

# 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.
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**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.
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**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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