2018 Trends: What the Research Says About Microlearning, Social Tools, and Video

Jane Bozarth
The eLearning Guild
The eLearning Guild Recent Research:

• Video for Learning
• Microlearning
• Social Tools for Learning

https://www.elearningguild.com
Research

What’s happening?
What’s not happening?
Why?
What is surprising?
What are we still figuring out?
What help do people need?
How can this inform eLearning Guild programming?
How can this help you plan, learn, & have conversations?
Stephen Haskin

\[ n = 1021 \]

Corporate = \(~50\%

Limitation:
Self-selecting

We can only ask so many questions...
Take a Guess

What percentage of respondents said their organizations are using video to support L&D efforts?

1. 92%
2. 71%
3. 48%
Take a Guess

What percentage of respondents said their organizations are using video to support L&D efforts?

1. 92%
2. 71%
3. 48%
Are you using video as part of your L&D strategy?

2009
41.3%
n=2,200

2013
73.7%
n=519

2017
92.4%
n=1,021
For how long?

- 31.6% 1 - 2 years
- 35.8% 2 - 5 years
- 19.4% 5 - 10 years
- 13.1% More than 10 years

67.4% have been using video for less than five years.
Take a Guess:

What percentage of respondents said their organizations shoot their own video?

1. 43%
2. 71%
3. 89%
Take a Guess:

What percentage of respondents said their organizations shoot their own video?

1. 43%
2. 71%
3. 89%
We shoot our own video 88.9%
Curated public content (YouTube, Vimeo, etc.) 31.7%
Video produced by vendor or consultant 27.7%
Stock video 23.3%
WHO?

11.2% Outsourced to a vendor or consultant
6.8% Another internal department other than training or IT
1.3% IT department
45.8% Multiple members of the training department
34.9% Me or a single member of the training department

Over 80% of respondents said training departments create video learning content for their organization.
Take a Guess:

Respondents said the length of the average video used in their L&D efforts is:

1. Less than 5 minutes
2. 5-30 minutes
3. 30-90 minutes
4. More than 90 minutes
Take a Guess:

Respondents said the length of the average video used in their L&D efforts is:

1. Less than 5 minutes
2. 5-30 minutes
3. 30-90 minutes
4. More than 90 minutes
Under 5 minutes: 81.7%
5 - 30 minutes: 52.9%
30 - 90 minutes: 13.0%
Over 90 minutes: 2.5%
<table>
<thead>
<tr>
<th>Training Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software training</td>
<td>51.5%</td>
</tr>
<tr>
<td>Coaching/leadership</td>
<td>46.1%</td>
</tr>
<tr>
<td>Product training</td>
<td>44.8%</td>
</tr>
<tr>
<td>Onboarding</td>
<td>44.3%</td>
</tr>
<tr>
<td>Compliance</td>
<td>42.1%</td>
</tr>
<tr>
<td>Equipment training</td>
<td>39.1%</td>
</tr>
<tr>
<td>Sales training</td>
<td>26.4%</td>
</tr>
<tr>
<td>Marketing</td>
<td>22.8%</td>
</tr>
<tr>
<td>Hardware training</td>
<td>21.4%</td>
</tr>
</tbody>
</table>
### Where are the videos housed?

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On a learning management systems (LMS)</td>
<td>70.8%</td>
</tr>
<tr>
<td>On an internal file server</td>
<td>47.6%</td>
</tr>
<tr>
<td>On YouTube</td>
<td>35.3%</td>
</tr>
<tr>
<td>With a video streaming service company other than YouTube or Vimeo</td>
<td>20.9%</td>
</tr>
<tr>
<td>On Vimeo</td>
<td>20.6%</td>
</tr>
</tbody>
</table>
Richer learning experience for the learner (36.3%)
Able to deliver content to the learner when & where needed
Video is a better medium to teach some topics
Better able to teach detailed content
Less need for classroom training
Less expensive than classroom training (2%)
Video: Barriers

- Time to create (51%)
- No dedicated internal staff
- Costs
- No support from management
- No support from “customer” (1.3%)
- 14%: No barriers!
**Action Steps**

- Plan & storyboard
- Start with something small – learn from that
- Choose easy to learn/use first
- Outsource, use stock video or social channel video
More Action Steps

Work with IT to agree on needs
- You will need them when it comes time to deploy
- You may need to use streaming service
- You may need to limit frame size, frame rate, etc.

Explore!
Research to find good examples to mimic, to show value/effectiveness to customer, look for champions—or at least “amenables”
What We Don’t Know

Are they just shooting talking heads?
Or are they editing?
Is it good video? Does it tell a story?
Does it really train?

OTHER?
“There’s a huge need for video training. In the many classes I’ve taught, there has always been a huge spark of creativity, but not a lot of knowledge on how to get it to the screen, large or small, in a way that learners can get the most out of the video presented.”
Microlearning: Experts
It’s not about length, size, or content. That’s the wrong element to highlight.

Jimenez: “It has to do with the usefulness of the content.”

Seratt: “It’s focused on a specific task and does not include information not needed to complete that task.”

Elkins: “Microlearning is focused training or support on a singular need.”
Microlearning: Why?

We are in an attention economy

Workers need short
To the point
In the workflow
We Create Our Own “Microlearning” All the Time
• “One of the biggest offenders here is the notion that chopshopping a 60-minute video into smaller five-minute videos is microlearning.”

• Length is only one element of microlearning.

• “Cutting something down inherently does not make it more valuable”—nor does it turn the content into microlearning.
Know How Content Will Be Used

Elkins:
Is building on past knowledge critical?
<table>
<thead>
<tr>
<th>Microlearning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful</td>
</tr>
<tr>
<td>Searchable</td>
</tr>
<tr>
<td>“Findable”</td>
</tr>
</tbody>
</table>
Microlearning: Challenges

Choosing what
Choosing when
**How to measure
Elkins:

A. What situation is the employee dealing with?
B. What question is going to pop into their mind?
C. What is the minimum amount of information that will help them answer (B)?
D. “If you can’t do that, you’re not ready to make microlearning.”
Microlearning: How?

Elkins: It should be as long as it needs to be.
Microlearning: How?

Elkins: “Go experience it. Sign up for Duolingo, go find a site that has some options, find something you want to learn, and learn it in a micro way and see how you experience it.”


Start with “what’s the pain point?”, not “I’m gonna go create some microlearning.”
Microlearning: How?

FOCUS.
SOCIAL TOOLS FOR LEARNING

Jane Bozarth, PhD
Social Tools

- $n = 825$
- ~50% corporate
- Limitations
  self-selection
  “designers” aren’t necessarily builders
Take a Guess:

Percentage of respondents who said their organizations were using at least one social tool for learning:

1. 30%
2. 50%
3. 70%
4. 90%
Take a Guess:

Percentage of respondents who said their organizations were using at least one social tool for learning:

1. 30%
2. 50%
3. 70%
4. 90%
Organizations that find use of social tools for learning worthwhile: 71.9%

Organizations using at least one social tool for learning: 71.3%

Organizations planning to increase use in the next 12 months: 66.1%
Since 2011

“Use” now far exceeds “interest”
Popular Uses

- Deliver standalone content: 46.6%
- Facilitate learner communities: 42.2%
- Deliver courses with social-tool-supported learner collaboration: 42.8%
- Curate content: 34.4%
- Performance support: 32.5%
- Microlearning: 31.6%
- Working out loud: 29.9%
Popular Tools

- Video sites
- Professional Networking (LinkedIn)
- Proprietary Tools (LMS, Sharepoint, etc.)
- Blogs
- Free Collaboration Tools (Google Docs, etc.)
- Social Networking
- Discussion Boards
- Podcasts
Least Popular Tools

- Photo Sites
  (35% did not use at all)
- Bookmarking
  (42% did not use at all)
- RSS Feeds
- Chat rooms
Social Tools: Benefits

- Increase speed of information dissemination
- Increase learner/user access and availability
- Accommodate learner/user needs
- Improve learner performance
- Reduce costs
Take a Guess:

Percentage of respondents who said their organization’s firewall blocks access to public social media sites?

1. < 10%
2. 11-20%
3. 21-30%
4. 31-40%
5. > 40%
Take a Guess:

Percentage of respondents who said their organization’s firewall blocks access to public social media sites?

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2. 11-20%
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4. 31-40%
5. > 40%
Social Tools: Barriers

“We don’t know how to implement”

“We don’t know how to measure success”
<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>What my organization’s policy is:</td>
<td>15%</td>
</tr>
<tr>
<td>Target audience’s informal use of tools:</td>
<td>27%</td>
</tr>
<tr>
<td>Audience’s favorite tools:</td>
<td>30%</td>
</tr>
<tr>
<td>How we will evaluate:</td>
<td>22%</td>
</tr>
</tbody>
</table>
Problem:

More than a quarter of respondents said there was no support for using social tools for learning beyond the one-way delivery of traditional learning programs.
Well this is interesting

Some Key Drivers:

- **Functional areas**: 48.4%
- **Learners or staff are requesting this**: 37.7%
- **Departmental management**: 31.3%
- **Grassroots: People are already doing it on their own**: 31%
Success: One Size Does Not Fit All

“We have different SharePoint sites. Different organizations within the business use them in different ways. Some just share content, while others have sharing content and discussion boards or chat groups to join, making it more like social media sites people use outside of work.”

“...provide learning solutions using the most traveled avenues. Where do your people spend the most time? If you are there too they are most likely to use your services.”
Action Steps

• STRATEGY
• Use existing communication policies
• Let the learners help drive
• Find early wins
• Pick a few tools and become fluent – see possibilities
• Early wins: ONE course community. ONE book club. ONE...
• The way to start is to... start.
Overall? What We Need

STRATEGY

More understanding of how to move beyond traditional classroom approaches; more performance support

More partnering with functional areas

Better able to tie efforts to outcomes
Why Research?
Coming Soon

AR/VR for Learning
Blended Learning
Data
AI
Assessment
On A Shoestring
Annual Salary Report
The eLearning Guild

• 1 report per month
+ Executive Summary
+ Article in Learning Solutions
• Membership

www.elearningguild.com
What do you want?

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Invasion Troops: 153,110

Casualties: 14,000

Ships: 6,330

Aircraft: 10,440

3,950
Fighters

670
Giders

4,450
Bombers

1,370
Air transport

250
Minesweepers

1,260
Merchant vessels

120
Warships

3,500
Troop carriers

600
Specialist craft

1,550
Tanks

500
Cargo carriers

100
Destroyers, sloops, frigates

129,710
Soldiers landed

12,500
Vehicles

23,400
Airborne troops