based Resource	E-Learning Module
Video	**Infographic**

Lesson 2: Microlearning Compatibility Assessment

❑ Introduction

Now that you know the advantages and disadvantages of each microlearning format, the next question is where these kinds of microlearning resources can be used in your learning ecosystem. Additionally, is there anything you can do to modify the content to be able to use microlearning most successfully?

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Use the Microlearning Compatibility Assessment to identify whether microlearning can make an impact in your learning ecosystem, and if not, how to modify your content and delivery approach so microlearning can be incorporated successfully.

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Lesson 2: Microlearning Compatibility Assessment

❑ Microlearning Compatibility Assessment

The Microlearning Compatibility Assessment has nine questions to help you identify if microlearning fits into your learning ecosystem and how you can modify your approach to make microlearning fit best.

Start by identifying a project that you would like to take micro, and then answer the nine questions about that project's structure and content. Your answers will tell you if the project is a good fit for microlearning. If it's not a good fit, the assessment can also give you ideas for ways to modify the project to make it a better fit for microlearning.

The assessment was created by Carla Torgerson, author of *The Microlearning Guide to Microlearning*. You can find it in the appendix.

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☑ Your Turn: Using the Microlearning Compatibility Assessment

❑ Instructions

In this activity, you will consider a class, or an entire curriculum, that you would like to take micro. This will take your previous work a step further, so use the same topic if possible. Then you will use the Microlearning Compatibility Assessment to determine where microlearning fits best. And if it becomes apparent that microlearning isn't going to fit well, you can use the assessment to help you determine ways to modify the content so it will.

❑ Activity

Answer the following questions:

1. What class or curriculum would you like to either make completely micro, or infuse with microlearning resources?

2. Who is the target audience?

3. Answer the questions in the Microlearning Compatibility Assessment in the Appendix. Does your content fit well for microlearning? If not, how will you modify your content so that it does?

4. Based on our earlier discussion in this module, what forms of microlearning (blog, e-learning module, video, or infographic) would work best for the content you will take micro?

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Lesson 3: MILE: The MIcroLEarning Design Model

❑ Introduction

Now that you've considered the best ways to use microlearning, we'll look at a model that will help you to create an entire microlearning program or curriculum.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Describe how to use the MILE Model to plan a microlearning program.

Lesson 3: MILE: The MIcroLEarning Design Model

❑ Designing a Microlearning Program

We've looked at where microlearning can fit within a curriculum or learning ecosystem and also how to create individual micro-resources.

But what if you want more than just a single resource? Maybe you want a stream of pieces that work together to address one or more performance objectives.

Most instructional designers are used to creating courses, so we need a road map for taking a course and making it micro.

❑ ADDIE (and Its Weaknesses)

Most instructional designers are familiar with the ADDIE model:

- **Analysis**: Identify the intended audience and determine the training that will be needed.
- **Design**: Design the training intervention, based on the analysis conducted previously.
- **Develop**: Build the learning materials as they were designed.
- **Implement**: Have learners take the training.
- **Evaluate**: Determine the effectiveness of that training. This could be based any of Kirkpatrick's four levels of evaluation—how well learners liked the learning materials, their long-term retention of the material, how well they used it in their job, or even how much the business was affected.

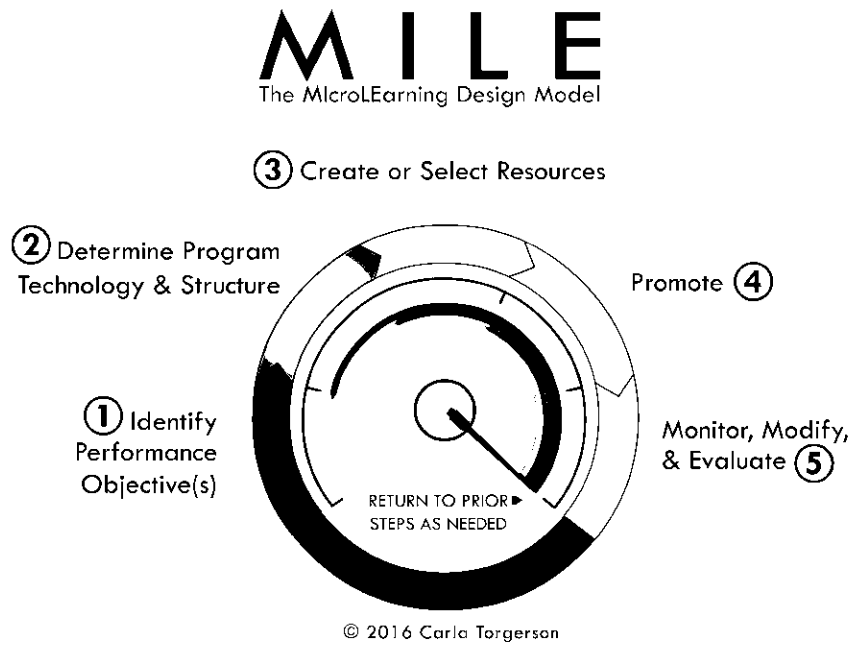
However, there are some drawbacks to using ADDIE. Primarily, the ADDIE model is a waterfall methodology, which means it is linear and, as a result, can be inflexible. It also tends to focus on the learning objectives rather than the performance objectives.

To create a microlearning program you need a laser focus on your performance objectives and how you can address them in bite-sized pieces. You need a different model to support different thinking. You need to use the MILE model instead.

Lesson 3: MILE: The MIcroLEarning Design Model

- ❑ **MILE: The MIcroLEarning Design Model**

The MILE model can help you design a microlearning program.



Torgerson, Carla, *The Microlearning Guide to Microlearning* (2016).

Lesson 3: MILE: The MIcroLEarning Design Model

❑ Case Study

Background: This was a microlearning program developed for the sales staff in an organization that was moving from transactional selling to consultative selling.

Objective: Sales people will become more adept at consultative selling.

Topic: Consultative Selling
Posted: On internal social collaborative system (Yammer)

Approach:

- Duration: up to five minutes per resource
- Formats: text, infographic, video
- All content curated
- Not required (all content is optional)

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Lesson 3: MILE: The MIcroLEarning Design Model

❑ Case Study (cont'd)

Consultative Selling

① Research the client.

- Blog (2 pages): 5 Ways to Research Your Potential Customers
- Video (3:12): Research Your Client's Market & Product Strategy

Application: Pick two techniques from the above resources that you think will really work for you. Use them as consistently as possible for the next two weeks.

② Ask good questions.

- Infographic (2 pages): 10 Tips For Asking More Effective Sales Questions
- Blog (1 page): 23 Sales Questions To Quickly Identify Your Customer's Core Needs

Application: Write down three questions that apply to most of your prospects. Use them as often as possible and hone them over the next three weeks.

③ Listen effectively.

- Blog: (2 pages): 6 Important Tips for Becoming a Better Listener in Sales
- Video (4:03) Effective Listening Skills

Application: Pick just one listening technique and use it as consistently as possible for just one week. Then the next week add one more technique. Add a new technique every week for a month.

Torgerson, Carla, *The Microlearning Guide to Microlearning* (2016).

Lesson 3: MILE: The MIcroLEarning Design Model

❑ Case Study (cont'd)

Consultative Selling **Course Completion Form**
What have you done over the past month to improve your consultative selling skills, and more importantly, did those things work? Answer the following questions and submit to training@companyname.com to have this course marked complete on your LMS transcript. Also bring it to your next 1-on-1 with your manager for further discussion. 1. **Research the client:** What new strategies did you use for researching the client? What seems to be working best for you? Are there any that didn't work? 2. **Ask good questions:** What new questions did you try with your prospects? Which one works best? Why does it work so well? 3. **Listen effectively:** What are 2 new strategies for effective listening that you've been trying. How successful have they been? 4. **Teach about our product:** What new approaches have you used when teaching prospects about our product? What has worked and what has not? 5. **Qualify the opportunity:** Describe how you applied these ideas to your prospects. 6. **Close the sale:** Describe how you applied these ideas to your prospects.

(Torgerson, Carla, 2016)

Lesson 3: MILE: The MIcroLEarning Design Model

- ☐ **Case Study Take Aways**

What's something from this case study that you could apply to your work? Take a few minutes to document your ideas.

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Module Summary and Resources

❑ Module Summary

You are now able to:

- Explain the strengths of a blog, e-learning module, video, and infographic.
- Use the Microlearning Compatibility Assessment to better implement microlearning in one of your training programs.
- Use the MILE model to plan a microlearning program.

❑ Module Resources

Visit the ATD Learning Portal for links to the following resources:

- Chibana, Nayomi, "13 Types of Infographics: Which One Works For You?" (2015)
- Kirkpatrick Model (for evaluating the effectiveness of training)
- Michael Allen's SAM Model
- Allen, Michael, *Leaving ADDIE for SAM* (Alexandria, VA: ATD Press, 2012).
- Torrance, Megan, "Agile and LLAMA for ISD Project Management," *TD at Work* (Alexandria, VA: ATD Press, 2014)

☑ Collecting Your Thoughts

❑ What's Most Important to You?

Use the space provided here to list the important elements of this module that you would like to keep fresh in your mind as you think about how you can apply the information in your world.

This is your opportunity to note your key takeaways and *aha* moments.

Module 5: Designing and Creating a Microlearning Program

Module Introduction

❑ Overview

Now that you've considered where microlearning could fit within your learning ecosystem, we'll look in depth at the MILE model, which is an instructional design model to design and develop a microlearning program.

In this module, you'll use the MILE model to design your own microlearning program.

❑ Module Learning Objectives

By the end of this module you will be able to:

- Use the MILE model to design your program by identifying performance objectives.
- Identify the technology platform you will use to deliver your microlearning program.
- Identify how those technology choices will affect your microlearning program.
- Create a content outline for each of your microlearning resources that builds a microlearning program and addresses your performance objectives.

❑ Lesson Order and Topics

This module includes the following topics and lessons.

- **Lesson 1: Identify Performance Objectives**
  - Identify Performance Objectives
  - Consultative Selling Example

- **Lesson 2: Program Technology and Structure**
  - Program Technology
  - Program Structure
  - Consultative Selling Example

- **Lesson 3: Create or Select Resources**
  - Guidance for Creating or Selecting Resources
  - Consultative Selling Example

- **Module Summary**

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Lesson 1: Identify Performance Objectives

❑ Introduction

When developing a microlearning program or curriculum, the first step is to determine your performance objectives. This is also the most critical step of the MILE model.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Use the MILE model to design your program by identifying performance objectives.

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Lesson 1: Identify Performance Objectives

❑ One of the Biggest Mistakes . . .

One of the biggest mistakes instructional designers make when going micro is focusing on the learning objective instead of the performance objective.

Instructional designers often focus on learning for the sake of learning. But not all learners care about this, and even those who do are time-crunched and just need to get their work done. Regardless of how interested an employee is in learning the content, getting their work done is their top priority.

So, as you are developing your microlearning materials, with each piece always ask yourself: **How do I earn every minute of seat time?**

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Lesson 1: Identify Performance Objectives

❑ MILE Step 1: Identify Performance Objectives

Let's take a look at the MILE model in depth. You'll start with Step 1: Identify Performance Objectives.

Ask yourself: **What will people get from this resource?** Sometimes the resource will be focused on knowledge acquisition, but generally, we want to focus on performance—what they will be able to **do** because of this training or performance support.

Included in this is step is recognizing the **audience** (who will use this resource) and the **use case** (how they will use it).

If the objective is small enough that you could achieve it with a single micro-resource, then you're done. But if it's bigger, which most performance objectives are, we need to identify the terminal and enabling learning objectives, just like you would for any other, longer training program.

A **terminal objective** is the ultimate goal of what the person will be able to do differently. The **enabling objectives** are all the things they need to know or be able to do to get there.

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Lesson 1: Identify Performance Objectives

❑ Enabling Objectives are Critical

When we go micro, the enabling objectives are critical. They allow us to make the learning bite-sized.

Instructional designers usually think about learning in large blocks of time—we call it a class, or module, or program. Whatever you call it, you're thinking of the learning in a block of time, perhaps 30 minutes, two hours, a day, or even a week.

Using that thinking can make it difficult to go micro because when we think of classes, we usually focus on learning objectives and how all the pieces flow together. We usually don't have a performance objective for each piece, and maybe not even for the entire program.

But when we go micro, our focus shifts from having a good flow to having a series of **performance-focused enabling objectives**.

Lesson 1: Identify Performance Objectives

❑ Consultative Selling Example

•

Terminal Objective

- Employees will be able to use consultative selling skills with potential customers.

Enabling Objectives

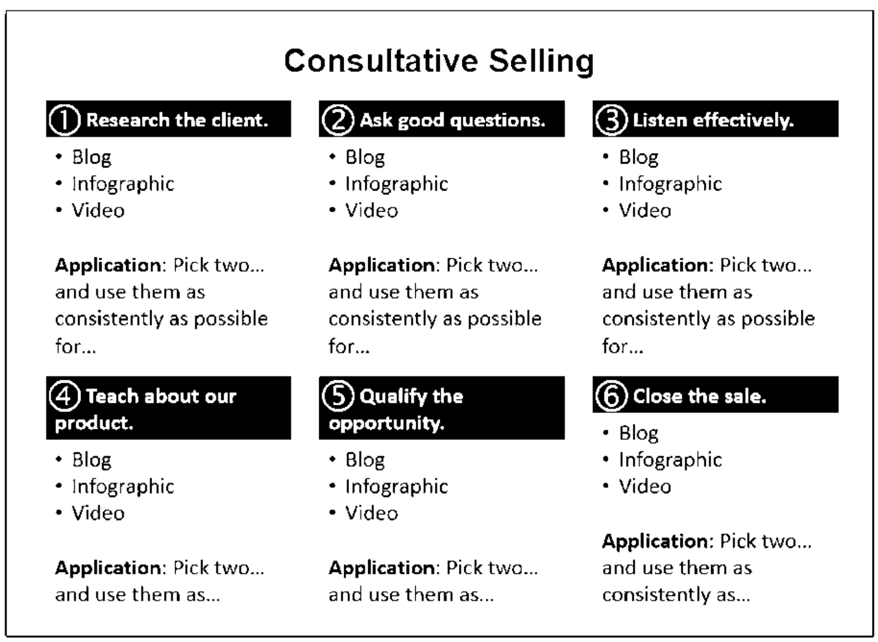
- Employees will be able to:
    - Research the client.
    - Ask good questions.
    - Listen effectively.
    - Teach about our product.
    - Qualify the opportunity.
    - Close the sale.

Audience

The audience is all sales reps in the company; some are new, and others have a lot of experience.

Use Case

These reps are likely to use these resources between sales calls during the day and after hours as they prepare for future calls.



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☑ Your Turn: Performance Objectives

❑ Instructions

In the appendix you will find the MILE Job Aid and the MILE Worksheet. The job aid gives you a brief overview of all steps of the MILE model in a two-page summary.

The worksheet is a tool you can use to develop your own microlearning program. There are three copies of the worksheet in your workbook. We'll use the first one to work through designing and developing a microlearning program in this certificate program. You can use the others when you're back at your work.

Turn to the first copy of the worksheet in the appendix. Think about the curriculum topic that you used in the previous module with the Microlearning Compatibility Assessment. Now take that topic and fill in the "Identify Performance Objectives" box. Remember to focus on your enabling objectives, and make them as performance focused as possible.

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Lesson 2: Program Technology and Structure

❑ Introduction

In this lesson, we'll look at the second step of the MILE model. We'll consider your technology environment and how that may affect the structure of your microlearning program.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Identify the technology platform you will use to deliver your microlearning program.
- Identify how those technology choices will affect your microlearning program.

Lesson 2: Program Technology and Structure

❑ Program Technology

Now that you know the performance outcome (and audience), you need to figure out the best way to meet their needs. Consider your technology environment and where the best place will be to house your micro-resources.

Ask yourself questions like:
- Will it be on an LMS or somewhere else?
- Will it be tracked?
- Will it be required?
- Will it be video-based?

DISCUSS: The technology environment where the micro-resources will be housed.

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Lesson 2: Program Technology and Structure

❑ Program Structure

Next, consider how that technology environment will affect the structure of the program you create—or how the structure you need will dictate your technology environment.

Ask yourself questions like:

- Is this preparation, follow-up, stand-alone training, or performance support?
- Is this formal or informal learning?
- How expert are learners?
- What types of resources will you use?
- Will they be released all at once or in a continuous stream?
- How long will resources be?

In some ways, program technology and structure are very different, but they are so interrelated that they need to be determined together.

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Lesson 2: Program Technology and Structure

❑ Consultative Selling Example

Technology
- Content housed on a Yammer page (social, collaborative platform).
- Always have at least two resource formats.
- Never more than six resources total.
- Learning is not required.
- Usage is not tracked.
- You can earn completion credit on the LMS.

Structure
- Standalone training.
- Completely informal and optional.
- Learners have a mixed amount of expertise.
- Mix of text, infographic, and video resources.
- Release the entire program at one time.
- No resources longer than five minutes.

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☑ Your Turn: Program Technology and Structure

❑ Instructions

Turn again to the MILE Worksheet in the appendix. Now fill in the “Determine Program Technology and Structure” box. Depending on your technology environment you may have a lot of options for delivering your content or only a few.

Once you decide where you will house the content, consider the strengths and limitations of that delivery tool as it is used in your organization as you complete this section.

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Lesson 3: Create or Select Resources

❑ Introduction

In this lesson, we'll look at the third step of the MILE model. Knowing your enabling objectives (Step 1) and considering the affect of your technology on delivering this content (Step 2), we'll create an outline for the content of the micro-resources of your microlearning program.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Create a content outline for each of your microlearning resources that builds a microlearning program and addresses your performance objectives.

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Lesson 3: Create or Select Resources

❑ Create or Select Resources

Remember from the first step of our model: If you have multiple enabling objectives, they will be the sections of the program. But don't lose sight of performance within those enabling objectives.

Now, for each enabling objective (section of the program), you will curate or create one or more resources that will each take five minutes or less to address that enabling objective.

❑ Consultative Selling Enabling Objectives

Recall the enabling objectives for our consultative selling program.

- Employees will be able to:
    - Research the client.
    - Ask good questions.
    - Listen effectively.
    - Teach about our product.
    - Qualify the opportunity.
    - Close the sale.

Can you teach everything about researching the client in five minutes? Of course not. But could you teach something important about researching the client in five minutes? Of course you can. And that's the point here—you don't have to teach everything about a concept, but what is something that the learner would find valuable?

Note: The enabling objectives in this example are pretty broad. It may help you to think even more granularly by creating even more specific enabling objectives. The more specific the enabling objective, the easier it will be to think about the content in a bite-sized way.

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Lesson 3: Create or Select Resources

❑ Guidance for Creating

If you're creating your own resources: have just one enabling objective and two to three talking points per resource. If you have more talking points, then you need to divide it into multiple resources, or turn it into a longer e-learning module.

For some topics, two to three talking points might be a little aggressive, but always ask yourself:

- What are the **most critical** things to being able to **do** this behavior?
- How do I **earn every minute** of seat time?
- Would I give up **my time** in a busy day for this learning module?

❑ Remember: Guidance for Micro-Resources

As you think about creating your resources, recall the guidance we gave in module 3 for creating micro-resources, and specifically for a blog, e-learning module, video, and infographic.

One topic	One audience	Strong WIIFM
Eye Catching Title	Succinct	Brief and to the point
Informal	Graphics instead of text	Be engaging!

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☑ Your Turn: Create a Content Outline

❑ Instructions

Turn again to the MILE Worksheet in the appendix. Now fill in the "Create or Select Resources" box. Make an outline of your program content; for each enabling objective, identify one or more resources that you will provide to your learners.

If **curating**, identify the resources you will link to (URLs or locations on your intranet). If **creating**, identify about two to three talking points that you will cover in this resource and if you intend it to be a blog, video, infographic, or mini e-learning module.

Do not outline the specific talking points if you plan to curate. If you do, you will find it very difficult to find exactly that content in your curated resources. This will either cause you to take too much time to find the right resource, or lead you to creating when there are acceptable resources on the internet or your intranet.

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☑ Your Turn: Share Your Outline

❑ Instructions

Take five minutes to share your outline with this person. Give feedback to each other.

Some things to consider include:

- Has your partner addressed the **most critical** things to being able to **do** this behavior?
- Are the resources performance focused?
- If you were using these resources, do they seem like they would they be a good use of your time? If not, why not? (Are they too long, not focused on the critical information, or something else?)

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Module Summary and Resources

❑ Module Summary

You are now able to:

- Identify performance objectives for use in designing your program with the MILE model.
- Identify the technology platform you will use and recognize how that choice will affect your microlearning program.
- Create a content outline for each of your microlearning resources that builds a microlearning program and addresses your performance objectives.

☑ Collecting Your Thoughts

❑ What's Most Important to You?

Use the space provided here to list the important elements of this module that you would like to keep fresh in your mind as you think about how you can apply the information in your world.

This is your opportunity to note your key takeaways and *aha* moments.

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ATD EDUCATION

Module 6: Getting People Interested in Your Microlearning Program

Module Introduction

❑ Overview

At this point, you have planned your microlearning program, including having a plan for creating or curating all the micro-resources for it. Now what?

A lot of microlearning is optional, so it's critical to keep it on your learners' radar so the materials will be used over time. But promoting the program (marketing) is the step that most instructional designers are weakest at!

In this module, we'll look in depth at Step 4 of the MILE model, Promote. You'll learn techniques for cross promotion, and make a plan for how to promote your own microlearning program.

❑ Module Learning Objectives

By the end of this module you will be able to:

- Identify best practices for promoting a microlearning program.
- Explain the importance of meta-tagging for optimal searchability.
- Identify best practices for keeping learners engaged with a microlearning program.
- Create a promotion plan for your own microlearning program.

❑ Lesson Order and Topics

This module includes the following lessons and topics:

- **Lesson 1: MILE Model: Promote**
    - Importance of Promotion
    - How Marketers Promote a Website

- **Lesson 2: Improving Searchability**
    - Searchability Is Critical

- **Lesson 3: Creating Stickiness**
    - How to Make a "Sticky" Site
    - Usability

- **Lesson 4: Your Promotion Strategy**
    - Your Promotion Plan

- **Module Summary**

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Lesson 1: MILE Model: Promote

❑ Introduction

Once you've curated or created all your micro-resources, you'll post them on a webpage, in a social platform feed, to your LMS, or some other approach as you had decided in MILE Step 2: Determine Technology and Structure.

But you can't stop there. When a microlearning program is not required, such as with just-in-time learning, informal learning, or performance support, it's critical that you promote it well to keep it in the minds of learners. In this lesson we'll look at some strategies to engage people with your program and keep them coming back.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Identify best practices for promoting a microlearning program.

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Lesson 1: MILE Model: Promote

❑ MILE Step 4: Promote

First you will post the microlearning resources on a social platform, LMS, webpage, or other delivery mechanism.

Then you will promote the program. Keep in mind:

- If they don't **know** it exists, they can't use it.
- If they don't **remember** it exists, they won't use it.
- Find ways to **continually** alert your audience that the resources are available.
- Use as many communication channels as possible.

You could have the best microlearning program in the world, but if people don't know it exists, or if they can't find what they need when they need it, they won't use it.

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☑ How Can You Promote Your Materials?

❑ Instructions

What are some ways that you can let people know your microlearning resources exist? Using the chat window, brainstorm as many ideas as you can, and write them on the page below.

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Lesson 1: MILE Model: Promote

❑ Marketing Your Program

Keeping your content at the top of people's minds is critical. You need to keep promoting it over and over so that people will remember it in a moment of need or curiosity.

Here are just a few ideas for marketing your program:

- List the program in your course catalog (on a website or in your LMS).
- Do banner ads (on an intranet site, your LMS, or your social collaborative system).
- Send emails to past participants, specific employee groups, or all employees in the organization.
- Post a blog about the materials in your social collaborative tool.
- Promote or use the materials in a class (face-to-face; virtual, instructor-led; or even an e-learning module).

In the previous activity we discussed a lot of other ideas too. Thinking about your work environment, which do you think would work best for you? Write three ideas here:

1.

2.

3.

Lesson 1: MILE Model: Promote

❑ How Marketers Promote a Website

There are strong correlations between promoting microlearning and marketing a website, especially if the microlearning is not required learning.

What can we learn from how marketers promote a website?

- **Search engine optimization is critical.** Use keywords, headers, and metatags to ensure your tool's search function is able to find your page. Also ask your administrator how your tool indexes pages. This is often called "tagging" your pages.
- **Link from other pages.** This is important in bringing users to your site. Think of all the other pages you maintain that your learners might visit. Also, see if you can get other people to link to your site—for example, other groups in your organization, or other bloggers and thought leaders. Those links become endorsements for your site!
- **Practice strong use of social media:**
    - Blog about the content or topics related to your microlearning program.
    - Participate in online social communities; for example, look for people asking questions that your materials address and then point those people to your materials.
    - Create ways for people to talk about you in social channels. When people mention your materials, they are providing an endorsement recommending your materials to others.
    - Provide new content that gets people interacting with you on a regular basis. This is generally done by blogging.
- Include the **web address** in any print materials or in your email signature.
- Mention your materials in any **public speaking opportunities**.
- Give away free stuff, or anything else to **create buzz**.
- Send **direct emails** to potential customers to let them know about your materials.

Sources:
Wilson, Ralph, "The Web Marketing Checklist."
Pozin, Ilya, "10 Proven Ways to Market Your Website."
(For links to these, go to the ATD Learning Portal.)

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☑ Which of These Strategies From Marketers Could You Apply to Your Work?

❑ Instructions

Look at the list of strategies on the previous page that marketers use to promote a website.

Which ones would be easy for you to implement?

Which ones would be hard for you to implement? Why?

Pick at least two strategies that you will commit to trying in your work.

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Lesson 2: Improving Searchability

❑ Introduction

Because content is so often found using search, you want to maximize the effectiveness of the search in your tool. Of course, the tool needs a good search engine, but there are also things we can do to make the content more easily found by that search engine.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Explain the importance of metatagging for optimal searchability.

Lesson 2: Improving Searchability

❑ Searchability Is Critical

The importance of good searchability cannot be overstated. Conrad Gottfredson and Bob Mosher say that materials should be accessed in two clicks or 10 seconds.

This is especially true for content that is easy to Google or not required. If the user can go to Google and find materials they think will meet their need, they will go there and miss the content you carefully curated or created for them. And if the learning is not required, they are not likely to use the materials at all if they're too hard to find.

Wherever you host the materials must have excellent search capabilities. Again, your best strategy is to find out how your tool indexes pages.

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☑ A Race Against Google

❑ Instructions

SCENARIO 1:
It's 4 p.m. and you're trying to finish a report that your boss wants before you leave for the day. The content is in four separate Word documents and you are having trouble creating a table of contents that spans these multiple documents.

How quickly can you find good material that teaches you what to do so you can finish your report and go home?

1. Open a web browser and navigate to Google's homepage. (http://www.google.com/)
2. Wait for your facilitator to say "go."
3. Locate a helpful resource using Google search.
4. Type 'DONE' in Chat once you have found a helpful resource.
5. Record the number of seconds it took – as reported by the facilitator.

SCENARIO 2:
You get the table of contents working well, but your boss decides you should add an index to the printed document. The only catch—you don't know how to create an index that spans multiple Word documents. Again, go to Google and "race" to see how long it takes you to find a resource that can help you.

Lesson 3: Creating Stickiness

❑ Introduction

When we create "sticky" content, people are more likely to stay longer and come back again multiple times. In this lesson we'll look at proven techniques that help to make a "sticky" site.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Identify best practices for keeping learners engaged with a microlearning program.

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Lesson 3: Creating Stickiness

❑ How to Make a "Sticky" Site

For learning that is not required, you want to create a program where people want to stay for a while, and keep coming back. That is what marketers call stickiness.

Research from the field of marketing has shown these strategies to be effective at creating stickiness:

- **Site navigation** should be immediately intuitive. Also, new visitors should immediately know what your page is about.
- **Text is readable** on any browser, including mobile browsers. With training materials, you need to know your audience well enough to know if they'll access your materials on mobile devices, though.
- Continually provide **fresh content**. It will prompt people to come back regularly to check what's new.
- Let people **subscribe** to your content. This allows you to send them emails when you post new content. If they are subscribed you'll have an easier time prompting them to come back.
- Include your **personality** wherever you can. It will make you seem more real and inviting.
- Allow readers to **engage** by posting comments and responding to each other. This will encourage visitors to stick around and come back.
- Provide a **highlight reel** of the most popular content. For example, "Most Popular Blogs This Month" lists those blogs that got the most hits that month.
- Create a **competition or free offer**. People respond very well to free things, and will, for example, subscribe to a blog in exchange for a free gift.
- User **testimonials and reviews** establish credibility for new users. Similarly, list your **awards and accomplishments**.
- Provide a **tease into similar content**. For example, at the end of a blog post, provide a link to other content on the same topic. This is one of the best ways to get users to stay longer and dive deeper into your site.

Source: DeMers, Jayson, "20 Sticky Features Your Website Needs to Convert Visitors" (For a link to this, visit the ATD Learning Portal.)

☑ How Does Amazon Create Stickiness?

❑ Instructions

Amazon is an extremely sticky site. Think about it: You plan to take just two minutes to look up a new kitchen gadget and all of a sudden 10 minutes have passed, you've explored every kitchen gadget you can imagine, and you have a few in your cart along with a new cookbook!

Go to Amazon and identify all the ways they have made their site sticky. Write them in the space below. Consider the items we just mentioned, and any others you notice. See if you notice any themes as you work and be prepared to report your findings to the class.

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☑ Which of These Strategies Will You Commit to Trying in Your Work?

❑ Instructions

Identify two to three strategies for making content more sticky that you will try in your work. Write them in the space below.

For each, give specific details about how you will implement that strategy with your content and in your tools.

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Lesson 3: Creating Stickiness

❑ Usability

In addition, we must make the site with our microlearning program highly usable so people can find what they want easily. This will keep them coming back, either at the moment of need, or when they have a few minutes for learning.

Here are some tips for creating a site with strong usability:

- Content is quick and easy to consume.
- Employees find the answers to their specific questions or needs.
- It's also easy to "re-find" any resource at the moment of need.
- The content is available on their primary device when they have a spare moment. For some use cases, the primary device is a mobile device; for others it's a desktop. Don't always assume everything will be mobile—but you can use a responsive website to provide content that scales properly for all screen sizes.
- If possible, integrate the materials with the flow of work. The more the content provides good support at the moment of need and in the flow of work, the more people will use it.

❑ Consultative Selling Example

- Content is housed on a Yammer page, so a lot of marketing is done there:
    - banner ads
    - strategic posts to key groups and threads.
- However, it is also listed on the LMS.
    - This enables them to promote the course there too.
    - Users can search for the course by topic or length.
- It's linked from their department webpage.
- It's mentioned in other classes (face-to-face and e-learning).
- They regularly release additional micro-programs and cross-promote.

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Lesson 4: Your Promotion Strategy

❑ Introduction

In this lesson, we'll use the fourth step of the MILE Model to create a promotion plan for your microlearning program.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Create a promotion plan for your own microlearning program.

☑ Your Turn: Promote

❑ Instructions

Turn again to the MILE Worksheet in the appendix. Now fill in the "Promote" box. Identify how you will promote your content, and any strategies you will use to make the site sticky.

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Module Summary and Resources

❑ Module Summary

You are now able to:

- Use metatagging for optimal searchability.
- Identify best practices for keeping learners engaged with a microlearning program.
- Create a promotion plan for promoting your microlearning program.

❑ Module Resources

Visit the ATD Learning Portal for links to the following resources:

- Wilson, Ralph, "The Web Marketing Checklist: 37 Ways to Promote Your Website"
- Pozin, Ilya, "10 Proven Ways To Market Your Website"
- Gottfredson, Conrad and Mosher, Bob, "Ten Seconds: Performance Support in Two Clicks"
- DeMers, Jayson, "20 Sticky Features Your Website Needs To Convert Visitors," *Forbes* (2014)

☑ Collecting Your Thoughts

❑ What's Most Important to You?

Use the space provided here to list the important elements of this module that you would like to keep fresh in your mind as you think about how you can apply the information in your world.

This is your opportunity to note your key takeaways and *aha* moments.

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EDUCATION

Module 7: Understanding a Program's Value

Module Introduction

❑ Overview

Now that you have a program developed and it's being promoted with your users, you want to think about assessment and evaluation. But how do you assess a learner's use of small bits of learning?

In this module, we'll look in depth at Step 5 of the MILE model, Monitor, Modify, and Evaluate. You'll learn techniques for judging the effectiveness of your microlearning program.

❑ Module Learning Objectives

By the end of this module you will be able to:

- Identify how to monitor and evaluate a microlearning program.
- Explain best practices for measuring impact from a microlearning program.
- Identify best practices for keeping a microlearning program current.
- Create a plan for judging the effectiveness of your microlearning program and keeping it current.

❑ Lesson Order and Topics

This module includes the following lessons and topics:

- **Lesson 1: MILE Model: Monitor, Modify, and Evaluate**
  - Monitoring a Program
- **Lesson 2: Measuring Impact**
  - Measuring Access vs. Learning
- **Lesson 3: Keeping It Current**
  - Planning for Updates
- **Lesson 4: Your Monitoring Plan**
  - Your Monitoring Plan
- **Module Summary**

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Lesson 1: MILE Model: Monitor, Modify, and Evaluate

❑ Introduction

Many microlearning resources are posted in tools that allow users to like, comment, or share them. We need to monitor this valuable user data and use it to help evaluate our program.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Identify how to monitor and evaluate a microlearning program.

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Lesson 1: MILE Model: Monitor, Modify, and Evaluate

❑ MILE Step 5: Monitor, Modify, and Evaluate

Because a lot of microlearning is posted in social systems, people will be inclined to add likes, comments, and shares to those resources. (Of course, the user's ability to do this depends on your tool, but these features are common in a social collaborative system, and are becoming more common in an LMS too.)

You want to regularly monitor these comments to assess and modify the program. Likes and shares will also tell you how the users feel about specific resources—they won't like or share something they didn't find valuable.

Regularly watching your system's analytics data will tell you how many people are accessing the program, and the number of likes and shares. This is valuable data you shouldn't overlook.

If you used a curation strategy, you will also need to validate your links often to ensure you don't have broken links in your program.

Finally, formal assessments like quizzes should generally be avoided. Unless the learner sees a true business need for a score (such as compliance training) they will perceive a quiz as a barrier to getting back to their work. You earned significant credibility by keeping the learning short; don't destroy that by adding a quiz that is perceived as "busy work."

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Lesson 2: Measuring Impact

❑ Introduction

Microlearning is often used as informal learning or performance support. So measuring the effectiveness of these resources with a quiz score doesn't work well. Instead, we want to consider impact metrics.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Explain best practices for measuring impact from a microlearning program.

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☑ How Are You Assessing Learning or Impact?

❑ Instructions

Before we dive into microlearning specifically, let's look at all kinds of learning. With the programs you are currently developing (even if they aren't microlearning), how are you assessing learning or impact – formally and informally? Document them in the space below (left column) – and then share them in chat.

Then, as you read what your other participants are sharing, create a list of all the things you could do but aren't doing right now (right column). Pick 1-2 that you want to implement and share those in chat.

Lesson 2: Measuring Impact

❑ Metrics a Marketer Would Track

As we just saw, there are lots of ways to evaluate a program! Because microlearning is often informal learning and performance support, we generally focus more on usage analytics and performance impact than completion or test scores.

If we're looking at usage analytics, we need to start thinking of the metrics used by marketing professionals to gauge effectiveness of a website rather than the metrics used by learning professionals to gauge learning.

The metrics a marketer will often track are:

- **Unique visitors**: the number of people who visit your site. It is the best indication of overall traffic. Each person is counted only once, even if they visit your site multiple times.
- **Page views**: the number of pages that visitors click on. If higher than the number of unique visitors, it shows that the same person is accessing more than one page in your site, or that person is coming back multiple times. Either of these is good!
- **Search engine traffic**: the amount of traffic coming to you from search engines like Google or Bing. This tells you how effective your search engine optimization (SEO) is.
- **Bounce rate**: the percentage of visitors who come to your site and immediately "bounce," or leave. This shows how many people were interested enough to come to your site but aren't engaged by what they find when they get there. (In marketing, a bounce rate under 40 percent is considered good.)
- **Conversion rate**: the percentage of visitors who find the site valuable enough that they take an action such as signing up for a newsletter. (In marketing, conversion rates tend to be 2-3 percent.)
- **Inbound links**: the number of external sites that link to you. This is an indication that other people find your content useful. It also increases your ranking with search engines.
- **Number of comments**: the number of comments that are left about your content. This is a strong sign of engagement.
- **Number of likes or shares**: the number of likes or shares of your content. Another good sign of engagement.

Source: Cain, Kevin, "Measuring Marketing Effectiveness"
(A link is available in the ATD Learning Portal.)

Lesson 2: Measuring Impact

❑ Metrics We Should Track

Again, those are the metrics a marketer will track. But which ones are most relevant and useful to us?

What are the metrics learning professionals can track? Highlight around, or put a checkmark in, the boxes that you think are most relevant to our field.

Unique visitors	Page views	Search engine traffic	Bounce rate
Conversion rate	Inbound links	Number of comments	Number of likes or shares

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Lesson 2: Measuring Impact

❑ Assessing Learning

Although we recommend focusing on usage analytics to understand how useful people find a program, it's important for us to consider how to assess learning as there may be organizational or compliance reasons to assess learning.

There are many ways that we you are probably familiar with:

- LMS: earn completion credit
- Social collaborative system: earn a badge based on completion
- Testing: a pre-test and post-test, or just a post-test. The post-test can be immediately after learning, or after a delay (for example 2 weeks or a month).
- Gamification: learners earn points or badges based on success with quizzes. Create leaderboards for learners to see how they compare with others. *Having people play a game after the microlearning can feel better than making them take a quiz, even though the assessment you're doing is still the same.*

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☑ When Should You Use Quizzes?

❑ Instructions

People often ask, "Should you put a quiz at the end of a piece of microlearning?" We've already discussed how that's generally not a good idea, but there are times when it makes sense.

What are some cases where you should put a quiz at the end of a piece of microlearning? Think about your own work environment. Are there any cases where a quiz would be useful or important? Share your thoughts and examples in chat. Feel free to capture any ideas you haven't considered in the space below.

❑ Activity

Lesson 3: Keeping It Current

❑ Introduction

Especially if your content is curated, you need to have a plan for keeping it up to date. No one wants broken links in their program.

And if you create your content, microlearning resources are so short that you can easily update them as the business need changes.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Identify best practices for keeping a microlearning program current.

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Lesson 3: Keeping It Current

❑ Keeping it Current

The social comments on a resource or program are a critical insight to knowing when a resource is no longer effective for users. Use the social features of your tool if possible—have a star rating system or allow people to add comments. Of course, allow people to share their own favorite resources too. Generally, any amount of crowdsourcing is positive.

Also, review your program at regular intervals to ensure it's up to date. Broken links are a sign of an old or stale program, and they make the user question its value. With created content, you always want to be current with the latest messaging around any topic.

Generally, if you **curate**, you'll want to revisit your materials about once per quarter, although you can review them less often if linking to sites that do not archive their content. If you **create**, you'll usually revisit your materials every 12 months, depending on the topic and how quickly that content changes for your business.

Depending on your approach it may also be useful to add new resources over time. We know from the Promote step that this will increase engagement with your content, but it doesn't make sense all the time for all content.

❑ Challenges With Keeping Content Current

That sounds great, but it's always hard to keep content current. What are your biggest challenges with keeping content current in your environment? Write them in the space below.

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Lesson 3: Keeping It Current

❑ Overall Tips

As we reflect on creating, promoting, and implementing a microlearning program, here are some important tips to keep in mind.

If your program is not required and you promote it well at the beginning, interest may be very strong initially, but it will wane quickly. You will watch the usage numbers drop after a few weeks if you don't continually promote the program. Remember: If people don't know your program exists, they can't use it; if they don't remember it exists, they won't use it. This is why promotion and cross-promotion are so critical. For example, you can promote the content regularly while you build a portal or a library.

Even if the program is not required, offer LMS "credit" for those who want it. A lot of people say they want to earn course completion for their informal learning, but a fraction of them will actually do any extra assignments to earn completion credit if it's not required. However, since it's generally pretty easy to set up a course on the LMS so people can earn completion, you should offer that option if you can.

As we mentioned previously, searchability is critical. If people can't find your materials quickly and easily, they won't use them.

If you can engage a team to do the program together, they become a support for each other. They then create moments of reinforcement and repetition for each other—for example, talking about it at a team meeting or asking each other questions. Similarly, you can encourage people to use your resources in coaching and mentoring relationships. These are powerful ways to hold people accountable to their informal learning.

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Lesson 3: Keeping It Current

❑ Consultative Selling Example

This is how we monitored and evaluated our Consultative Selling program.

Monitor and Update:

- Receive an email every time a comment is posted, so the design team can read it and respond if appropriate.
- Have a quarterly review and update schedule to ensure there are no broken links.

Evaluate:

- Monitor page views overall and by user.
- Monitor likes and shares.
- Look at the number of people submitting the completion form and the quality of responses.
- Look at the number of people who sign up for one-on-one coaching.

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Lesson 4: Your Monitoring Plan

❑ Introduction

In this lesson we'll use the fifth step of the MILE model to create a plan for monitoring and evaluating your microlearning program.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Create a plan for evaluating your microlearning program and keeping it current.

☑ Your Turn: Monitoring Plan

❑ Instructions

Turn again to the MILE Worksheet in the appendix. Now fill in the "Monitor, Modify, and Evaluate" box. Identify how you will monitor social interactions and ensure content is up to date, and how you will evaluate your program.

☑ Your Strengths and Areas of Opportunity

❑ Instructions

We've looked at the five steps of the MILE model. We all have different areas where we are stronger and weaker.

In which area are you strongest?

- ❑ Identify Performance Objectives
- ❑ Determine Program Technology and Structure
- ❑ Create or Select Resources
- ❑ Promote
- ❑ Monitor, Modify, and Evaluate

Which is your greatest area of opportunity?

- ❑ Identify Performance Objectives
- ❑ Determine Program Technology and Structure
- ❑ Create or Select Resources
- ❑ Promote
- ❑ Monitor, Modify, and Evaluate

What are some things you can do to address that area of opportunity?

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Module Summary and Resources

❑ Module Summary

You are now able to:

- Create a plan to monitor and evaluate your microlearning program.
- Create a plan for keeping your microlearning program current.

❑ Module Resources

Visit the ATD Learning Portal for a link to the following resource:

- Cain, Kevin, "Measuring Marketing Effectiveness"

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☑ Collecting Your Thoughts

❑ What's Most Important to You?

Use the space provided here to list the important elements of this module that you would like to keep fresh in your mind as you think about how you can apply the information in your world.

This is your opportunity to note your key takeaways and *aha* moments.

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Module 8: Conclusion

Module Introduction

❑ Overview

As we wrap up this certificate program, we'll look at one more case study and some cutting-edge uses of microlearning. You'll also reflect on your take-aways from this program and your next steps for when you return to work.

❑ Module Learning Objectives

By the end of this module you will be able to:

- Identify additional uses of microlearning.
- Identify the most valuable things you learned in this certificate program.
- Commit to trying at least one new thing in your next project.

❑ Lesson Order and Topics

This module includes the following lessons and topics:

- **Lesson 1: Microlearning Case Study**
  - Microlearning Case Study

- **Lesson 2: Additional Uses of Microlearning**
  - Additional Uses of Microlearning

- **Lesson 3: Your Next Steps**
  - Your Next Steps

- **Module Summary**

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Lesson 1: Microlearning Case Study

❑ Introduction

In this lesson, we'll look at one more case study of a microlearning program that's currently in use in an organization.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Explain how microlearning can be used.

Lesson 1: Microlearning Case Study

❑ Case Study

- Organization: Academy Sports + Outdoors
- Topic: Information Security at Point-of-Sale
- Required (Compliance)
- Posted on LMS
- Goal: Have employees properly handle customer credit cards and card numbers. Also meet legal compliance requirements.

Microlearning Approach

- Two videos and one e-learning module, each less than five minutes (all created in-house).
- Can be taken in separate sessions.
- Still runs off LMS (for tracking).
- Once per quarter, managers also do a five-minute refresher at a daily huddle meeting.

Instructional Design Guidance

- Asked IT partners to identify the 10 most critical things to cover.
- Then determined how to break that content into three pieces, each with one objective.
- Content was very focused on WIIFM (what's in it for me) and performance.
- Language was changed from policy-oriented to conversational.

Tools Used

- Video:
  - Premiere
  - After Effects
- E-Learning:
  - Captivate

Learners talked about this training long after it was over. It was seen as a success that this compliance training really got people thinking about keeping customer credit card numbers safe.

Lesson 1: Microlearning Case Study

❑ Case Study Take-Aways

What is one design element from the case study that you will try in your work when you get back to your job? Take a few minutes to write down at least one idea in the space below.

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Lesson 2: Additional Uses of Microlearning

❑ Introduction

There are a number of people and organizations that are making fascinating developments with microlearning. This lesson provides a brief snapshot of some of them.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Identify additional uses of microlearning.

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Lesson 2: Additional Uses of Microlearning

❑ Microlearning for Speed to Need

You get training requests all the time, and some of them have a critical timeline. Consider using microlearning to meet that need rapidly. Then you can step back and take time to develop more in-depth materials that could follow (or even replace) the microlearning.

❑ Boost Learning

Boost learning provides repetition after a formal learning experience. This is generally done using a push strategy—usually by email or text message.

A few tools include Mobile Coach, Train by Cell, and BoosterLearn (from BizLibrary). Art Kohn's work is also very good (see the article in the resources at the end of this module).

❑ Tracking Your Own Informal Learning

With these tools, you track your use of materials on the internet or intranet for your own informal learning. Some are used inside your organization, and others create a transcript that follows you if you change jobs.

A few tools include Degreed and Pathgather.

❑ Microlearning for Sustainability

With these tools, you ask employees a question or two a few times each week. Gamification and prizes can be used to increase engagement. Most importantly, repetition and spacing improve retention and performance on the job.

A few tools include Axonify, Mindmarker, and Q-stream.

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Lesson 3: Your Next Steps

❑ Introduction

In this lesson, you'll identify your tangible next steps for taking what you learned in this program and making it actionable in your work.

❑ Lesson Objectives

By the end of this lesson you will be able to:

- Identify the most valuable things you learned in this certificate program.
- Commit to trying at least one new thing in your next project.

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Lesson 3: Your Next Steps

❑ Take-Aways

What were your three greatest takeaways from this program?

❑ My Commitment

What will you commit to trying in your next project?

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Module Summary and Resources

❑ Module Summary

You are now able to:

- Describe a variety of ways you can use microlearning.

❑ Module Resources

Visit the ATD Learning Portal for a link to the following resource:

- Kohn, Art, "Brain Science: Overcoming the Forgetting Curve"

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☑ Collecting Your Thoughts

❑ What's Most Important to You?

Use the space provided here to list the important elements of this module that you would like to keep fresh in your mind as you think about how you can apply the information in your world.

This is your opportunity to note your key takeaways and *aha* moments.

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Appendix

Microlearning Compatibility Assessment

By Carla Torgerson (www.torgersonconsulting.com)

Use these nine questions to identify if microlearning fits into your learning ecosystem and how you can modify your approach to make it fit best.

	Yes	No
1. Is your content compliance related?		
2. Is the seat-time mandated by law?		
3. Is your content related to other formal training (instructor led, e-learning, etc.)?		
4. Is your content complicated, or does it need to be covered in depth?		
5. Will your content provide support at the moment of need?		
6. Is it hard to break your content into discrete chunks?		
7. Will you provide content that the learner is intrinsically interested in, even if it may not be related to a formal training event or specific job task?		
8. Is the content new to the learner?		
9. Is it important to keep your content top of mind?		

Scoring:

- **Odd numbered questions:** If you answered yes to any of these questions, microlearning is likely a good fit for you.
- **Even numbered questions:** If you answered yes to any of these questions, microlearning is not likely to be a good fit. In these cases, you'll want to use other learning approaches, or modify your content to avoid the following issues.

<u>A little more about why each of these questions is important:</u>

1. Is your content **compliance related?**
    - Generally, **compliance training is where you should start any microlearning effort.** Often such training is seen by employees as a waste of time, so shortening it will earn you a lot of credibility.

2. Is the seat-time **mandated by law?**
    - If the seat-time is mandated by law, this will be a barrier to going micro. However, see if you can break that into segments—for example, can you satisfy a requirement of 60 minutes per year with just five minutes every month?

3. Is your content **related to other formal training** (instructor led, e-learning, etc.)?
    - You can use microlearning to "level set" students before coming to a formal learning environment, or to continue extending their learning after that learning event.
    - You can also use microlearning as reinforcement after a formal learning activity. This is a great way to encourage long-term retention.

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4. Is your content **complicated, or does it need to be covered in depth?**
    - Material that is complicated or needs to be covered in depth is not a good fit for microlearning. Remember that you want to be able to provide the content in **short bursts.** If the content can't be broken down this way, use formal learning to teach the content and use microlearning to support it (see question 3).

5. Will your content provide **support at the moment of need?**
    - You can use microlearning to give just-in-time learning or support when an employee is stuck or needs help. This is generally your **most effective use of microlearning,** because it will directly affect the learner's immediate productivity.
    - To be most effective, this content needs to be found easily at the employee's moment of need. Usually, this requires that the resources be housed somewhere with good search and supported by strong metatagging.
    - To be most effective, the content also needs to be targeted to the learner's specific need, which may require you to have a stronger understanding of the user and the use case.

6. Is it hard to break your content into **discrete chunks?**
    - Material that cannot be broken into discrete chunks is not a good fit for microlearning. To go micro, find ways to break your content apart.

7. Will you provide **content that the learner is intrinsically interested in,** even if it may not be related to a formal training event or specific job task?
    - You can use microlearning to address informal learning topics that have wide appeal to your employees, like time management, having difficult conversations, or leadership skills. Employees will appreciate the efforts made to foster their personal development.

8. Is the content **new** to the learner?
    - Because microlearning resources are so short, it's not as good for material that is very new to the learner. If you can **scaffold** on top of something the learner already knows, microlearning is likely to work better.

9. Is it important to keep your content **top of mind?**
    - You can use microlearning for reinforcement of new content or things people should already know. This is an excellent way to keep concepts top of mind, even if the employee will use them occasionally. Many compliance and leadership topics fit extremely well here.

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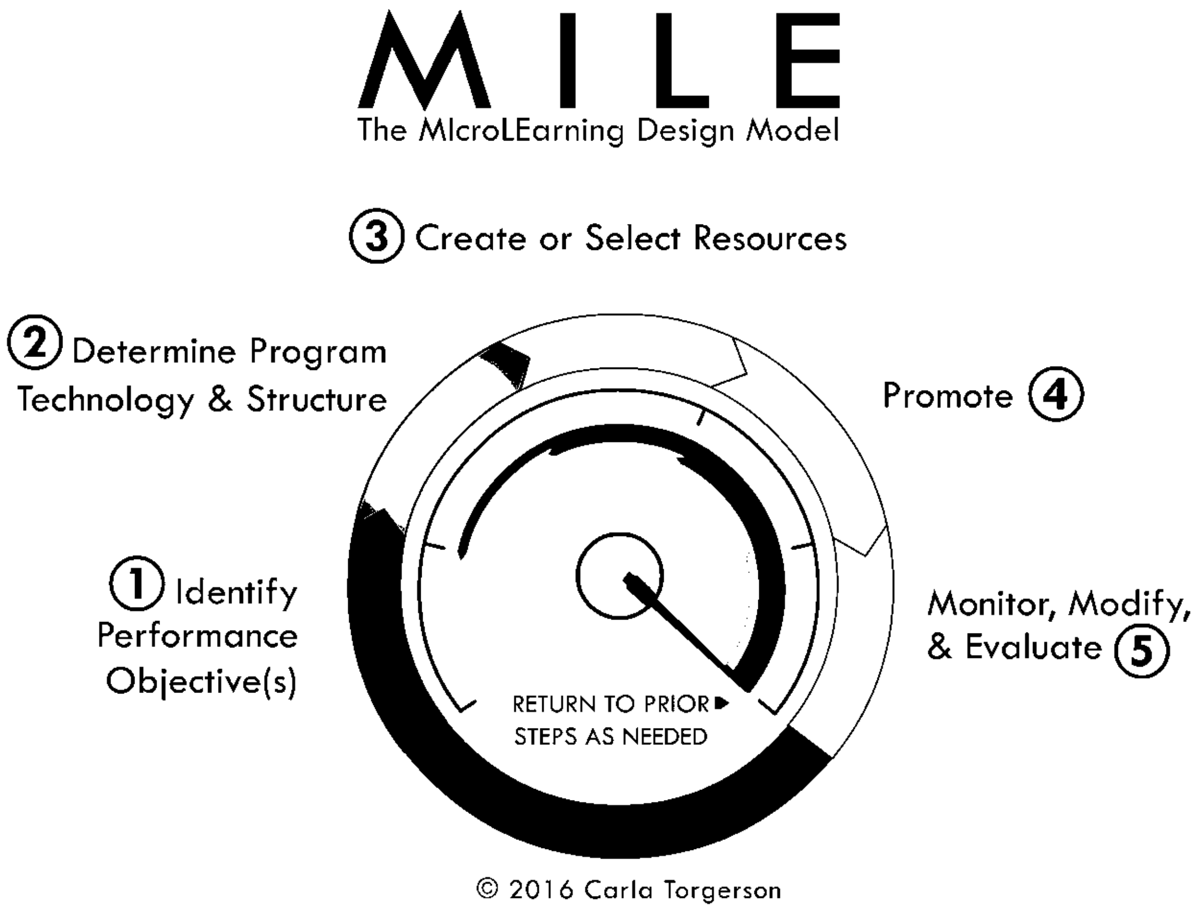
MILE Job Aid: How to Design a Microlearning Program



1. Identify Performance Objective(s)	• What will they come away with (usually a performance objective)? • Who will use this? • Identify terminal and enabling learning objectives. • Focus on the enabling objective(s) and keep it performance focused.
2. Determine Program Technology & Structure	Technology: • Will it be video or text based? • Will it be on an LMS or somewhere else? • Will it be tracked? • Will it be required?

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	Structure: • Is this preparation, follow-up, training, or performance support? • Is it formal or informal learning? • How expert are learners? • What types of resources will you use? • Will they be released all at once or in a continuous stream? • How long will resources be?

3. Create or Select Resources	• Enabling objectives will be the "sections" of the program.
	• Identify one (or more) resource(s) for each enabling objective.
	• Use the Three Cs: curate, create, or crowdsource your content.
	• If creating: have only one objective and about two to three talking points per item.
	• As you create or select, ask yourself:
	    • What are the ***most critical*** thing(s) to being able to ***do*** this behavior?
	    • How do I ***earn every minute*** of seat-time?
	    • Would I give up ***my time*** in a busy day for this?

4. Promote	• Post the resources on a page, social platform feed, or LMS. • If they don't ***know*** it exists, they can't use it. • If they don't ***remember*** it exists, they won't use it. • Find ways to ***continually*** alert your audience that these resources are available. • Use as many communication channels as possible.
5. Monitor, Modify & Evaluate	• Monitor comments, likes, and shares. • Watch your analytics data. • If curating: validate links often. • Update with new content as needed to keep the content fresh. • Formal evaluation (like quizzes) should generally be avoided.

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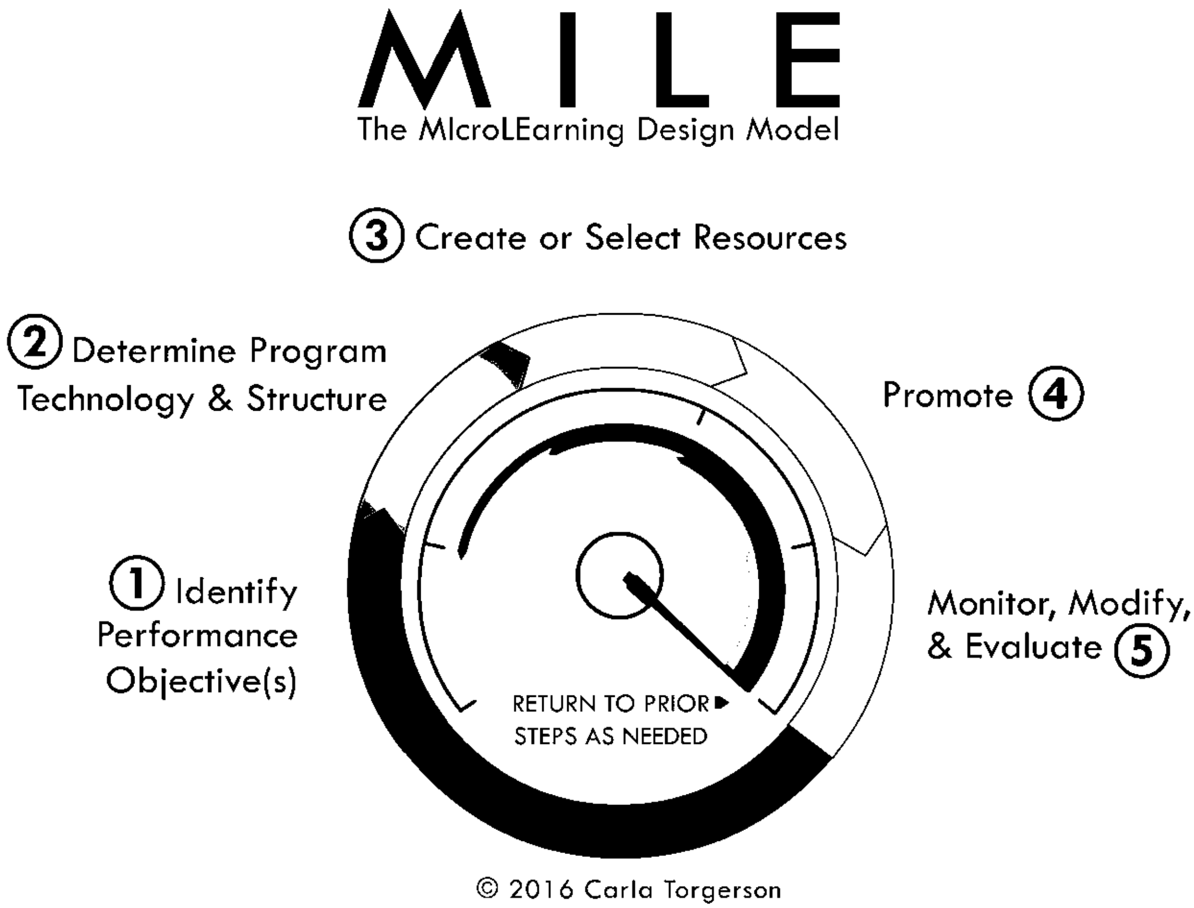
MILE Worksheet: Design a Microlearning Program



Course Title and Topic	
1. Identify Performance Objective(s)	*Who will use this and what will they come away with? What are the terminal and enabling objectives?*

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2. Determine Program Technology & Structure	*What technology will you use and how will you use it?* *Knowing the above, what is the program structure?*

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3. Create or Select Resources	*Make an outline of your program content. Start by listing the enabling objectives. Then, for each enabling objective, identify one or more resources that you will provide to your learners.* *If **curating,** identify the resources you will link to (URLs or locations on your intranet). If **creating,** identify about two to three talking points that you will cover in each resource and if you intend them to be a blog post, video, infographic, or mini e-learning module.*

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4. Promote	*How will you continually alert your audience that these resources are available? Identify at least two to three strategies.*
5. Monitor, Modify & Evaluate	*How will you monitor comments, likes, and shares? What's your plan to validate curated links and keep content fresh? How will you evaluate this program?*

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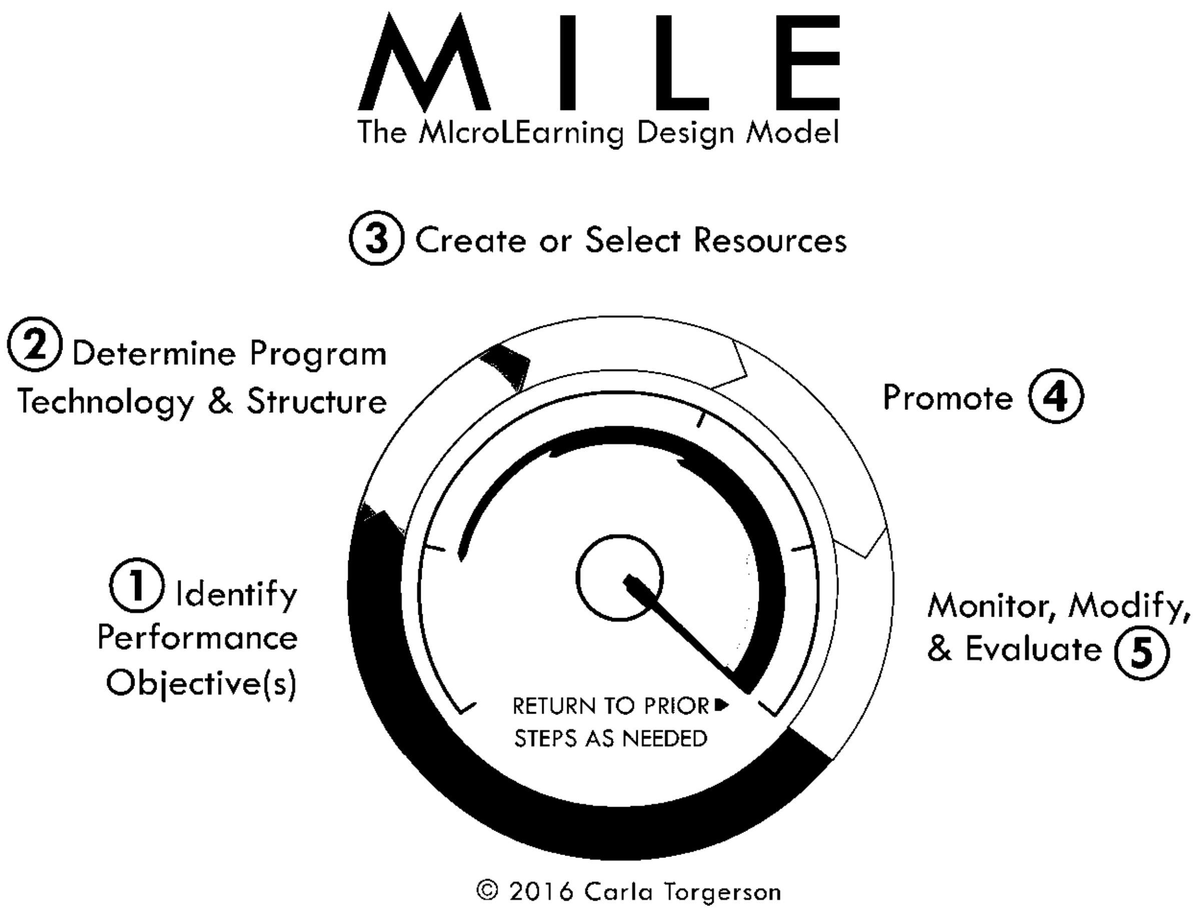
MILE Worksheet: Design a Microlearning Program



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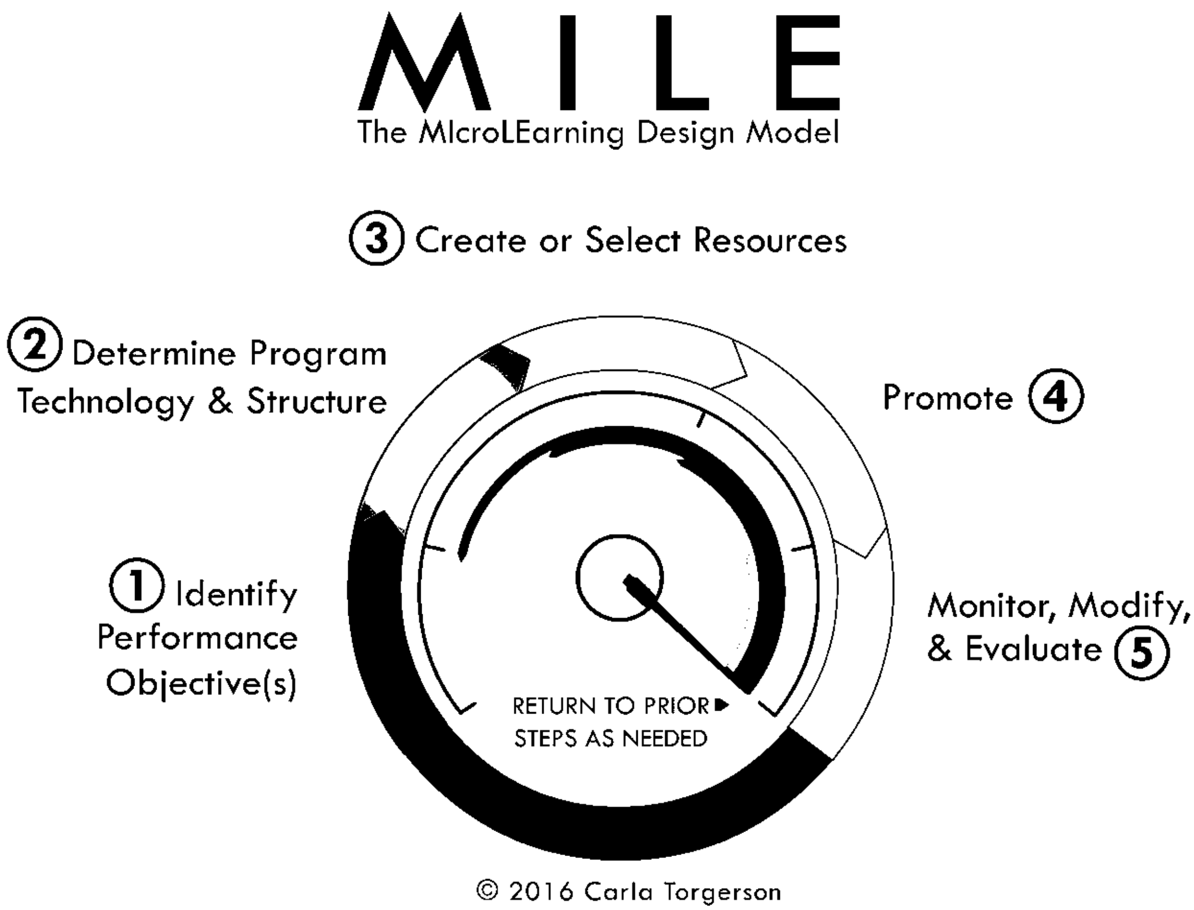
MILE Worksheet: Design a Microlearning Program



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4. Promote	*How will you continually alert your audience that these resources are available? Identify at least two to three strategies.*
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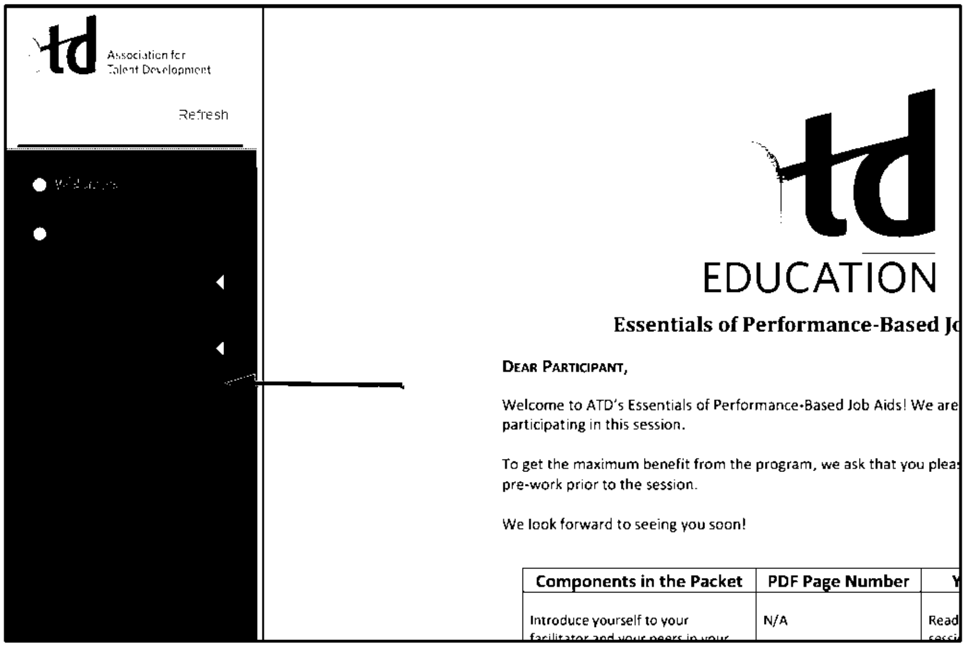
Post-Course Evaluation



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- Launch your course
- Click Post-Course Evaluation in the left navigation panel and complete your evaluation

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Certifications

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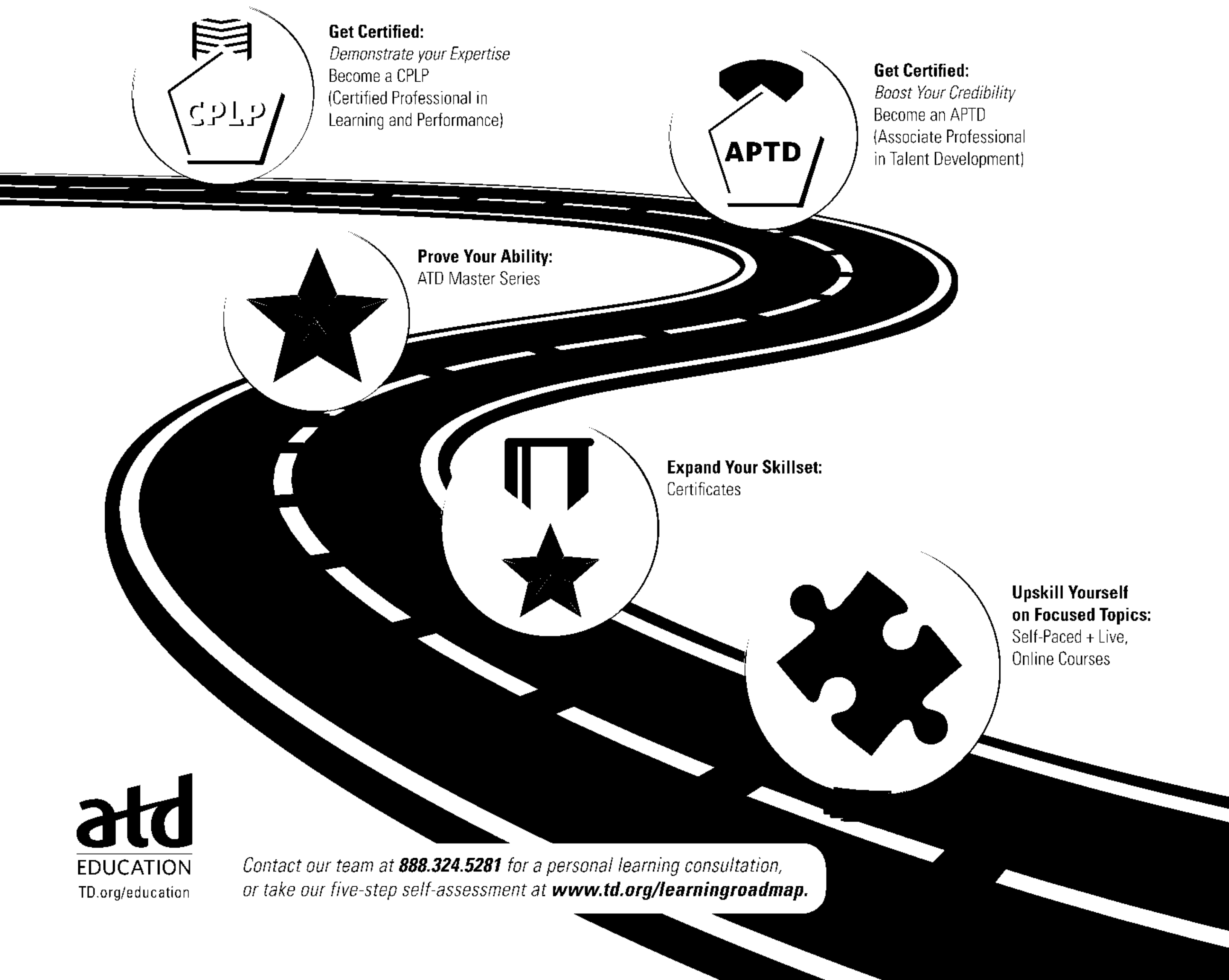
- Online, Face-to-Face, and Self-Paced Preparation
- Certifications
- Aligned to the ATD Competency Model



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Learn more about ATD Education programs in your area and online at **www.td.org/education**

Association for Talent Development
1640 King Street
Alexandria, VA 22314
www.td.org