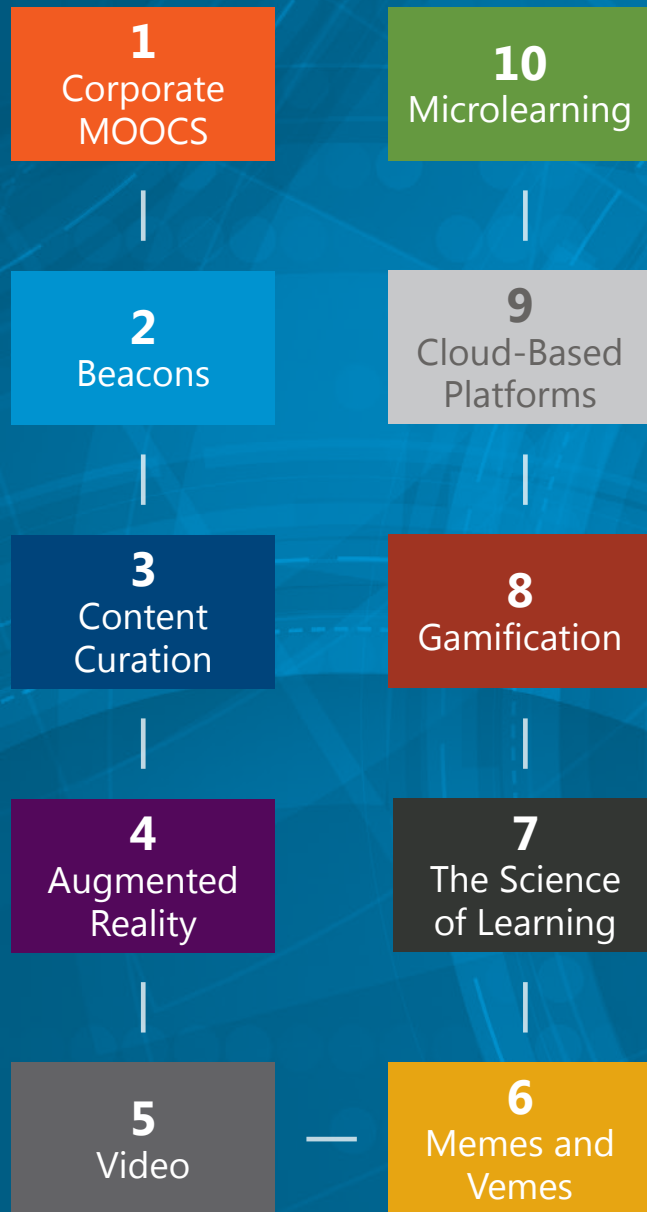


eBook

Forecasting Success:

TOP 10 LEARNING TRENDS



If you're a learning professional in 2016, you're in the industry at a very dynamic time. We are witnessing powerful changes as technologies mature, converge and provide new tools with which to train more effectively. Leaders and employees continue to welcome technology's growing presence in their professional and personal lives. And we are asked to continually push the boundaries of learning to find new ways to facilitate change and deliver lasting outcomes.

As learning leaders, it's important to stay on top of industry developments and trends and understand the benefits and drawbacks of implementing the new technologies and approaches that appear on the horizons. We've studied—and implemented—many of these trends and can provide insights into key areas to help make using them in your learning initiatives more successful.

This eBook summarizes our picks for the Top 10 Trends to Watch in 2016. At the end of an article, you'll find a link that will give you a more in-depth look at each trend. Here are the trends leaders at GP Strategies® believe show the most promise for use in 2016 and beyond.



The EVP of GP Strategies' Learning Solutions Group, Don Duquette, developed a webinar for ATD covering many of these topics.

Address Company-Wide Concerns with a **CORPORATE MOOC**

1

TREND
CORPORATE MOOCS



Massive open online courses (MOOCs) have been around a few years but are still evolving, and we expect that trend to continue in 2016. These types of courses can supplement all the other tools in your learning arsenal by providing rich opportunities for collaboration and a great deal of flexibility.



One of the biggest points of confusion we come across is that people often don't understand the difference between a MOOC and any other online course or webinar. Certainly, early MOOCs were little more than lecture videos posted online and they were very one-directional, as opposed to interactive. But as the MOOC has evolved, other components have come into play. Today's MOOCs may or may not feature:

- Content curation across multiple forms of content media
- An ongoing, multi-session experience
- Social collaboration and peer contribution
- Asynchronous, synchronous and cohort-based approaches
- A set time for completion
- Free or low-cost participation
- Multiple learning approaches, such as gamification elements or microlearning bursts

Just as there are many ways to approach a MOOC, there are also many types of MOOCs. The expert MOOC, or xMOOC, is typically hosted by academic organizations or other expert bodies. Connectivist MOOCs, or cMOOCs, feature scenarios where most of the learning comes from peer interaction. Other types include distributed online collaborative courses (DOCCs), big open online courses (BOOCs), small private online courses (SPOCs), and corporate MOOCs, which may take on attributes of any of the other types of MOOCs.

So as you can see, a MOOC can encompass many visions, depending on how each of the letters in the acronym is interpreted by its developers. Within the corporate environment, however, MOOCs are generally considered to be collaborative, online courses open to anyone within the organization and incorporating multiple learning strategies.

Their uses include the following:

- Filling the gap between higher education and tangible workplace needs
- Providing access to skills and information everyone needs to do their job
- Creating pathways for informal learning and the transfer of "tribal knowledge"
- Providing a way to engage and develop employees across generations and geographical lines
- Collecting data to inform individualized learning recommendations
- Educating job candidates about corporate culture and helping determine a good fit
- Identifying candidates to promote the business in social settings

So MOOCs can provide more than just a means to educate mass audiences. The data and content generated by these courses can be used in various ways to refine other learning interventions, as well as to meet specific corporate goals.

While MOOCs are best for those who are self-motivated, a number of gaming elements, such as badging; points or scoring; and "coopetition," a hybrid of the words *cooperation* and *competition*, can be incorporated to encourage participation and engagement. Another useful content design strategy is microlearning, or chunking learning material into tiny, easily digestible pieces. Both of these strategies are addressed further in this document.

If you're curious about creating MOOCs, here are a couple of tips. Because MOOCs require some sort of platform that aggregates and streamlines existing content and technologies, you may want to partner with a vendor for your first foray into the medium. And if you've never experienced a MOOC, then choose a topic that interests you and enroll in a course from a provider such as [Coursera](#) or [edX](#). With so many possible elements and a structure that, as yet, defies absolute definition, experiencing one for yourself and considering how it can contribute to your corporate goals will help you better determine what MOOC means to you.



Steve Swink, Principal at The Training Engine explores the MOOC universe in depth, both in this [CLO article](#) and in the blog post, "[As MOOCs Mature, Are They Still 'Massive'?](#)"

Reach learners at the point of need with **BEACONS**



TREND **BEACONS**



Meeting employees where they are in their learning journey reinforces engagement and individualized learning, yet many solutions fail to do so. This can result in cognitive overload while in training, knowledge and skills gaps in the moment of need, and information access issues that prevent employees and teams from performing optimally. Contextualizing learning—providing content at the moment of need in the place where it is needed most—can go a long way toward increasing the effectiveness of your programs.



view **WEBINAR** >

Beacons can support learning scenarios like these and many others, cutting that forgetting curve and enabling access to the right information in the moment of learning need. GP Strategies Senior Instructional Designer Ann Rollins and Director of Learning Technology Tom Pizer recently explored how beacon technology can be used to contextualize learning and described the components of beacon-based learning solutions in a 20-minute webinar. [You can download the full session here.](#)

Fortunately, learning professionals have a powerful new tool to help trigger just-in-time, in-the-space learning events when the student is receptive—beacons. Beacon-based learning solutions are flexible, customizable, trackable, and don't require an intense technology implementation cycle. In fact, you can start incorporating them into your solutions today for less than a \$100 investment.

Using Bluetooth technology, beacons enable on-the-spot performance support and a flexible solution that is easily adaptable to changes in the business. As a student nears a beacon, the beacon alerts their smartphone or tablet and provides the resources they need, right where they need it. Beacons can be used to:

- **Enhance technical skills delivery.** When a student or technician is working with a particular piece of equipment, a beacon on or near the equipment can trigger their smartphones or tablets to push instruction manuals, repair guides, microlearning bursts, self-study guides, or assessments to the student, right in the time of need.
- **Orient students or visitors to a new location.** Imagine traveling to strange facility or office and having access to everything you need—printer locations, SharePoint URLs, contact lists, meeting schedules, classroom locations, and more—and all of it is downloadable to your mobile device the second you cross the threshold.
- **Provide product information.** When a trainee or customer is in the moment of examining a new product, the beacon can send product information to their device that they can download and read later, if they like. Or it could trigger a learning event for the student, pointing out relevant features and benefits.



Save development time and costs with **CONTENT CURATION**

TREND **CONTENT CURATION**



Even when using an agile approach, a learning professional's ability to deliver content is limited based on numerous factors that add time to the development cycle. There's only so much you can accomplish in a day! So we tend to supplement our portfolio of classes with turnkey content we find online. As a result, it's not unusual to subscribe to hundreds of courses, many of which never get used and, therefore, deliver anemic ROIs. Situations like this are why content curation is one of this year's top trends.



Think about a time when you wanted to learn in order to accomplish something you needed to do, like making a conference call on a new phone. You could purchase a tutorial, but why when you know you can get the same information for free? So maybe you “crowdsource” the answer on Facebook. Or do an Internet search for the user manual. Or watch a YouTube video. In doing this you were curating content that, if collected and shared, could save other users the cost and effort of tracking down the instructions. That’s the idea behind content curation: shared knowledge, expertise, and resources readily available and devoid of subscription fees.

We are fortunate to live in an era where a wealth of content—free or at a low cost—is available to all who click. From blogs to wikis to software demos, people create content on a daily basis that mirrors the author’s perspective and expertise, while also helping employees perform better and faster. Whether you find it on your intranet, LMS, or online, chances are that a good portion of the content you need has already been created, saving you time, effort, and money.

One place you can start internally is with your technical teams. They likely have content available that has been created to fit their needs, such as cheat sheets, process outlines, step-by-step guides, webinars, and more. Other places to look for content in-house include SharePoint, Google Docs, One Note, articles written by SMEs, and your own retired courses. Online, you can search [eLearning Tags](#), leverage [Pearltrees](#) content, search for relevant information at places like the [Harvard Business Review](#) and [American Management Association](#), or use existing MOOCs. Wherever you curate content, however, keep these five tips in mind:

1. **Create a cohesive experience.** Develop learning plans that incorporate the existing content, and then build and extend so learners leave with knowledge and skills they wouldn’t have gained otherwise.
2. **Add diversity.** Leverage different content mediums, including video, software simulations, audio, practice activities, articles, and more.

3. **Keep an eye on quality!** You may not own the curated content, but you can influence it over time. Help your authors by creating tips, templates, and other tools to enhance the quality of content they create.
4. **Be credible.** Fact-check and validate curated content to ensure that it is timely and current.
5. **Share the love.** Encourage others to exchange information and knowledge through internal and external sources.

While tracking down and reviewing the content you curate takes time, it takes less time than recreating the wheel—and less money than subscribing to courses that are never accessed. It also requires a bit of a mindset change, as well. We need to see our role as facilitating learning, which means we need to be more flexible about:

- Our desire to control the full learning experience
- How we think about our role: developer of content or curator of content?
- What quality is, and how much time we spend reworking material that may not be the best but nonetheless works
- The need to keep everything having to do with learning on the LMS

To get an idea of how content curation works in the real world, we offer this case study. One of our global clients was compelled to make changes after analyzing the actual use of the resources from all their content vendors. Out of 5,000 available courses, only 276 were ever used. The annual cost of these resources was set to rise from \$400K to \$1.2M with the next contract. So they consulted us to help establish a formal content curation effort.

The first step was to establish a portal on their corporate university’s intranet to guide learner-driven needs. The portal links to global resources that are tied to business objectives and are free to learners. Resources can include MOOCs, professional organizations, open source articles, videos, blogs, books, and internal and external subject matter experts.





A curation team was put into place to replace as many of the previous resources as possible with the kinds of open resources listed above, as well as with existing internal resources. Beyond coordinating resources, the curation team's role is to connect individuals and teams to learn from and with each other, keep content current, and link internal groups together to promote collaboration and reduce/eliminate organizational silos. Maintaining a balance between extensive, detailed information and brief, just-in-time learning opportunities is also a key curation team initiative.

As learning becomes increasingly more learner and need driven, the model of one-size-fits-all training is no longer working for today's agile knowledge worker. Our client is using content curation to tailor learning more precisely to individual employees' needs. After nearly 2 years, this model is still evolving to serve their 37,000 employees, but our client has been able to successfully cut the cords to many of the costly, formal, static, canned learning materials that were draining their budget.



For further information about content creation, including different ways to approach your content mix, read ["Hello Content! Content Curation 101 for L&D Professionals"](#) by GP Strategies Senior Instructional Designers Myra Roldan and Ann Rollins.

Take engagement to a whole new level with **AUGMENTED REALITIES**

4

TREND **AUGMENTED REALITY**



The allure of immersive, virtual environments has been given added credibility through films such as *The Matrix* and *Minority Report*. But what is the reality of these alternative forms of reality, and how can we harness the capabilities we have today to make learning more engaging?



First, let's start where the trend began—with the idea of virtual reality. In virtual reality, students commonly wear headsets or use simulators that completely immerse them in a different reality. When their head turns, the virtual reality world responds in the same way their senses would in the real world. If the training involves others, then your virtual avatar can interact with other virtual avatars as they would in real life.

This is an excellent option for technical training where the subject can investigate a piece of equipment and even virtually repair it. It's also ideal for situations where first-hand learning isn't feasible, as with tactical military training and the operation and maintenance of space stations and craft. The drawback of virtual reality is in the expense and difficulty associated with creating complete virtual worlds.

An emerging alternative (or complement) to virtual reality is augmented reality (AR). Augmented reality sits somewhere on the spectrum between our everyday reality and virtual reality. In some ways, it could be considered a partnership between reality and technology. The development of augmented reality scenarios and approaches is significantly easier, making this trend viable for mass adoption in the learning industry.

An example of augmented reality at its most basic and familiar is QR codes. You use your smartphone or tablet to scan an image, triggering the immediate delivery of information. Extend that out a little more and you could use your device to capture an image of an object that is unknown to you, and then have your device inform you that the object is a motorcycle gear. Or perhaps you're familiar with astronomy apps where you align your device with the night sky, and then, no matter where you point your device thereafter, up, down, or around, it stays aligned with the stars it "sees." All of that is augmented reality.

One of the biggest hurdles any new technology has to overcome is adoption, which is usually based on the availability of the hardware to support it. The good news is that your smartphone contains all the components necessary to deliver an AR experience, and while it might not present the most immersive experience, the platform is already being used in meaningful educational applications.

Augmented reality's somewhat universal platform also provides low barriers to entry, and it is possible to start developing simple AR applications today simply by embedding QR codes into handouts to provide a more active learning experience. There is also a growing body of online educational resources available to aid your development, including web pages, applications, and 3D objects. AR works particularly well in the context of physical/spatial orientation, so consider that when deciding on how to use it. Here are a few suggestions:

- Use QR codes or pattern recognition to trigger learning events, much in the same way that beacons do but through different means.
- Augment technical training. You can use your device's camera to view equipment in real time, while AR software identifies key components and provides instructions on how to repair or maintain the equipment.
- Enrich printed visual aids with dynamic content from a student's device to enhance learning.
- Use it as a teaching aid. For example, a teacher might capture a student on their device and superimpose a skeleton on their image that turns and moves as the student turns and moves.

The use of augmented reality is predicated on a constructivist educational theory where knowledge is embedded in the setting in which it is used. So it lends itself particularly well to disciplines where situational awareness adds to the learning—engineering and the physical, biological, and earth sciences are all good candidates for development. Situational learning is all about context, so the designer must structure the learning experience around environments that are accessible and relevant to the subject.



If you would like to learn more about this topic, including additional examples of its use and the benefits and limitations of the technology, view our webinar by Jeremy Miles entitled "[Augmented Learning: Reality or Myth.](#)" For more on virtual reality, see Don Duquette's webinar on [learning trends.](#)

Leverage **VIDEO'S** popularity to support your learning initiatives

WEBINAR

5

TREND
VIDEO



Video, as a mass-market medium, is on fire right now. YouTube reports that over 300 hours of video are uploaded to their site every minute and, on mobile, the average session time is 40 minutes.



Here are a few more relevant statistics from 2015:

- Video now accounts for 50% of all online mobile traffic
- 75% of business executives watch work-related videos on a weekly basis
- 59% of senior executives agree that if given both text and video versions of a topic, they prefer to watch the video
- Using the word “video” in an email subject line boosts open rates by 19% and increases click-through rates by 65%

While these statistics are not specific to learning, they nonetheless indicate a powerful trend toward video as a preferred medium for consuming information. With one billion unique monthly visitors on YouTube and 42 million on Vine, the strength of the medium cannot be denied. But what does that mean for learning professionals?

In a survey of sales reps, video was the #2 way they prefer to learn, right behind manager-led coaching. Since videos can be accessed anywhere and on any platform, they’re a foolproof way to deliver content to any learning audience. They provide a combination of visual and verbal input, increasing engagement and memorability. And they don’t necessarily have to be production quality to be effective. They just have to be accessible, searchable, and relevant to provide:

- Demonstration of technical skills or techniques
- Shorter bursts of learning
- Recruiting and onboarding orientations
- A means to archive meetings
- Product updates and demonstrations
- Role-playing scenarios
- Course content recaps

The length of your videos can vary, depending on the objectives you want to meet. However, we recommend making videos as short as possible, starting with something intriguing to capture the attention of your audience and putting the most relevant information up front. Keep in mind, attention spans will wane over the course of a video. One study of mass-market behavior found that with a 4–5-minute video, 60% of viewers will still be with you at the end of the video. But with a 1–2-minute video, 75% will stay to the end. While adult learning may offer a more captive and motivated audience, considering these short attention spans will help, and remember, you can always break your content up into digestible bits over a few videos.

When thinking of length, also consider also where your video will be posted and what kind of access you want people to have. YouTube has time and size limits built in, as do most social sites. Vine videos are only 6 seconds long. Sites like those are easily accessible, and most offer both open and password access to your assets. Of course, if it needs to reside on your LMS, you can post videos as long as you want.

Another consideration is where your audience will be and what they’ll be doing when they access your video. Knowing whether you’re likely to have their full attention or not will help you plan your tactics. Also, keep in mind that video is a visual medium, so use graphics, animations, and other video elements—in addition to any talking head or voiceover you might use—to maintain interest. Finally, video is a form of storytelling, so consider the “story” when constructing a script to ensure the information is revealed in a logical way.

Like any tool, video only makes sense when it makes sense. So consider it as critically as you would any other medium. Video is at its best when used for demonstration, illustrating visual concepts, establishing a personal connection, providing simulation, and delivering informal, user-generated content.



To learn more about how to add video to your mix, including considerations that lead to its effective use in learning, read [Chris Lepine's blog post](#) on our site.

Deliver short bursts of learning through **MEMES and VEMES**



TREND

MEMES AND VEMES



Courtesy of: memegenerator.net

From Facebook to Twitter to LinkedIn, memes are everywhere. A meme is static visual, commonly cropped square, that has pithy text over top of it, like the example above. And a veme is the video version of that, much like an audiovisual GIF, but it plays through just once instead of on a continual loop. For example, Vine videos (6 seconds or less) could be considered vemes. In social media, memes and vemes commonly have a viral contingent to them, spreading a message from person to person.



As you might assume, memes and vemes are a staple amongst Millennials and lend themselves to that audience. But they also pack a great deal of power for a general learning audience, to help:

- Deliver short bursts of learning in an engaging way
- Illustrate scenarios or provide continuity between modules in eLearning
- Add a bit of stress-reducing, memorability-building humor to online courses
- Provide feedback on quizzes
- Promote and send reminders about your training program
- Create job aids, lunchroom posters, or other prompts

The biggest advantages of memes are that they are quick to execute and provide a means by which to inject a little fun and irreverence into everyone's day (though they certainly don't have to be lighthearted). They are also the ideal antidote to short attention spans, as they deliver a fast, one-message punch that can be captured with little more than a glance.

One of the challenges is figuring out how to say what you want to say—in a memorable, impactful way—in roughly 15 words or less. And once you've gotten a message in place, consider how the visual (or video footage) you use will serve to increase that impact and memorability.

While the focus of the last couple of paragraphs has been on memes, vemes work the same way as both memes and video, so the information in the previous section on videos applies, too. Like any tool, memes and vemes are just an element to consider in your overall program, and depending on how they're used, they can add that spark of engagement that every learning professional is looking for.



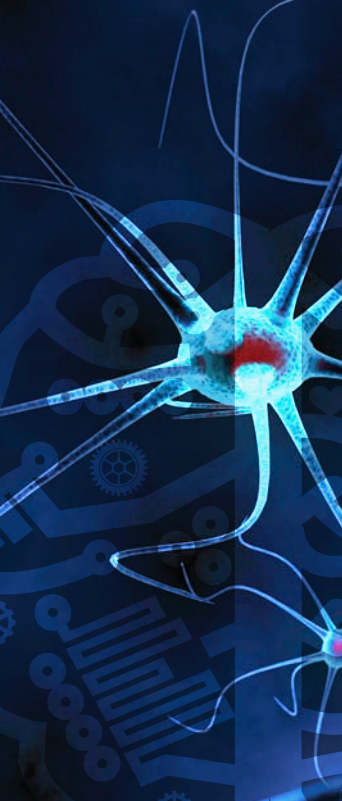
Apply the **SCIENCE OF LEARNING** to your initiatives for greater impact

7

TREND **THE SCIENCE OF LEARNING**



The increasing complexity and rate of change in workplace roles and expectations is sparking a greater need for retention, retrieval, and transfer of information. Combine that with technological innovations in understanding how the brain operates at a biochemical level, and you've got a great recipe for learning success.



The increasing complexity and rate of change in workplace roles and expectations is sparking a greater need for retention, retrieval, and transfer of information. Combine that with technological innovations in understanding how the brain operates at a biochemical level, and you've got a great recipe for learning success.

While the science behind brain-based learning is ongoing, we are starting to see some evidence-based practices that can be used to engage the mind and promote transfer to the workplace. That said, it's important to note that these approaches are still in their infancy and just knowing how the brain works is not enough. We also need to learn ways to align training with those discoveries in a way that's effective.

In *Brain Rules*, Dr. John Medina outlines 12 different "rules" the brain adheres to. Of them, five stand out for how they might apply more directly to learning and development:

- We don't pay attention to boring things
- Repeat to remember
- Remember to repeat
- Stimulate more of the senses
- Vision trumps all other senses

While some of this may be a "no-brainer" to the seasoned expert, they are nonetheless commonly overlooked tenets in instructional design. We know we need to be engaging, stimulating, and visual—and science supports it—but pulling that off is another thing.

Other findings from brain research conducted over the past couple of decades has led to further insights helpful to learning and development. For example:

- Learning and performance are negatively affected by interrupting a train of thought and multitasking or dividing the learner's attention
- When the learner takes ownership of the learning content, perhaps by immediately applying learning through scenarios or assignments, memory improves
- Emotions play a sizeable role in memory
- Distributing learning over time leads to stronger long-term memory and retrieval

So delivering longer programs in shorter bursts to galvanize focus, involving the learner in their learning, and facilitating a favorable mindset for receiving information are logical conclusions we can draw from that research. One thing the research doesn't support, however, is if tailoring a program to an individual's learning styles actually increases effectiveness. While that is a commonly held belief, it isn't backed by science. Yet.

We are gaining more insight through science; however, we have only begun to scratch the surface on what we know about the brain and applying how it functions to learning.



view **WEBINAR** >

To discover more details about the research discussed in this eBook, as well as ways to incorporate it into your program design, watch this [webinar presented by Matt Donovan](#), GP Strategies VP of Learning Solutions, on our website.

Score an engagement win through **GAMIFICATION**

PLAY

TREND **GAMIFICATION**



Gamification has such a buzz in the industry, yet it is still very misunderstood. Some feel that gamification means making the entire learning experience a game with portals and avatars and scores. Others are implementing gamification on a smaller scale, creating game-based assessments. What does gamification mean, and when should we employ these techniques?



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First, let's define gamification. Gamification, as it applies to learning, is the use of game elements in your instructional design. That may result in an actual game, but more commonly it will result in a design that incorporates one or more gaming elements such as badging, leaderboards, levels, hidden elements, avatars, rules, or interplay with others. Another key aspect is that games are almost as much about storytelling as they are about play. So weaving a narrative throughout your program, complete with characters, plot, setting, conflict, and other storytelling elements, is also a form of gamification.

In a way, we've been incorporating many of these elements for years. We frequently work in narratives that give context to a course. Modules of a course could be considered levels. And course assessments align to scoring. So, with gamification, we're not using new skills in our design as much as looking at new ways to execute those skills.

The mistake is made when we just tack game elements on to a program or retrofit content with game elements in hope it will make the program more engaging. The fact is, gamification can add relevance, interactivity, memorability, engagement, and appeal to learning, but only if it makes sense in the mix and is applied in a way that moves the learner forward.

Here are three tips you can use to start thinking more about how to effectively apply gamification to your learning initiatives:

1. Remember you don't have to go "all in" on gamification. Try it out in different ways to see what works in your organization.
2. A pilot is a great way to see how gamification could benefit your organization. Make sure you pick a wide population to get a good representative sample.
3. Finally, there is a range to gamification—but it's not for everyone and that's OK! Consider other tools like coaching, on-the-job training, and other modalities to elicit the same results.



We'll leave you with a link to our [infographic](#) illustrating how to leverage gaming in the workplace. And you can also access a [white paper](#), as well as [blogs](#) covering this topic from every angle on our website.

Add value to your **CLOUD-BASED PLATFORMS** by seeing them from a different perspective

9

TREND CLOUD-BASED PLATFORM



The learning technology market is projected to reach \$7 billion by 2018, and the cost of these technologies represents about 28% of the average learning budget, measured in [Brandon Hall Group's](#) latest research. The advent of cloud-based learning technologies has sparked an unprecedented wave of innovation in the industry, opening the door for trends like MOOCs, social learning, and mobile learning to take hold.



Yet, paradoxically, LMS dissatisfaction is at an all-time high with many organizations struggling to execute even basic learning objectives. So what does this mean for learning technologies, and how can we best protect our investment moving forward? There are three oft-neglected considerations we think are valid to consider when it comes to the use of technology in the learning space.

First is this pesky relationship we have with our LMS and our LMS vendors. At times it's downright combative. But from what we observe, no matter what the platform, there's someone out there who finds that very same vendor to be responsive and collaborative, and sensitive to their issues. So we recommend that if you have an issue with your vendor, turn it around and make it start working for you. Because they hear so many complaints in a day, reaching out in a friendly spirit of collaboration could make all the difference in the relationship—and it could result in their next update being tailored to your needs.

Second, we're seeing a trend toward integrated talent management, where all your human capital assets are connected in such a way that you can tie learning to career development and performance ratings to compensation, for example. A cloud-based human capital management system that integrates HR, talent management, and L&D systems requires just one money-saving cloud contract and increases your capabilities many fold. Nobody is quite there yet, so the trend is still in its infancy. But if you want to play a leadership role, and even be the hero of that effort in your organization, we have some effective tips to share in the webinar we're linking you to below.

The third platform trend is mobile. While mobile solutions have been around a while, organizations aren't leveraging them as much as you might think based on industry buzz. A big misunderstanding is that you need to offer all of your learning on every mobile device. This is a costly, time-consuming belief and not true. The context of mobile learning lends itself to quick bites of information. And mobile is just one tool in the overall mix. You wouldn't want to make all your learning available through ILT and the same is true for mobile. So reframing the overall notion of what mobile learning is can go far in helping you leverage this platform effectively.

- 1 Corporate MOOCs
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- 6 Memes and Vemes
- 7 The Science of Learning
- 8 Gamification
- 9 Cloud-Based Platforms
- 10 Microlearning



Brian Dillon, GP Strategies' HCM Technology Solutions Account Executive, led an information-packed webinar filled with brilliant, sometimes counterintuitive, tidbits on how you can get more value from your LMS, start moving toward an integrated talent management platform, and leverage mobile platforms more effectively. [Listen to it here.](#)

Combat shorter attention spans with **MICROLEARNING**

10

TREND
MICROLEARNING



Even if you haven't heard the term "microlearning" before, you are probably familiar with the concept of creating shorter learning bursts or breaking longer programs down into smaller chunks. It is becoming a valued capability in the learning and development industry due to both the shorter attention spans and limited time availabilities of learners.



One of the benefits of microlearning is that it takes less time to produce and can be rolled out rapidly. Another is that attention is less likely to wane during, say, a 5-minute program, opening the door to increased effectiveness and memorability. A shorter program can also increase learner buy-in because the time investment is reduced.

We're seeing many organizations that once considered hour-long courses standard are now considering anywhere from 10–30 minutes standard. More involved curriculums are now being cut down into sections or smaller chunks. And we're also seeing the adoption of some of the other trends mentioned in this eBook, such as memes, vemes, and video, increasing as tools to facilitate sharing smaller bursts of information, along with texts, emails, screenshots, slides, social postings, and other forms of abbreviated communication.

While we love the idea of microlearning, we like it best when it is used in the broader context of a learning program. Here are some ways in which you can employ microlearning elements during every phase of a learning journey:

- **Prepare prior to learning.** Consider the emails, updates, and other communications you send as more than just logistics. Embed a link or meme to impart a learning nugget, promote the class, issue a reminder, or increase response rates.
- **Equip students with knowledge.** During the knowledge transfer phase, you can chunk the content down into more digestible bits, push mnemonics to learners between modules, or intersperse longer sections with short bursts.
- **Apply learning.** Use elements like memes, infographics, or video to recap content, deliver assignments, or assist with capturing feedback.
- **Reactivate learning.** To reinforce learning, use a quick-burst medium to introduce scenarios to be later discussed in a social environment, reinforce critical points from the knowledge transfer phase, or repeat parts of their training that aren't being effectively applied on the job.
- **Provide support.** Your helpdesk doesn't have to wait to respond to issues. You can push information to learners about frequently asked questions or issues. You can also promote support communities and reinforce salient points from social interactions.

Microlearning is an easy trend to adopt because you already have all the tools needed to incorporate it into your programs, and it goes a long way in increasing engagement and memorability.

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- 9 Cloud-Based Platforms
- 10 Microlearning



For more details about incorporating microlearning through all the phases of learning, view our [short video in the topic with our own Eric Bruner](#).

Our Services

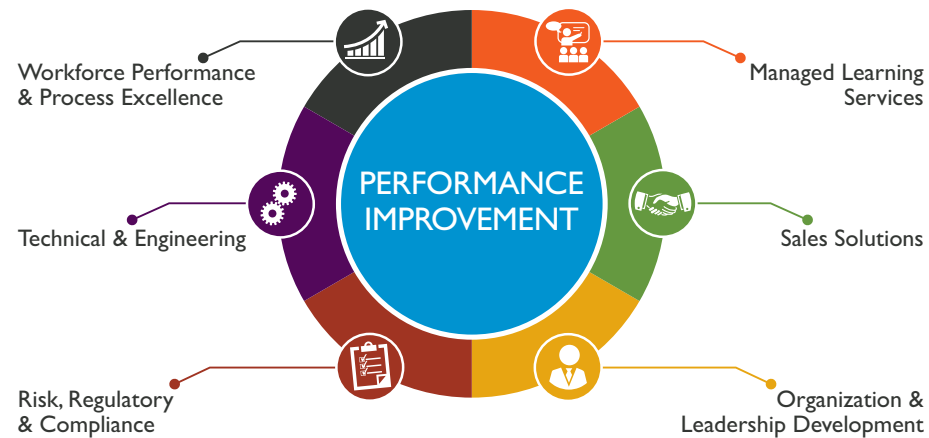
GP Strategies works with leading global organizations in both the public and private sectors to deliver high-impact training, consulting and performance improvement solutions. We partner closely with individuals and teams across those organizations to deliver everything from leadership development programs and sales solutions to learning technologies and performance-based engineering solutions.

While our services are diverse and comprehensive, all are built on a foundation of human performance improvement with emphasis on time- and money-saving benefits that last long after our work is done.

Make a Meaningful Impact

We are at our best when we're helping our clients achieve their best. GP Strategies' passion is to make a meaningful impact by helping you:

- Create leaders that drive performance at all levels
- Sell more... faster
- Deliver efficient and sustainable energy
- Ensure safe products
- Develop effective practices and work environments
- Prepare communities and organizations to mitigate risks
- Achieve results in complex regulatory arenas
- Empower people to reach their highest potential
- Improve performance across the globe



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GP Strategies World Headquarters
70 Corporate Center
11000 Broken Land Parkway, Suite 200
Columbia, MD 21044 USA



gpstrategies.com
1888.843.4784
info@gpstrategies.com

