

TeachME Professional Development

Exploring Micro and Nano Learning

1. What is the primary difference between microlearning and nanolearning?

- A. With microlearning, teachers provide students with many different types of content, including text, images, audio, videos, and games, and in nanolearning the lesson content is limited to one format only.
 - B. Microlearning lessons last 10-15 minutes; nanolearning lessons are often less than five minutes long.
 - C. Nanolearning modules eliminate teacher interaction, whereas teachers facilitate microlearning modules.
 - D. Microlearning modules happen online while nanolearning modules happen in person.
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2. Which is true regarding the relationship between microlearning and different types of media, activities, or content?

- A. Microlearning modules are always text-based; they never incorporate physical activity.
 - B. You should vary the content, media, and activities between modules to help drive engagement for your students.
 - C. Only nanolearning incorporates videos and other similar content.
 - D. It's best to pick one type of media or activity and use it for the entire course for consistency.
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3. What are common examples of microlearning and nanolearning used in real life?

- A. A series of training videos about very small items on YouTube.
 - B. Duolingo, Noom, daily 10 minute Shakespearean podcasts.
 - C. The Great Courses, Masterclass, and video games.
 - D. Learning about the correct prefixes for metric measurements (milli, pico, micro, nano).
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4. Which is, perhaps, the BEST benefit of microlearning for practical student benefit?

- A. Microlearning (and nanolearning) works with a learner's neurobiology to convert short-term information to long-term memory quickly.
- B. Microlearning is a set-it-and-forget-it learning method; start it at the beginning of the year and you never have to touch it again.
- C. Microlearning is more engaging and cost-effective than other teaching alternatives.

D. Microlearning contradicts a student's natural neurobiological processes, which enhances perseverance and creativity.

5. Why is microlearning popular now, in the wake of the 2020 pandemic and consequent shift to remote learning?

- A. Zoom fatigue, learning fatigue, and shortening attention spans**
 - B. Microlearning emphasizes skills that are critical to remote learning**
 - C. Microlearning enables critical independent thinking that has been lost during distance learning**
 - D. Microlearning reduces passive learning**
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6. Much of the philosophy underlying microlearning is based on the Pareto Principle. What does the Pareto Principle state?

- A. An eight-hour work or school day generally only contains 6.5 hours of real work.**
 - B. A 6.5-hour study session is more productive than an 8-hour study session.**
 - C. 20% of the results come from 80% of the effort.**
 - D. 80% of the results come from 20% of the effort.**
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7. A resource of easily-accessible, well-organized microlearning modules that students can use to learn on their own is known as a:

- A. Microlearning agenda**
 - B. Microlearning lineup**
 - C. Microlearning menu**
 - D. Microlearning reference**
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8. What does our brain's prefrontal cortex do in the learning journey?

- A. Regulate emotional investment in the new information.**
 - B. Manages our sight and hearing.**
 - C. Filters the incoming information and sends it to different parts of our brain.**
 - D. Intakes new information and makes new decisions.**
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9. What's the hippocampus responsible for in our learning journey?

- A. Intaking brand-new information.**
 - B. Filters the incoming information and makes judgments about what to do with all the information.**
 - C. Governing our senses.**
 - D. Regulating emotional investment in the new information.**
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10. What's the primary 'hack' responsible for the efficacy of microlearning on a neuroscientific level?

- A. If you're in microlearning mode, the information should all be perceived as important—which means that it will all get mental priority.**
 - B. If you're in microlearning mode, the brain's emotional learning center is triggered, which enhances motivation to learn.**
 - C. Microlearning tricks the brain into deleting all non-important information.**
 - D. Microlearning forces the brain to skip long-term memory and go directly to short-term memory.**
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11. Which statement is true about the brain and learning?

- A. The hypothalamus filters through the various pieces of information you're seeing and then makes a quick judgment about the importance of the information.**
 - B. Our brain's capacity to process increasingly complicated information has decreased with technology overload.**
 - C. Within about a twenty minute period, the hippocampus needs to know where to "send" information in your brain, or your brain will discard it and it will become irrelevant.**
 - D. Microlearning specifically engages the parts of the brain that influence the ability to determine context and meaning.**
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12. Why is the amygdala an important part of the microlearning experience?

- A. Initial reaction**
 - B. Emotional investment**
 - C. The conversion from long-term memory to short-term memory**
 - D. The amygdala supports the storing of information**
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13. What is the reason for the recommended 12-hour minimum gap between introducing and reviewing a concept?

- A. So that the learner can be ready to commit things to memory**
 - B. This will enhance creativity and motivation to learn**
 - C. It can help the brain understand what it's learned and prepare for more information in the most efficient way; allows our brain to process, store, and re-set**
 - D. Breaks help alleviate stress, which will in turn maximize the brain's performance**
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14. What's a good first way to consider adding microlearning to your teaching techniques without needing to overhaul your entire curriculum?

- A. Make some simple microlearning stations in the classroom**
- B. Play a quick, high interest game at the beginning of the period with a small group**

while the other students focus on a traditional assignment

- C. Early in the school year, provide a microlearning workshop to students and parents
 - D. Create a targeted solution for sinking grades for one student
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15. Why can't we just chop up longer presentations into small microlearning modules—say, a 45-minute presentation into four ten-minute modules?

- A. We can, and we should, for convenience in onboarding.
 - B. Microlearning modules need to be hyper-focused; cutting up a longer presentation would include unnecessary information.
 - C. You can do this to other teachers' work, but not your own.
 - D. A 45-minute lesson can be repurposed into two twenty-minute microlearning modules.
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16. Would microlearning work well with gamification?

- A. For young students particularly, the concept of gamification adds a strong layer of engagement and motivation to almost any subject.
 - B. For young students particularly, this would merely serve as a distraction.
 - C. Yes, but only for subjects that relate to social studies.
 - D. No, but this can be a good strategy for extracurricular activities.
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17. What might an assessment look like in a microlearning course?

- A. Microlearning cannot be used for assessments.
 - B. A traditional 45-minute exam with multiple choice questions.
 - C. Only one-question assessments are allowed in microlearning.
 - D. A quick game, a few questions, or a brief discussion
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18. What's a good way to cater a microlearning course to a group of students with varied learning modalities?

- A. Microlearning cannot be used for a classroom full of students who learn in different ways.
 - B. Move your classroom to remote learning.
 - C. Use a different type of media, content, or activity in each microlearning module.
 - D. Make sure that you use the same type of activity in each module.
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19. Is it possible to achieve the benefits of microlearning without relying on digital applications, social media, or screens?

- A. No, unfortunately - microlearning requires screens.
- B. No, unfortunately - microlearning doesn't require screens, but modern students do.
- C. Yes! A teacher can leverage activities, discussions, games and textbook resources

to lead in-person microlearning activities.

D. Yes! A teacher can make screenshots of microlearning media and place them all around the classroom for students to look at.

20. If your students are prolonging your microlearning modules by asking questions, what might be a good compromise?

A. Refusing to answer questions; this drives suspense.

B. Adding in a dedicated Q&A module every so often.

C. Answering questions immediately and disregarding the 10-15 minute time limit.

D. Making students answer their own questions on their own time.

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