

WELCOME TO



A SCTCS Division of Academics, Student Affairs & Research Initiative

TILT

TEACHING & LEARNING TUESDAY

MICROLEARNING FOR THE MODERN WORKPLACE

August 20, 2024

2:30pm

ABOUT THE PRESENTERS



LEAH ANDREWS

SC Technical College System



KIM BURKETT

SC Technical College System

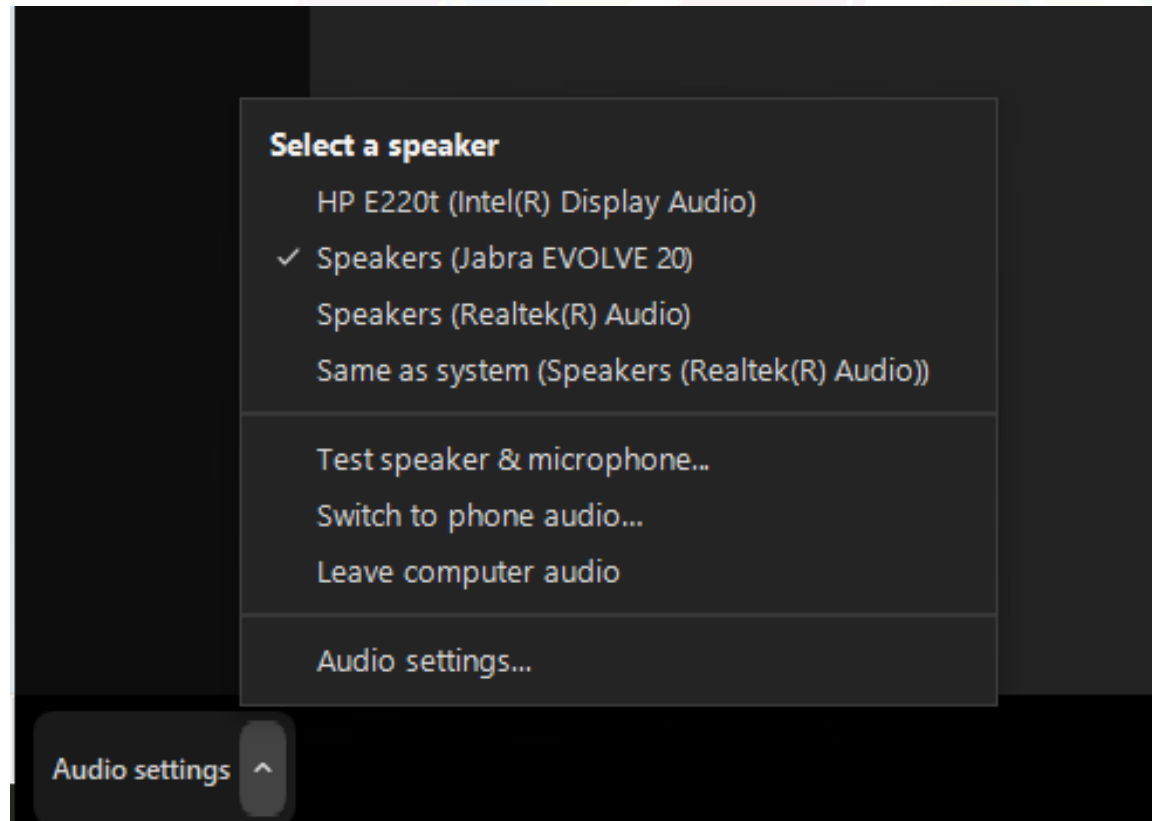


CRIS FELTY

Trident Technical College




ZOOM WEBINAR



ZOOM WEBINAR

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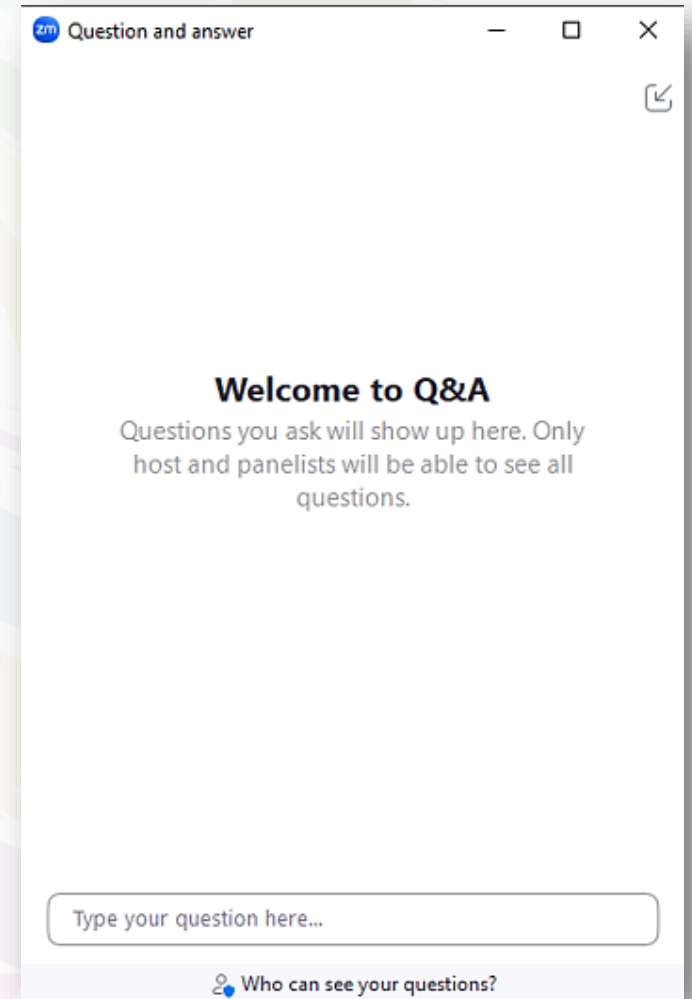
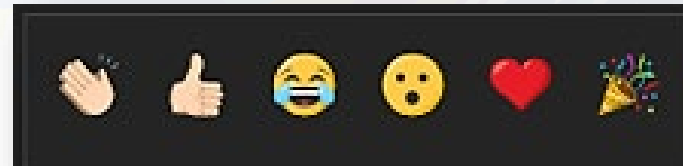
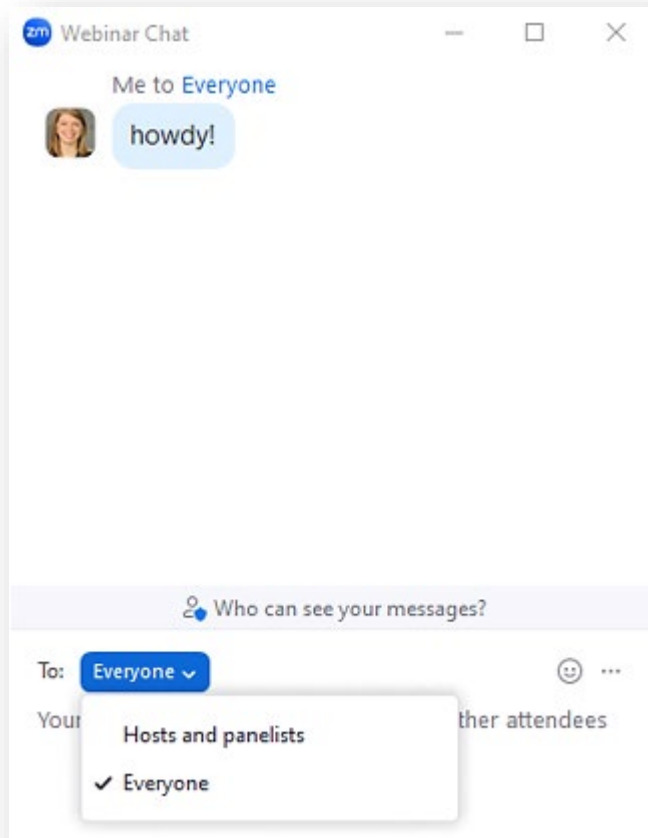
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 **TLT**
A SCTCS Division of Academics, Student Affairs & Research Initiative

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ZOOM WEBINAR



Microlearning for the Modern Workplace

A 2023 – 2024 SCTCS Leadership Academy Project

A presentation for Teaching and Learning Tuesday (TLT)
August 20, 2024



LEADERSHIP ACADEMY
SC TECHNICAL COLLEGE SYSTEM

2023-24 Leadership Academy Cohort

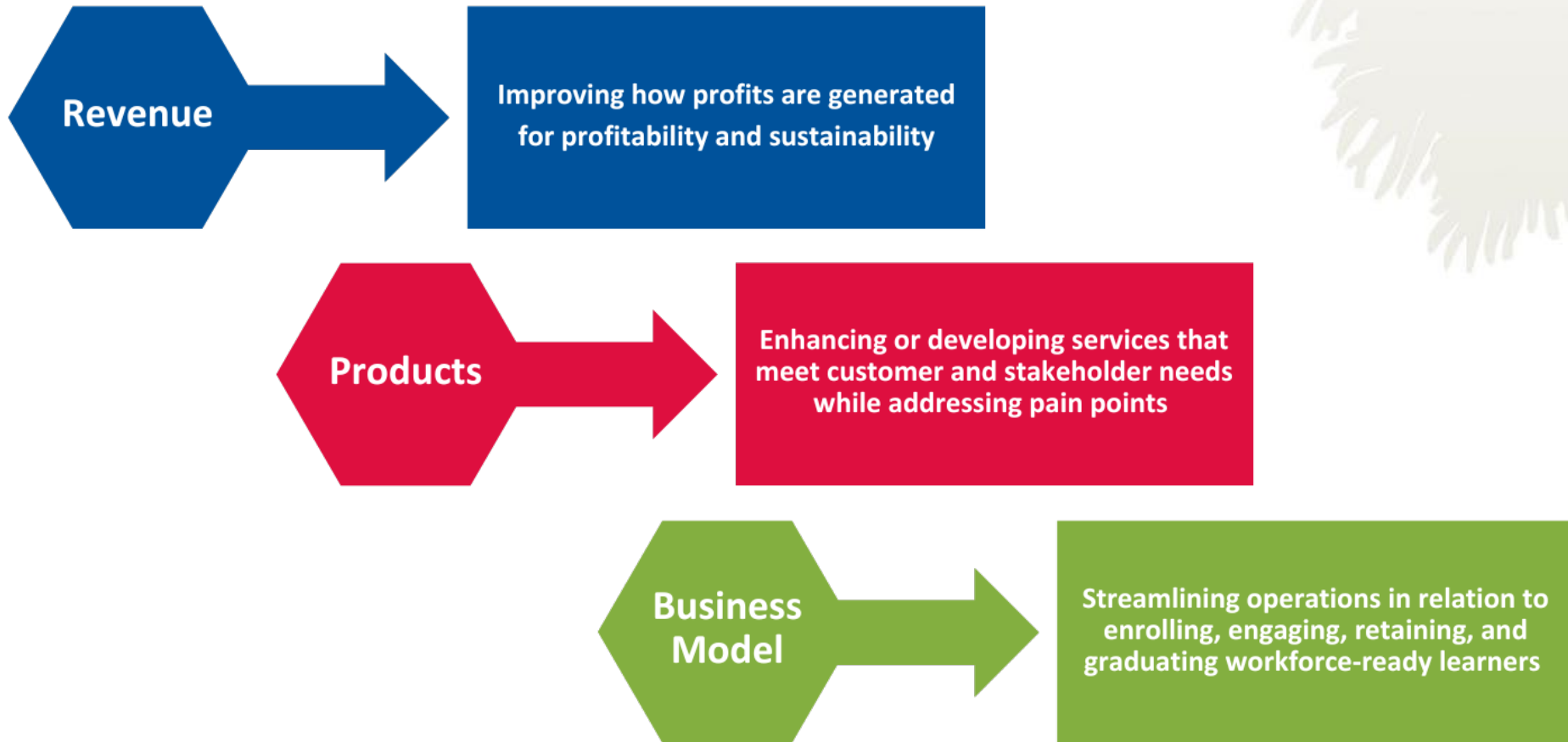


Leadership Academy Overview



Leadership Academy Project

Cohort small groups were tasked with crafting a project proposal that was **bold and innovative**, **mission-inspired**, and **focused on the success of learners**. Projects fell into three categories:



Team Members



Leah Andrews
*Creative Director
System Office*



Nikita Baxter
*Director, Student Leadership
and Events
York Technical College*



Paige Brown
*Director of Academics
and Special Projects
Williamsburg Technical College*



Kimberly Burkett
*Academic Affairs Coordinator
System Office*



Team Members



Cris Felty
*Director, Grants Development &
Administration*
Trident Technical College



Patrick Scipio
*Head Men's Basketball Coach &
Academic Advisor*
Denmark Technical College



Edgar Stagers
*Director, Workforce Development &
Continuing Education*
Williamsburg Technical College



Introduction



Target Audience



**Technical college graduates,
who would enter the workplace better
prepared for employment success**



**Employers, who would recruit
better prepared employees**



Purpose

Develop a series of microlearning opportunities that would allow students to explore the evolving workplace landscape



Micro-content is typically < 5 minutes



Often delivered in video format



Loaded into colleges' LMS systems



Incorporated into existing coursework



Would result in awarding of credential

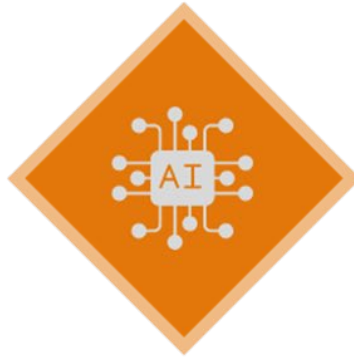


Sample Microlearning Content

**Mental
Healthcare &
Well-Being**



**Using AI for
Problem-
Solving**



**Social Media:
Influence,
Ethics, & Image**



**Diversity for
Workplace
Excellence**



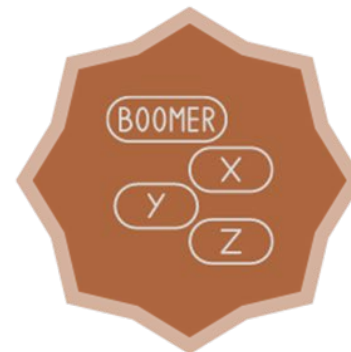
**Remote &
Hybrid Work**



**Entrepreneurship
& the Gig
Economy**



**Generational
Insights &
Collaboration**



**Social-
Emotional
Learning (SEL)**



Even the language of microlearning is small...

nudge

appetizer

bite-size

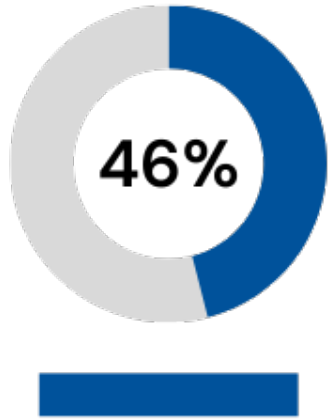
snackable

nugget

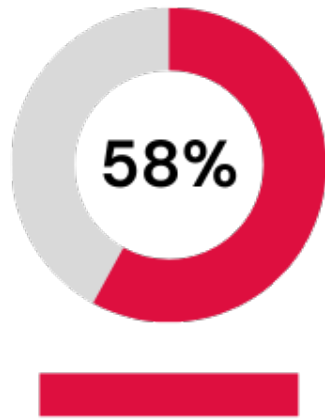
whisper



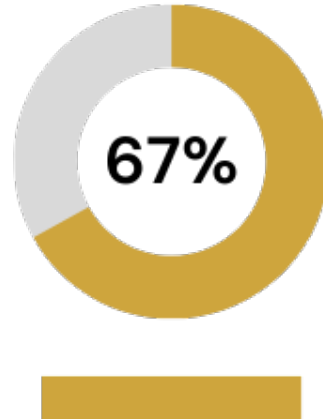
Background: Statistics



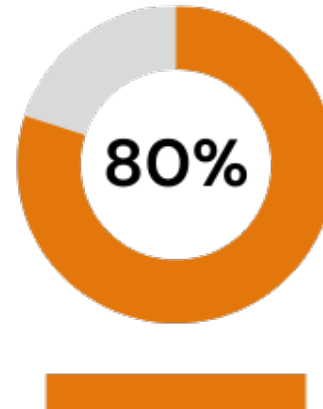
Students and workers who **say the pandemic has made it difficult for them to meet educational and career goals**



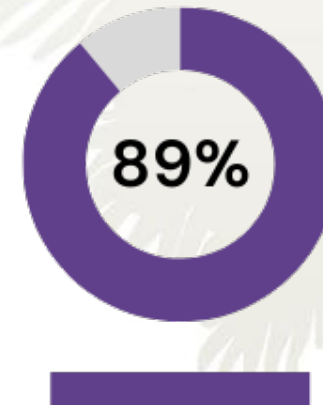
Employers who **say recent graduates are unprepared for the workforce**



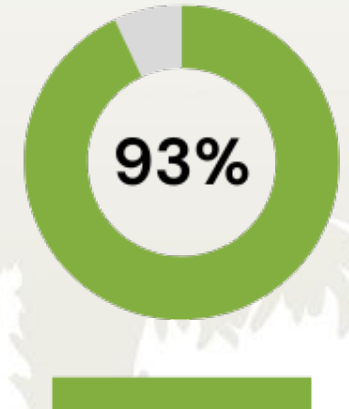
Gen Z workers who **want companies to support their ongoing learning** and help them build skills needed to advance their career



Workers who **believe regular and frequent training is more important than formal workplace training**



Workers who **want training available anywhere and anytime they need to do their job**



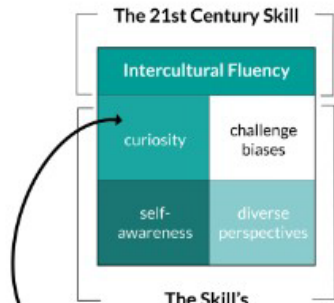
Workers who **want easy-to-complete and relevant training**



Background: Precedents

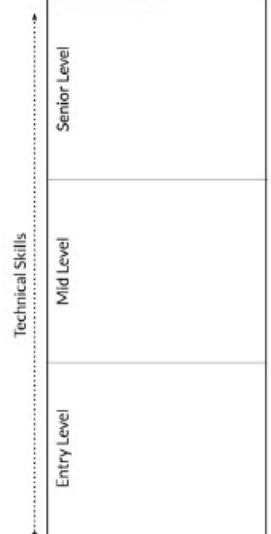
21st Century Skills

Initiative		Creative Problem-Solving		Collaboration		Intercultural Fluency	
lead without title	act as a catalyst	identify patterns	manage ambiguity	focus on solutions	listen actively	curiosity	challenge biases
self-awareness	learn from experience	iteration	convergent / divergent thinking	diverse perspectives	strengthen relationships	self-awareness	diverse perspectives
Resilience		Critical Thinking		Oral Communication		Empathy	
exhibit flexibility	focus on solutions	identify patterns	draw conclusions	listen actively	clarity/ precision	listen actively	recognize needs
self-awareness	learn from experience	question assumptions	gather relevant info	storytelling	adopt tone/ word choice	validate others' feelings	diverse perspectives



The Skill's Sub-competencies

When filling out a T-Profile, employers rank the importance of sub-competencies for a specific role; the darker the shading, the more critical the skill



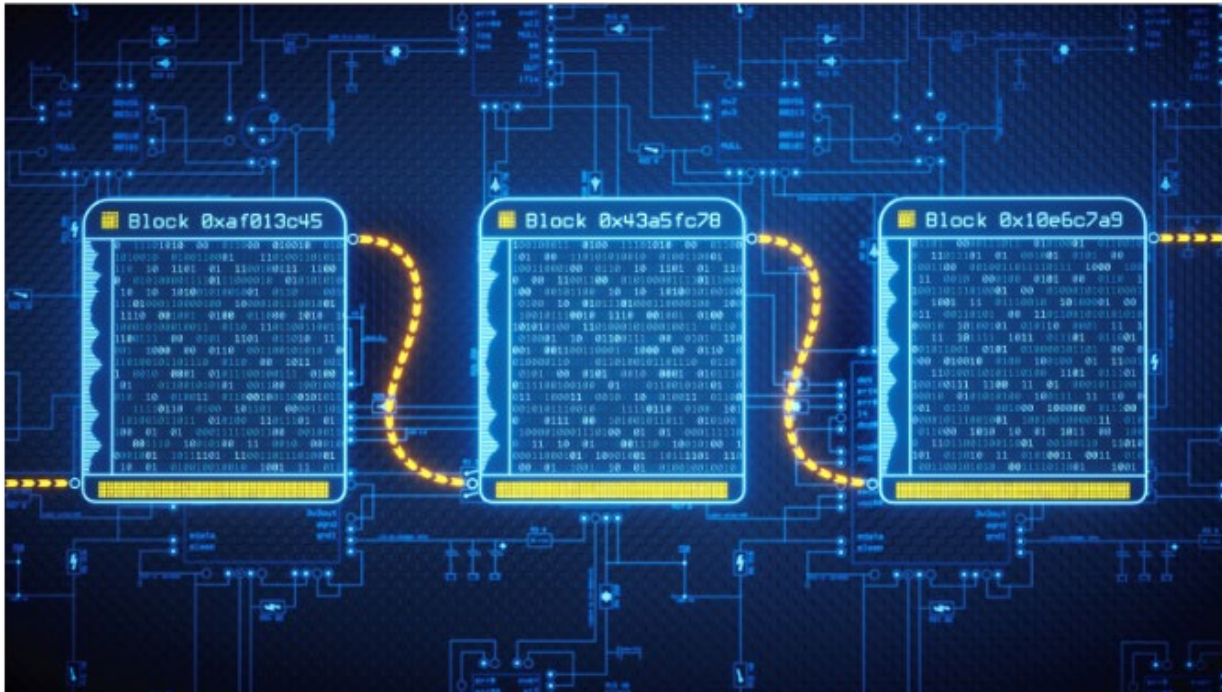
Education Design Lab



Background: Precedents



Background: Precedents



Background: Precedents

Course Design: Designing a Syllabus



Course Design: Planning Class Sessions



WILLIAM & MARY
**STUDIO FOR TEACHING
& LEARNING INNOVATION**






LEADERSHIP ACADEMY
SC TECHNICAL COLLEGE SYSTEM

How NOT to Introduce Microlearning to Students





Background: Anecdotal Evidence

What students say

-  Networking with peers to share experiences
-  Ability to apply knowledge and skills to the workplace
-  Upskilling of better practices in social procurement

What employers say

-  Differentiation between skilled employees and less skilled ones
-  Skeptical about validity of microcredentialing



Objectives



Craft a series of microlearning modules focused on 21st-century workplace preparation



Incorporate best-practice strategies for content and delivery



Develop a mechanism for gathering in-time feedback from students for project improvement



Timeline

TASK/PROCESS	Y1 Q1			Y1 Q2			Y1 Q3			Y1 Q4		
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Stakeholder meeting	●					●						●
Hiring/assignment of personnel	■			■								
Identification of best practices				■								
Curriculum development					■							
	Y2 Q1			Y2 Q2			Y2 Q3			Y2 Q4		
Curriculum pilot and data collection	■					●						●
Evaluation and revision						■						
Full implementation							■					



Budget: Personnel Costs

Project Lead



Oversees all stages of the project

Curriculum Developer



Creates all microlearning content

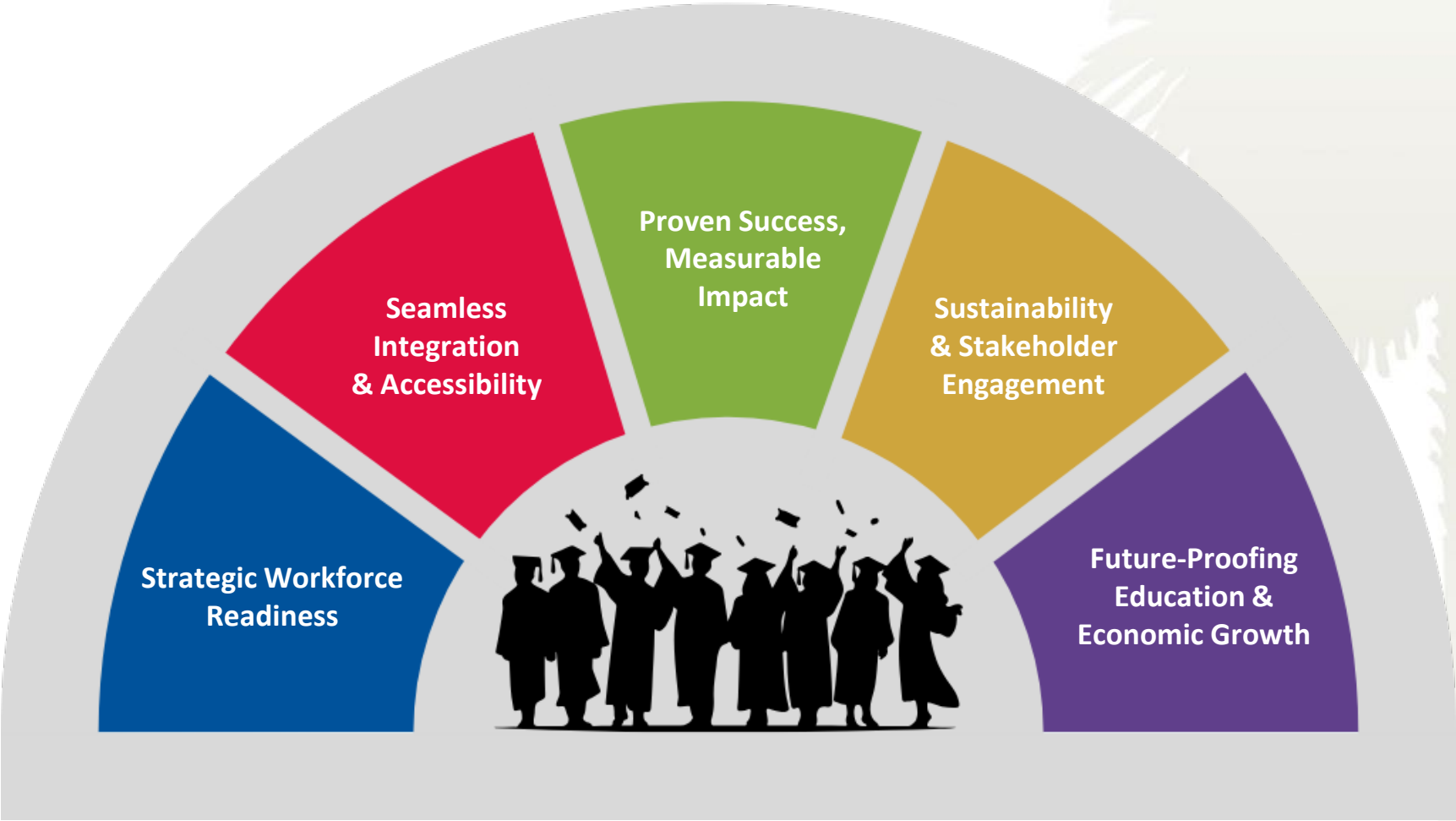
Project Evaluator



Gathers and evaluates data on student experiences



Conclusion



References

Doherty-Restrepo, J. L., Perez, K., Creeden, M., Cram, B., & Charite, M. (2023). Closing the gap between students' career readiness and employers' expectations. *International Journal of Innovative Teaching and Learning in Higher Education*, 4(1), 1–14.

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[development/708312/?utm_source=Sailthru&utm_medium=email&utm_campaign=Issue%3A%25+202024-02-](https://www.highereddive.com/news/gen-z-soft-skills-college-career-development/708312/?utm_source=Sailthru&utm_medium=email&utm_campaign=Issue%3A%25+202024-02-26+Higher+Ed+Dive+%5Bissue%3A59447%5D&utm_term=Higher+Ed+Dive)

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Questions?



2024 TLT FALL SESSIONS

August 20	Microlearning for the Modern Workplace Cris Felty (TTC), Leah Andrews (SCTCS), Kim Burkett (SCTCS)
September 17	De-Escalating Critical Situations Mark Dougherty (TCTC)
October 15	TBD
November 19	Maximizing Canva Coleman Brown (GCS) & Shane Peek (GCS)



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<https://www.surveymonkey.com/r/Aug2024TLT>

