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7 debunked myths on microlearning

There are limits to what microlearning can do in the business environment. To use it effectively you must know these 7 false myths.

We often hear about microlearning as one of the new frontiers of education and eLearning. And, in fact, it is a very engaging and functional approach to training. But there are beliefs on the subject that is good to debunk.

1) There is a temporal definition

According to YouTube, the average video display is 4.4 minutes and according to a study only 20% of people read a document from the beginning to the end.
However, there is no "standard" to define microlearning in terms of time. The guideline to be followed is to express the contents related to the topic in the "necessary time, but as shortly as possible", giving the learners time to enjoy the training and learn incisively.

2) It is all about video

Video is just one of many ways that can be used to present microlearning content. Microlearning is primarily aimed at supporting performance in an attractive way: it is also possible to do this through an infographic.

3) It's chunking

Microlearning and chunking (breaking up a topic into "pieces" to store it better) are not the same thing. Microlearning deals with autonomous, specific and targeted topics that deepen a macro-topic and therefore it is not necessary to follow the "first episode" to understand the second.

4) It requires specific technology

Technology is certainly needed to develop microlearning training, but nowadays a variety of applications are available that do not necessarily require "special" technology. You can adapt the development of training in microlearning to your budget and your specific needs and remember that the main purpose is to support performance in an attractive way.

5) It is suitable for everyone, always

You can not provide microlearning training indiscriminately for everyone and for any objective and expect it to bring great results: it is necessary to follow a strategy, to create courses as complete solutions in response to specific problems.
Microlearning is not, in itself, intended to solve complex and behavioural problems, but can help and support complex learning initiatives.

6) It is easy to create

Microlearning requires a strategy and a development plan. It requires an analysis of the content of the macro-topic and a subdivision into more specific themes, all of which are applied in specific applications of knowledge.

7) It is a fad

A 2002 BBC study indicated that 94% of people prefer learning modules of less than 10 minutes. Sixteen years have passed since then.

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