

Micro-Learning Design and Development

Exercises and References

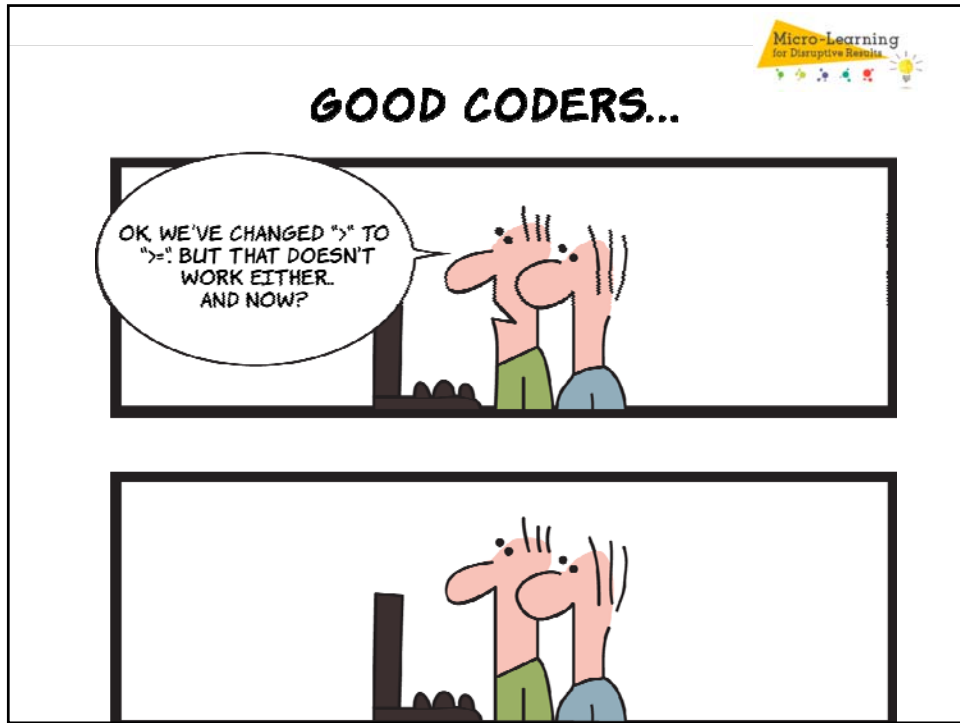


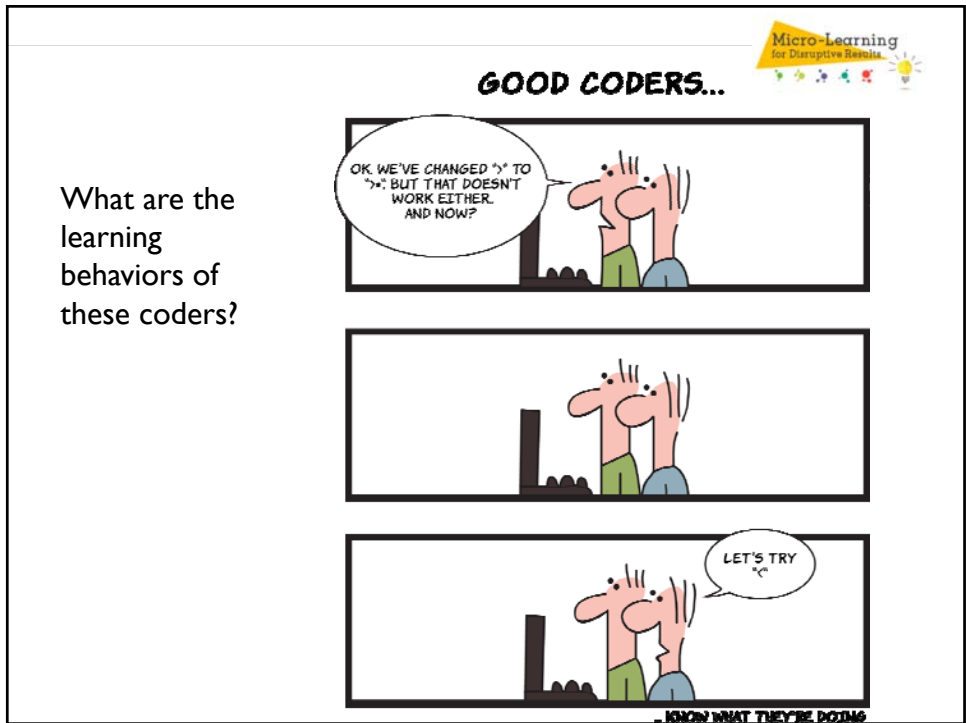
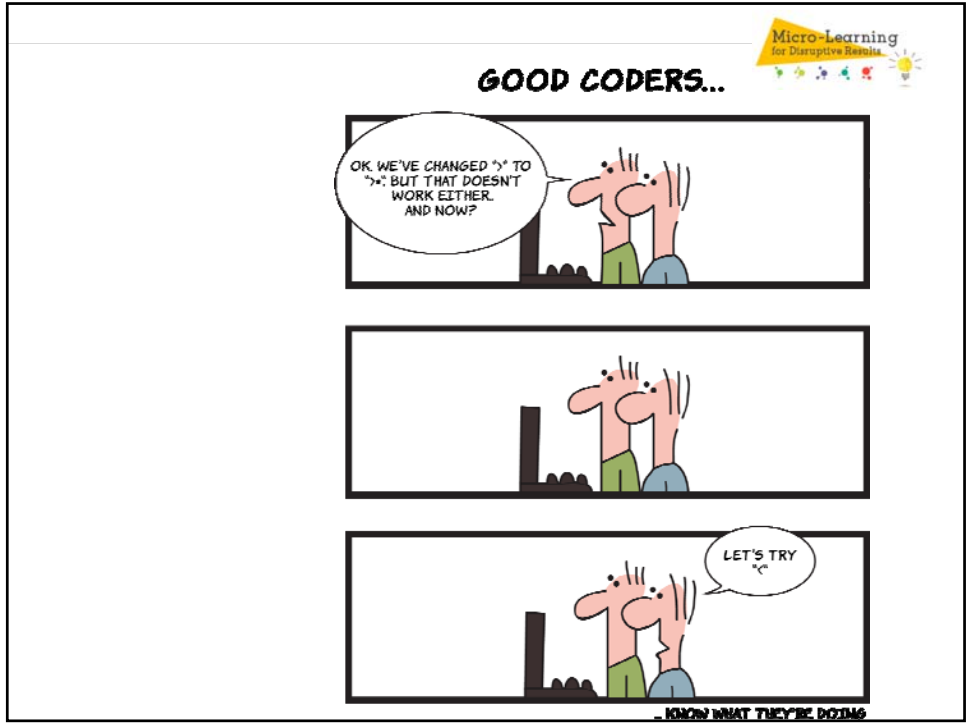
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- Low Effort
- Easy
- Fast
- Applied quickly

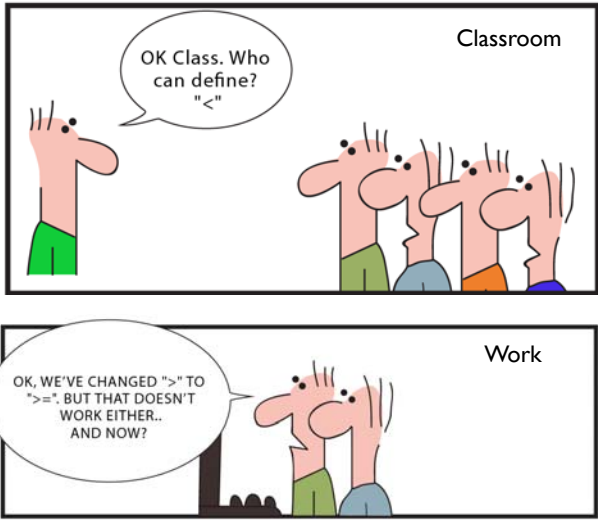




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What are the learning behaviors in the classroom compared to work?



Classroom

Work

OK Class. Who can define "<"

OK, WE'VE CHANGED ">" TO ">=", BUT THAT DOESN'T WORK EITHER... AND NOW?

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Learning by

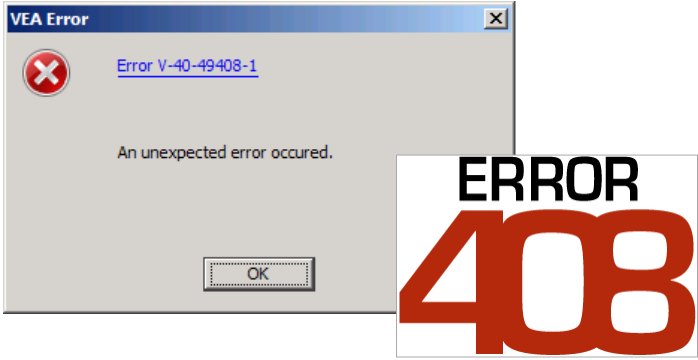


OOPS!

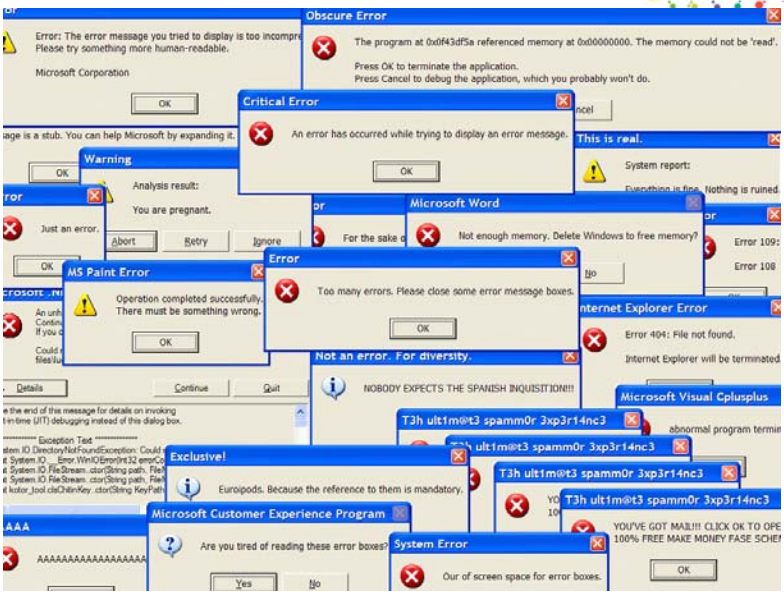
What is "Learning by Oops!"?

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Learning by



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FDA 101: Medication Errors

A medication error is any preventable event that may cause or lead to inappropriate medication use or harm to a patient. Since 2000, the Food and Drug Administration (FDA) has received more than 16,000 reports of medication errors. FDA reviews reports that come to MedWatch, the agency's adverse event reporting program.

"These reports are voluntary, so the number of actual medication errors is believed to be higher," says Carol Holzman, R.Ph., Director of the Division of Medication Error Prevention and Analysis in FDA's Center for Drug Evaluation and Research.

FDA works with many partners to reach medication errors, including the U.S. Pharmacopoeia (USP) and the Institute for Safe Medication Practices (ISMP). "They report several changes the USP/ISMP voluntary Medication Error Reporting Program (MERP) successfully present to FDA's MedWatch program," says Holzman.

"FDA takes a cooperative approach to medication errors, evaluate them, and educate the public about strategies to help them from happening again."

Medication errors occur for a variety of reasons. For example, miscommunication of drug orders can lead to poor handwriting, confusion between drugs with similar names,


FDA Reduces the Risks by:

- ✓ Reviewing drug names to minimize confusion
- ✓ Working with drug companies to improve labeling/packaging
- ✓ Requiring bar codes on certain products
- ✓ Analyzing reported errors
- ✓ Creating guidances for industry
- ✓ Educating the public


<http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm048644.htm>

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Broken Part



Falling

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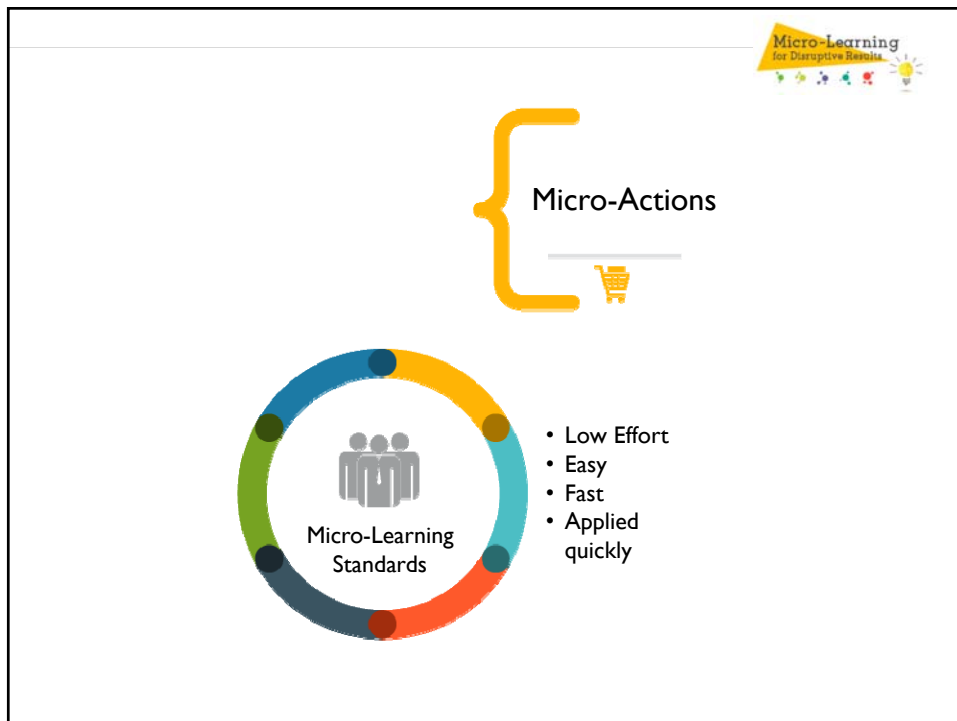
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Learning by
OOPS!

Micro-Learning
for Disruptive Results

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Micro-Actions



Micro-Learning Standards

- Low Effort
- Easy
- Fast
- Applied quickly

Micro-Learning
for Disruptive Results



Micro-Actions

When you want to fix, change or make something ...

- What questions do you ask?
- Where do you get answers?
- How would you apply the answers?
What do you do next time around?

Micro-Action is the tiniest and fastest
Micro-Learning

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What have you learned lately using the principle of **Learning by Oops**?



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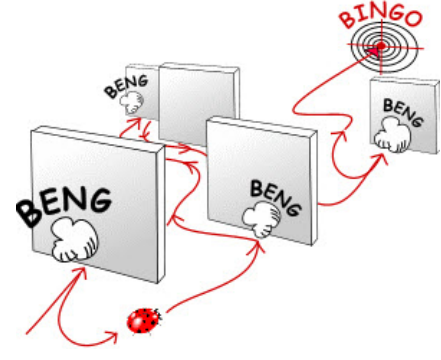
Error Fix

Why is it that people always want to fix things?
What motivates them?

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Beng, Beng then Bingo Situations



Easy and affordable to do

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(A) Trial and Error

OR

(B) Scientific Procedure

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Which is a better learning A or B? Why?

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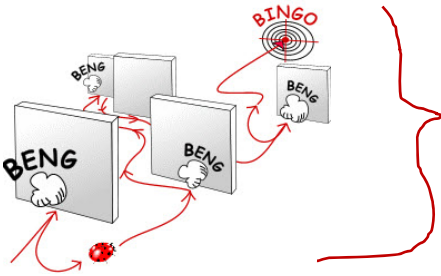
Scientific Procedure

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In a scientific procedure there is still the Beng, Beng then Bingo Process.

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Beng, Beng then Bingo Process



Scientific Procedure

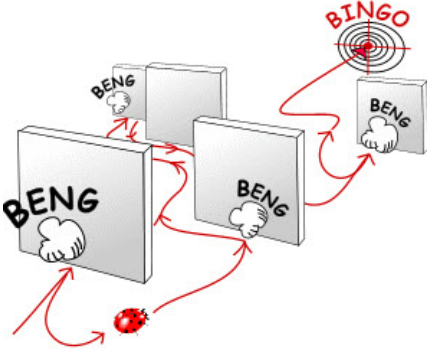
1	FACT FINDING	PROBLEM IDENTIFICATION	PICKING OUT & POINTING UP RELEVANT
2	IDEA FINDING	IDEA PRODUCTION	GATHER & ANALYZE RELEVANT DATA
3	SOLUTION FINDING	IDEA DEVELOPMENT	THINKING UP IDEAS & FEASIBLE DRAG
		EVALUATION	SELECT, ADD & IMPROVE IDEAS
		ADOPTION	KEEPING RELEVANT SOLUTIONS
			DECIDING & IMPLEMENTING FINAL SOLUTION

In scientific procedure there is still the Beng, Beng then Bingo Process

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This works better

Beng, Beng then Bingo Situations



Easy and affordable to do

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Micro-Learning for Disruptive Results

Overload

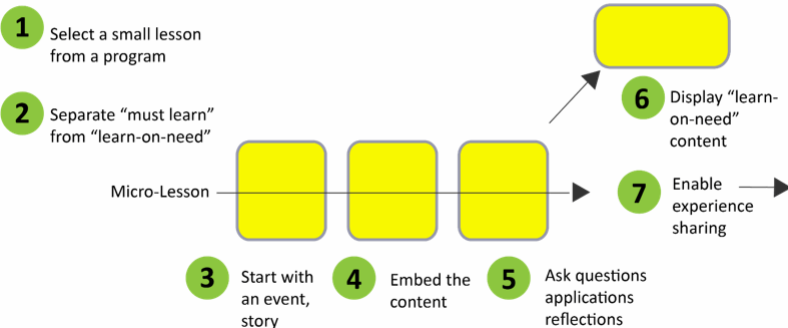


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Micro-Learning for Disruptive Results

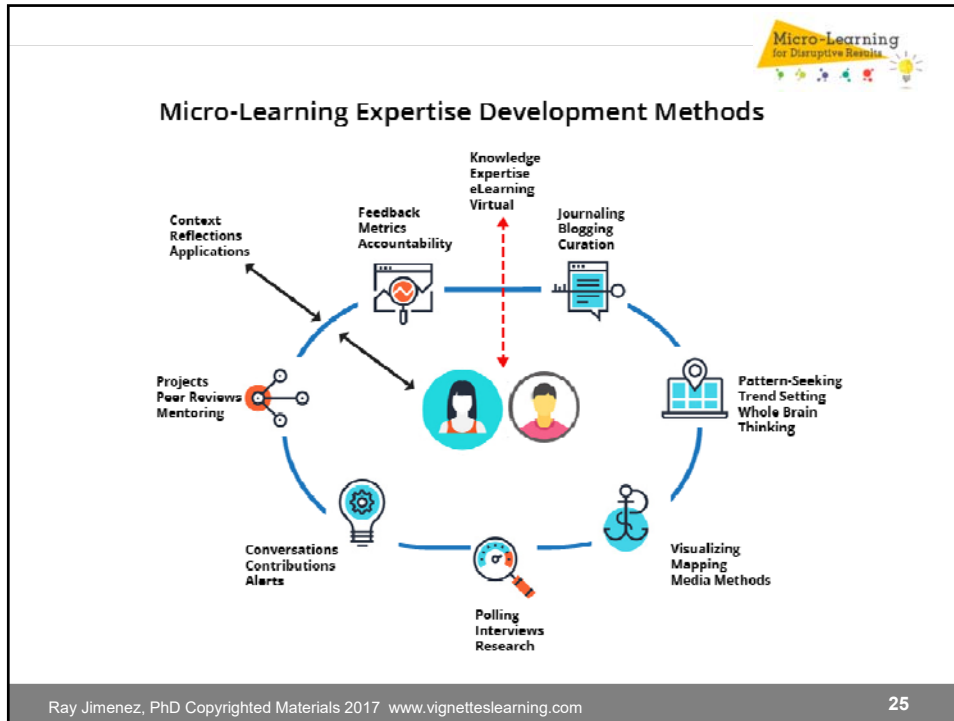
Creating a Micro-Lesson

- 1 Select a small lesson from a program
- 2 Separate "must learn" from "learn-on-need"
- 3 Start with an event, story
- 4 Embed the content
- 5 Ask questions applications reflections
- 6 Display "learn-on-need" content
- 7 Enable experience sharing



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Types of Competencies

<p>Working Competency</p> <ul style="list-style-type: none"> ▪ Knowledge/skill to do job/study immediately ▪ Enables person to perform/learn quickly ▪ Content they “must study now”/foundational <p style="text-align: center;">5-20%</p> <p>Content</p> <ul style="list-style-type: none"> > Value to performance > Errors to avoid > Difficult tasks to learn 	<p>Full Competency</p> <ul style="list-style-type: none"> ▪ Mastery of skills, knowledge ▪ Needed on the job/further study ▪ Content they can refer to; “Study later” <p style="text-align: center;">95-80%</p> <p>Content</p> <ul style="list-style-type: none"> > References > Guides, rules > Policies, procedures
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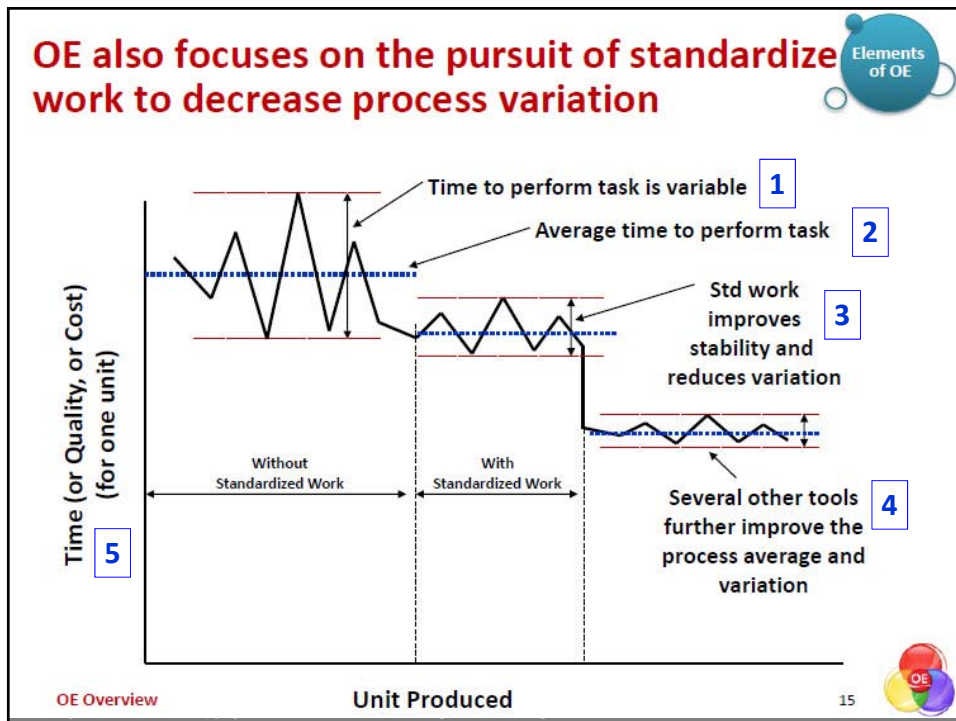
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Data and content specifics

What items are “must-learn” or “learn later” content?

Urgent	References
High returns on time	Avoid errors
How to's	Steps / procedures
Policies	Prices list
Critical incidents	Software features

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Micro-Learning for Disruptive Results

Steps 1-2

Exercise # 1 – Must-learn and Must-do

Your answers / notes

Select a lesson to convert into a micro-lesson


1. What is the must-learn and must-do?
 - Add value, worth the time
 - Avoid errors
 - Needed to fix, solve, improve an item
2. What is the learn-on-need?
 - Learn, refer to, access while on the job?

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Micro-Learning for Disruptive Results

OSHA Audit

Explain the law



OSHA INSPECTION

- Violation
- Violation
- Violation
- Violation


PAILED

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OSHA Audit

Show the
unhappy
boss




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Micro-Learning
for Disruptive Results

OSHA Audit




Show the
consequences



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Micro-Learning
for Disruptive Results

OSHA Audit




- 1**
Explain the law
- 2**
Unhappy boss
- 3**
Consequences

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Micro-Learning
for Disruptive Results

Boiler Maintenance


Explain the steps



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Micro-Learning
for Disruptive Results

Boiler Maintenance
Show repairs to be made



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Micro-Learning
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Boiler Maintenance
Show consequences



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Micro-Learning
for Disruptive Results

Boiler Maintenance



1
Show steps


2
Show repairs

3
Consequences


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Micro-Learning
for Disruptive Results

Boiler Maintenance

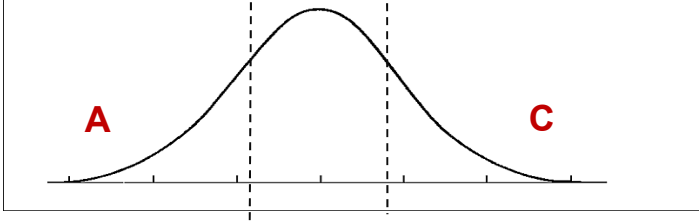


OSHA Audit



What is more effective in getting the learner's attention?
Why?

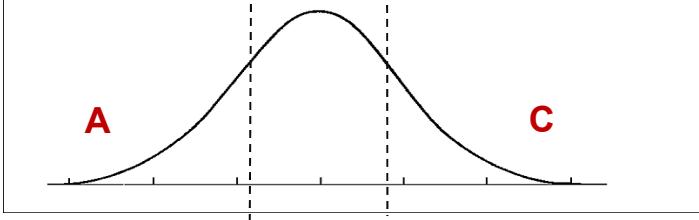
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Less-experience content - explaining **High-experience content - consequences** Less-experience content - explaining

When you design learning, which one do you focus on A, B or C. Why?


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Less-experience content - explaining **High-experience content - consequences** Less-experience content - explaining


Abundance of Experiences
Real events, consequences, emotional, deeper meaning –
Relevant Events

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Event

Real events, consequences, emotional, deeper meaning –
Relevant Events



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Step 3
Exercise # 2 – Event / Incident / Story

Create a real-life event to show people NOT doing the must-learn.


Show:

1. The conflict between the characters
2. Their emotions
3. The crisis
4. The consequence if the issue or problem is not solved
5. The Hyper-Story – the most emotional part of the event

Place below sketch images of 1, 2, 3 and 4 (tiny storyboard use more paper/space if needed)

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Step 4
Exercise # 3 – Embed Content

Insert and embed in the even, incident, story the related part of the content


Show: (for example)


1. Relevant policy
2. Important step
3. Key action/solution

Embed means to insert the part of the content (not all the content) into the story that is natural and organic to the story. Include the content in the conversations and problems and the solution.

Place below sketch images of
1 or 2 or 3 (tiny storyboard)

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Stash the CASH

What happens when you miss some details?

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Stash the CASH

Cash deposits happen every day.

Nothing out of the ordinary here.

And that's just what they're banking on...

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"I've got a deposit for Ace Computer Repair."

"Give me just a second..."

How many deposits do you process in a day? In a week?

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Micro-Learning for Disruptive Results

First National Bank - 9/16/2014

Deposits					
Name	Date	Time	Amount	Type	Location/Branch
Ace Computer Repair	9/15/2014	9:05am	\$1,573.00	Cash	South
Ace Computer Repair	9/15/2014	2:13pm	\$8,276.00	Cash	Midtown
Ace Computer Repair	9/16/2014	10:37am	\$972.00	Cash	Eastgate Plaza
Ace Computer Repair	9/16/2014	3:12pm	\$4,728.00	Cash	Fredricksburg

Would you be concerned? If so, why?

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Micro-Learning for Disruptive Results




When does this activity become reportable?

What policies or laws aid you in your decision?

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1



Stash the CASH

What happens when you miss some details?

3




"I've got a deposit for Ace Computer Repair."

"Give me just a second..."

How many deposits do you process in a day? In a week?

2



Stash the CASH

Cash deposits happen every day.

Nothing out of the ordinary here.

And that's just what they're banking on...


4

First National Bank - 9/16/2014

Deposits					
Name	Date	Time	Amount	Type	Location/Branch
Ace Computer Repair	9/15/2014	9:05am	\$1,573.00	Cash	South
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Ace Computer Repair	9/16/2014	3:12pm	\$4,728.00	Cash	Fredricksburg

Would you be concerned? If so, why?

5




When does this activity become reportable?

What policies or laws aid you in your decision?

What number is the embedded content?


Should You Hire Someone Pregnant?



She's really well qualified but what about . . .

Morning sickness?
Twelve weeks' leave?
Nursing breaks?
Interruptions?

Should You Hire Someone Pregnant?




"Has the pregnant lady left the building yet!!"

(Decision-maker)

If you wish to provoke learners to create their own story, using the two slides above, what question will you ask the participant?

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To encourage learners to develop their own stories, ask:

Story Questions

- Reflections
- Applications

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In understanding or creating your own story for a content, which one worked for you? Why?

Reflections

- Processing
- Adjusting
- Revising
- Comprehending
- Assigning structure
- Creating maps
- Assigning meanings
- Making semantic and pragmatic sense
- Framing
- Inferring
- Evaluating
- Constructing mental images
- Filling gaps
- Anticipating
- Digesting
- Arriving at insights
- Planning next moves
- And many others

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Step 5
Exercise # 4 – Ask questions

Write a question for the learner to:

1. Reflection about the consequences?
(for example: What would happen if.....
this is not solved?
2. Relate the story to the learner?
(for example: Has this happen to you
before?
3. Apply – how will the learner fix,
solve or improve the problem/issue?

Place the three questions below:
1, 2 and 3 (tiny storyboard)

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Step 6
Exercise # 5 – Learn-on-Need

What learners need to refer to for more
information later on or while on the job?
(for example): Polices , Procedures /
processes, Formula, Checklists, Etc.

Step 7
Exercise # 6 – Enable experience-sharing

Questions you want the learner to ask
to encourage them to share their
experiences in relation to the story and
content.

Place the question below (tiny storyboard)

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References

Ray's blogs: <http://vignettestraining.blogspot.com/>

Free demos, examples, template
<http://vignettes.storyls.com/>

Leave your card with Ray to get copies of the source files of the demos.

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Story-based eLearning Design Online Workshop
June 1 - 13, 2017

Micro-Learning for Disruptive Results
June 12 - 22, 2017

<http://vignetteslearning.com/>

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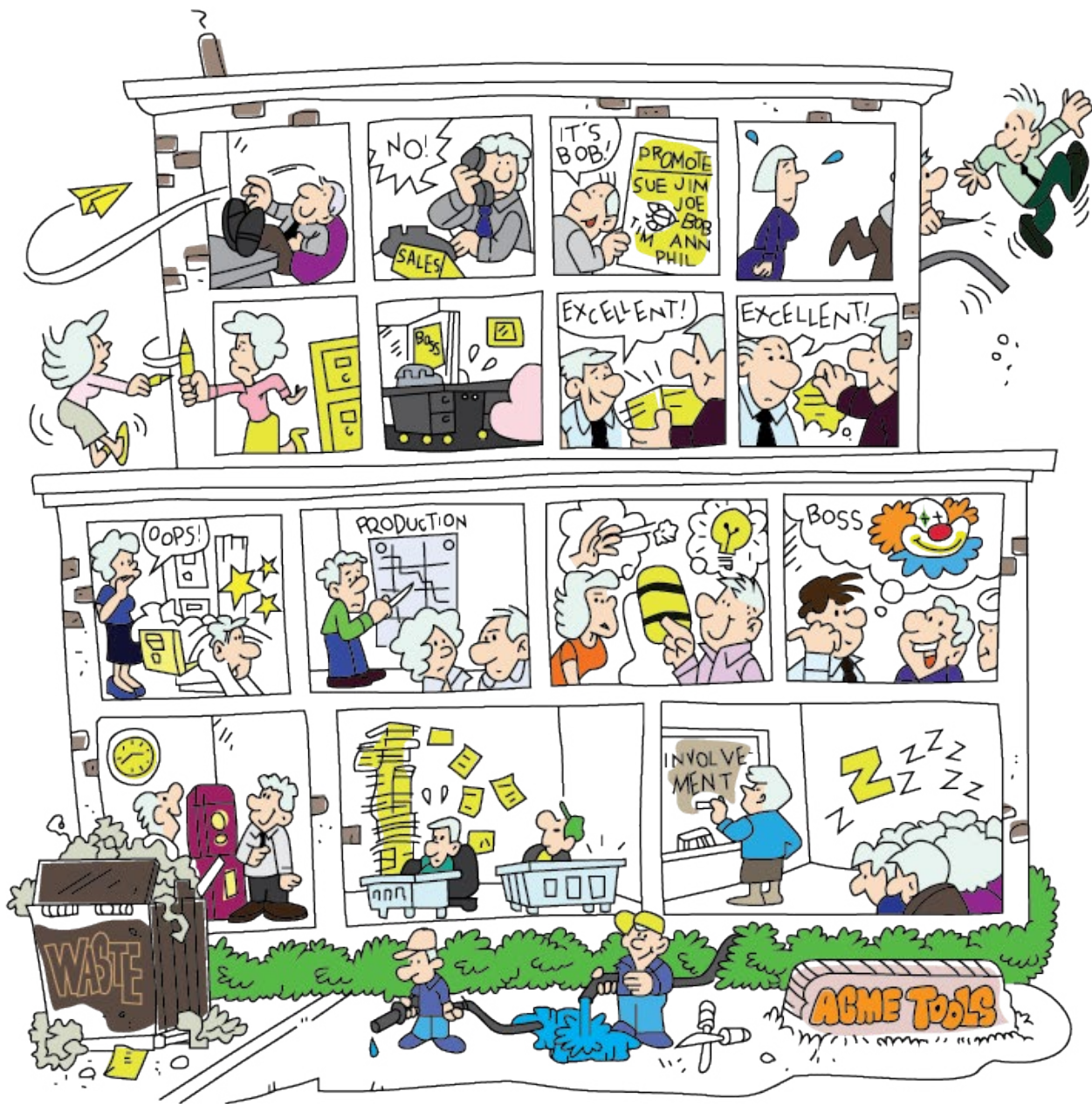
Workshop Handout Part 4



The Seekers—"Get-It-Now, Do-It-Now" Learners
Week 1 / Subject 1

Get-It-Now and Do-It-Now Workers and Learners

Ray Jimenez, PhD



Today's Learning Environment

- “Only **38%** of employees feel they have access to effective learning at work. *(Ellis and Kuznia, 2014)* The companies that fail on this front are missing a critical opportunity: over three-quarters of employees say learning is a key driver of employee engagement. Young employees particularly demand it, valuing the chance to develop professionally more than any other job perk (**60% more than** cash bonuses, in fact).” *(PricewaterhouseCoopers, 2011)*
- “**1% of a typical work week is all that employees have to focus on training and development.**” *(Deloitte)*
- “Life in the digital age has driven workers’ attention spans to all-time lows: in 2014, the **average attention span was 59.5 seconds** *(BBC, 2015)* and continues to decline. Most learners even consider a **2-minute video** too long to watch. *(Fishman, 2016)* Forty percent (40%) of users abandon web pages **within 3 seconds** if they load too slowly.” *(Akamai, 2009)*
- “58% of employees say they’d use their company’s learning software more if the content was broken up into shorter lessons.” *(Brian Westfall, Software Advice)*
- “It takes **40 to 50 minutes** to re-learn every hour of material that is not reinforced with short, daily reviews.” *(University of Waterloo)*
- In clinical studies, just-in-time learning has been found to be **up to 7 times more effective** than traditional, long-form training. *(Formica, et al., 2010)*

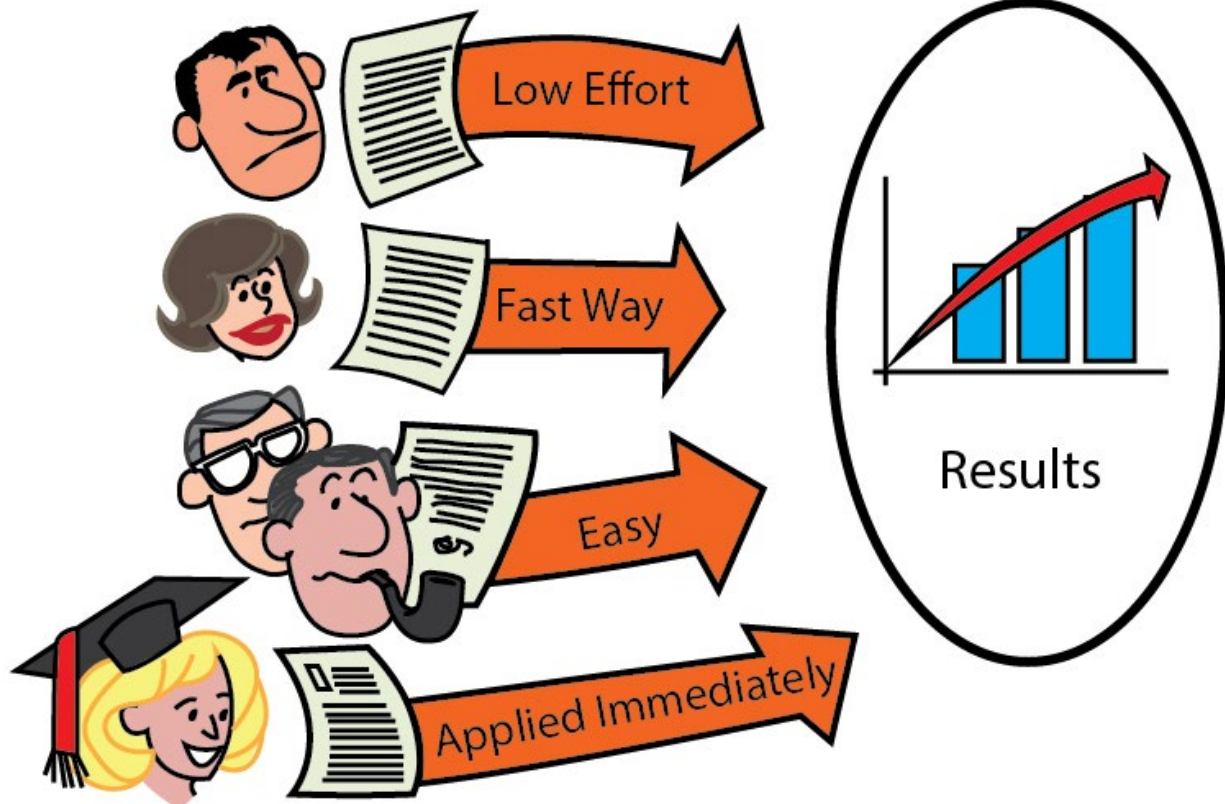
- “**4 out of 5** learning professionals say micro-learning is changing the knowledge acquisition process by effectively delivering it within the workflow.” (*Job and Ogalo, 2012*)
- “Micro-learning produces **17% greater transfer**, is **30% cheaper** and delivers **almost twice the ROI** of a traditional approach.” (*MindGym*)



The Seekers—"Skip Learning, Disruptive Results"

Week 1 / Subject 2

Micro-Learning Standards



- Most designers and learning specialists start with the content rather than the needs of learners and workers or their situation; they don't ask the what, when, why, etc.
- There's a call for shifting the focus from production of too much content to smaller units of learning in order to fit the needs of the learner.
- Micro-learning avoids information dump.
- Micro-learning equips workers to quickly respond to problems.
- Micro-learning is learning that:
 - **Requires the lowest effort**
The opposite of micro-learning is content that requires tedious reading, causes confusion and doesn't focus on providing immediate and valuable content.
 - **Shows the quickest way**
The answers to problems don't always need to come in a formal course or elearning. The solution could come from an infographic, a flashcard, a guide, FAQs, or a comment from a peer. All of these also have to be searchable and findable; otherwise, they fail as micro-learning.
 - **Allows the fastest application**
Quick access to knowledge and solutions allows learners to fix and change things. This means providing learners only step 8 instead of forcing them to learn all 10 steps when step 8 is all they need to succeed.

- **Immediately useful**
Content is updated, constantly rated as a good value and proven to work. For instance, tips, how to's and quick guides don't need to be memorized and applied later; they can be used to instantly solve a specific problem.
- Micro-learning always starts with the needs of the learners and workers. What do they want to fix and change now, immediately, not later? Any content that moves the learner away from this does not succeed as micro-learning.



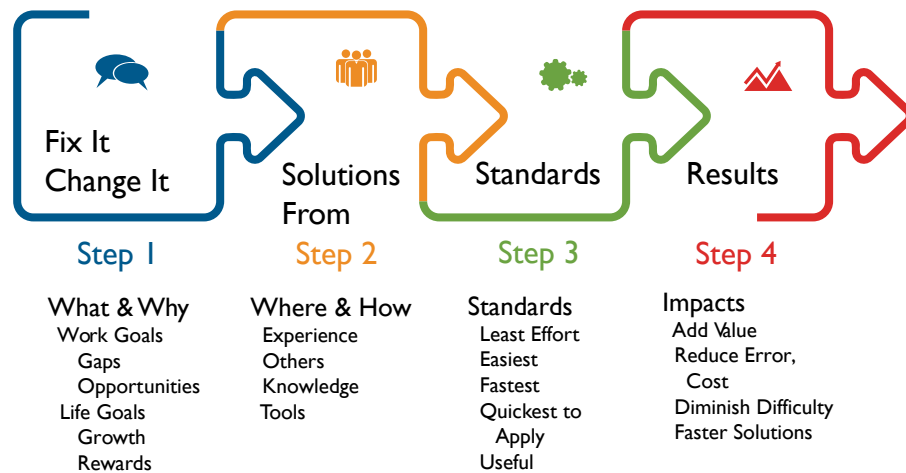
ZAP™ Micro-Learning
Week 1 / Subject 3

Free Learners to Fix, Change and Make Things Immediately



ZAP™ Micro-Learning Principles

Micro-Learning ZAP™ Zoom In Access Perform



1. The ZAP™ Micro-Learning Principles serves as our main learning framework for the workshop and development processes.
2. To help the worker and learner micro-focus, we follow the ZAP™ Micro-Learning Principles.
3. The Principles focus on:
 - **Z**ooming in on the most useful and tiniest context and content;
 - **A**ccessible and ultra light, 24/7 workflow and get-it-now, do-it-now environments; and
 - **P**erformance impacts, capturing analytics and feedback, and continuous and progressive rebuilding of micro-learning experiences.

4. Step 1 -- Fix It, Change It

- a. The goal of micro-learning is to help learners and workers fix and change things.
- b. In this step, learners ask the context questions “What” and “Why.” Their answers help establish gaps and opportunities as well as personal aspirations for growth and rewards.

5. Step 2 -- Solutions

- a. This step answers the questions “Where” and “How.”
- b. To find solutions to problems, learners consult at least four sources for answers: experience, knowledge, tools, and other people. These choices are abundant and may be used alone or in combination, depending on the nature of the problem, its complexity, and the demands of time.

6. Step 3 -- Standards

The effectiveness of micro-learning is measured by the immediate value it provides to the learners. To ensure success, micro-learning should be:

- Low effort
- Easy
- Fast
- Applied quickly
- Useful immediately

7. Step 4 -- Results

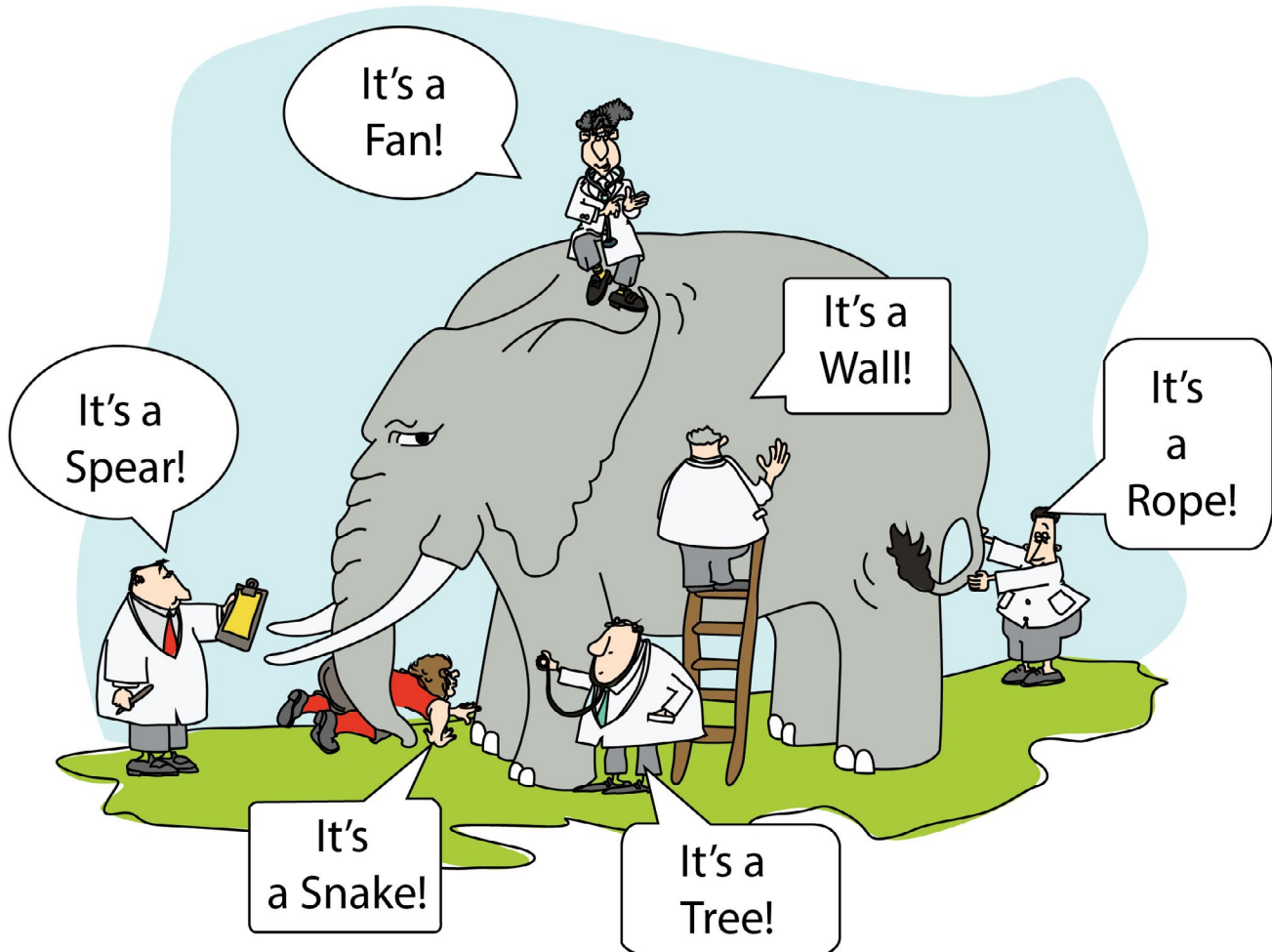
Micro-learning positively impacts the company and organization by:

- a. Adding value,
 - b. Reducing error,
 - c. Decreasing cost,
 - d. Diminishing difficulty, and
 - e. Providing faster solutions.
8. The ZAP™ Micro-Learning Principles work for workers and learners as well as for the implementers (designers, trainers, developers and leaders).
9. Workers/learners can view their work using the ZAP™ Micro-Learning Principles. This is explained more in “Learning How to Learn.”
10. Implementers can refer to the ZAP™ Micro-Learning Principles as an overriding flow in implementing micro-learning. The adoption of the Principles may vary widely, but the flow continues to be a good working model.
11. Although we freeze-frame the ZAP™ Micro-Learning Principles to see the details of its parts, in actuality, the steps happen quickly -- in a matter of seconds and minutes. People behave accordingly as they follow the 4 steps.
12. The Principles reflect what learners or workers should do to be successful in their daily work.



Context-Setting Micro-Learning
Week 1 / Subject 4

Who Decides the Right Context?



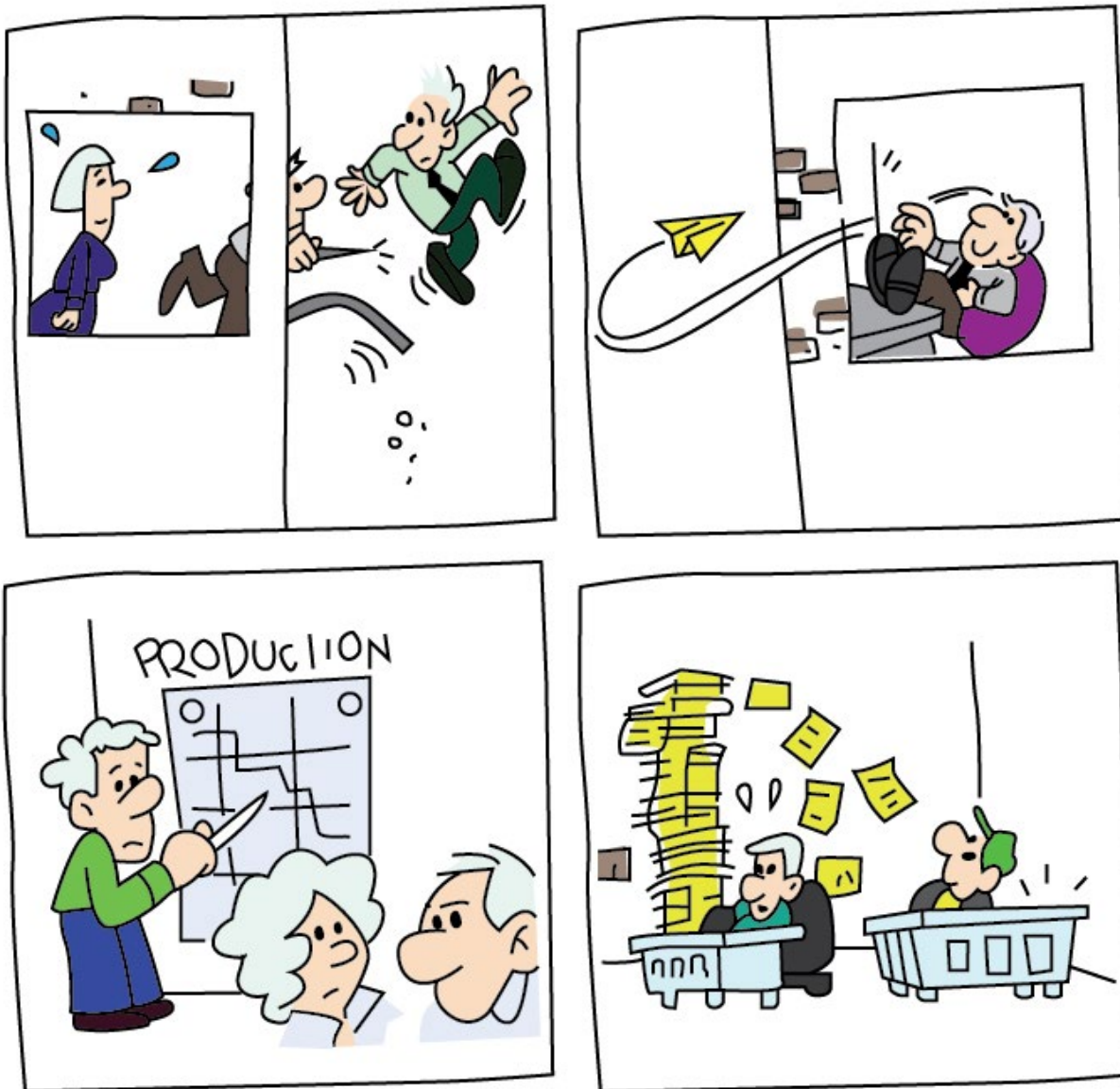
- Context refers to the meaning and application of an object, word, idea, situation, event, incident or items to be fixed and changed.
- Meaning comes from inherent objective information as well as the learners' interpretation.
- When workers or learners decide and take action to fix and change things, they always follow a context, whether fully understood or not.
- In Step 1, workers set the context from their personal understanding of the problem.
- There are two types of context setting: Intuitive and Deliberate.
 - **Intuitive:** When workers face an issue that is so small but the context is clear and obvious, they initially or most often use their intuition to solve the problem (side note: this type of intuition is referred to as "expert intuition"). They quickly take action and fix or apply the change. They go through the 4-step Micro-Principles so fast, almost without thought, just using their gut feel or intuition.
 - **Deliberate:** At times, workers exert a conscious and intentional effort depending on the demand of the tasks, their capacity, the issue's complexity, time requirement, and impacts. This usually happens where there are a lot of unknowns pertaining to the item to fix or change. Workers deliberately ask questions about sources of issues and potential benefits, and then evaluate decisions and actions based on constraints of time, complexity, outcomes and resource capacity.

- Workers can be intuitive or deliberate to a lesser or greater extent. Time, complexity, impacts, and capacities and skills dictate whether they approach the context intuitively or deliberately. They can also choose to approach an issue with a combination of both intuition and deliberate effort.
- When considering the context of an issue, there are two areas that learners must consider:
 - **Fix or Change:** errors, near misses, high scrap volume, high returns, low profits, penalties, inefficiencies, innovations
 - **Benefits:** self-discovery, recognition, freedom, trust, rewards, influence, advancement
- Workers collect information about an issue or item that needs to be fixed or changed. This information helps them establish the context.
- Context is usually set by factual or logical information such as records and history. However, the benefits or the emotional and motivational factors frequently drive context. Both factual and emotional context must be set in order to arrive at the right decision.
- Learning designers, developers and leaders should first focus their minds on setting the context of the learner and design the micro-learning based on that context. Additionally, learners and workers can benefit from acquiring skills on “learning to learn” methods, which starts with context setting.
- When context is clearly established, the actions and decisions of learners and workers are faster and more effective.



The Seekers—"Creating Micro-Actions" Week 1 / Subject 5

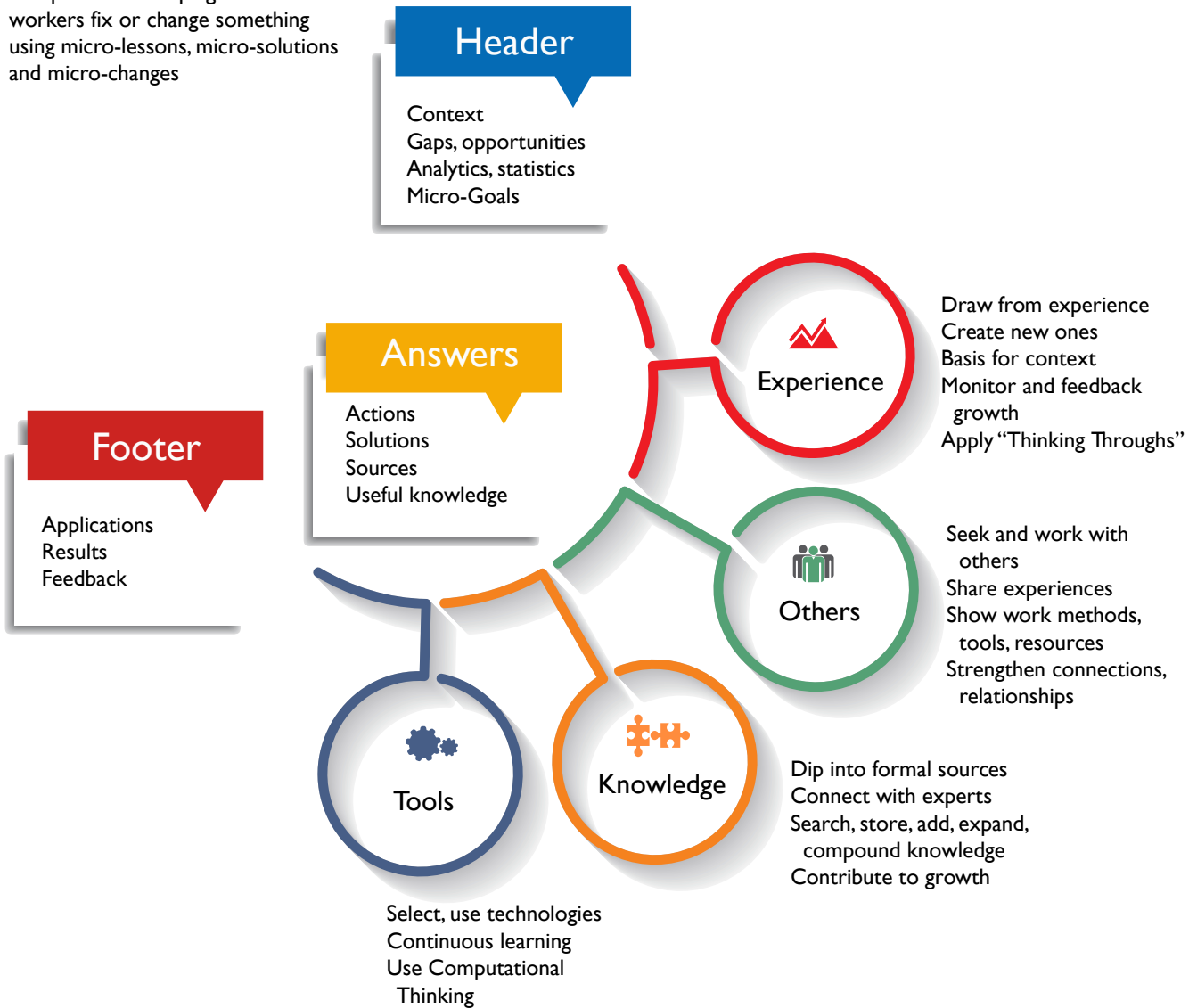
We Just Want to Fix, Change and Make Things Fast





ZAP™ Micro-Actions

The process of helping learners and workers fix or change something using micro-lessons, micro-solutions and micro-changes



- What is Micro-Action?

Micro-content is a small or short, stand-alone learning point that learners can apply or use immediately. Learning goes almost unnoticed. It is called Micro-Actions because of its intuitive way -- casual, natural, easy -- and works in the same way we would do things.

- Types of Micro-Actions:

Micro-Actions can be a single word, an emoji, a sign, an image or a series of works and ideas. (*Hug, 2007*)

- How small should the Micro-Actions be?

The size of Micro-Actions is defined by the way learners consume content -- instant and quick.

- How do learners use Micro-Actions?

Learners use Micro-Actions while trying to complete a task.

- When completing a task ("My Tasks Now" mode), learners ask diagnostic questions. These are context questions (*Schank, 2011*) such as:

- What's the outcome?
- What do I know about this?
- How should I proceed?
- How will I know if it's done right?

- To be of maximum use, Micro-Actions must address four diagnostic questions:

Diagnostic headers (before the content)

1. What's the outcome?
2. What do I know about this?
3. How should I proceed?

Diagnostic footers (after the content)

4. How will I know if it's done right?

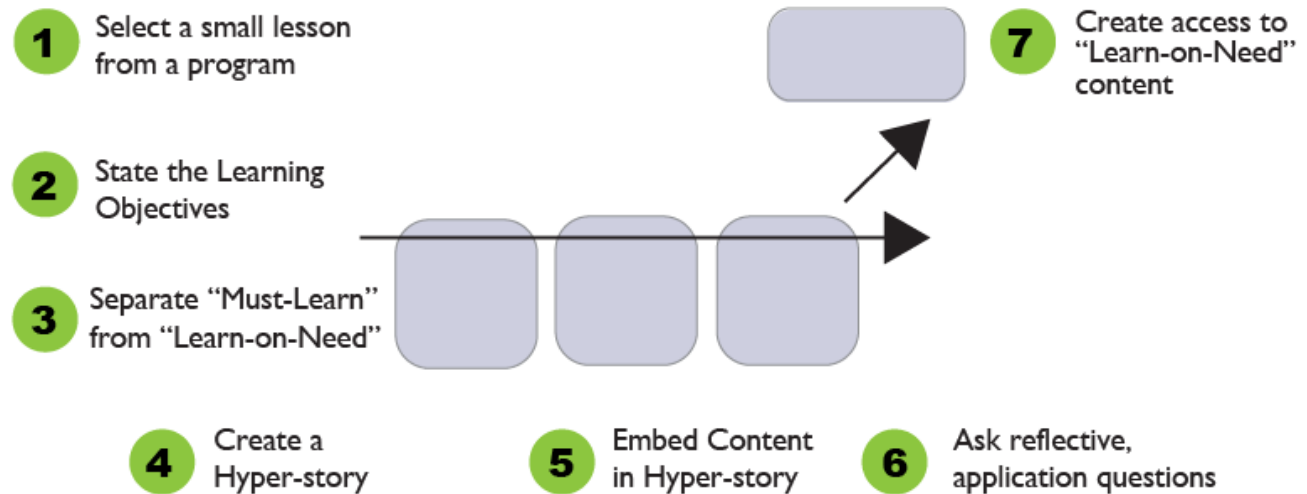
- 3 Elements of Micro-Actions:
 - Header questions (context)
 - Answers (context)
 - Footer questions (applications)
- Micro-Actions do not need to follow a specific sequence (such as header->content->footer). The sequence can be shuffled, especially when content is embedded in an incident and event.

Creating Micro-Lessons

Week 2 / Subject 6



Micro-Lesson Design and Development Guide



1. **Select a program that you are currently working with or intend to use.**
This may be an existing or new program you wish to develop. Come up with a program title. Then focus on one lesson and provide the title as well. Select one small, short and substantive lesson only. Do not use an introduction, objective or reference. Match the lesson with something the learner wants to fix or change, or one you feel they must learn. **Alert:** If you find your lesson very long, you may need to divide it into several smaller ones -- a micro-lesson content that has a single idea and can stand alone.
2. **State the learning objectives.**
Present the learning objectives for your small lesson.

3. **Identify the “must-learn” and “learn-on-need” content.**

Pinpoint the “must-learn” and “learn-on-need” content in the lesson.
Check the incidents and events.

- a. **Must-learn** -- also known as **Working Competencies**. It could be one or a combination of the following: 1) value (what is worth the time), 2) errors (what and how to avoid and prevent them), difficulty (what is difficult to learn and stops learners from fixing or changing things successfully)
- b. **Learn-on-need** -- also referred to as **Full Competencies**. Select content that is appropriate for mastery learning, references, on-the-job tips, guides, FAQs, how to’s, checklists and others.

There are certain reasons for selecting content. In traditional approaches, Subject Matter Experts (SMEs) provide most of the content.

In micro-lessons, incidents, events and situations that need a fix or change are studied first. Then content is formulated. The approach focuses the micro-lesson to better meet the needs of learners and workers. The content also closely adheres to the Micro-Learning Standards of: Lowest effort, Fastest, Easiest and Applied immediately.

The incidents and events provide the factual context (data and information) and emotional context (anecdotes, narrative and stories). Do your own research. Ask workers and learners, and request information from partners, leaders, peers and SMEs.

Check out these sources of issues and needs: a) logs, records, statistics, metrics, b) Incident reports, c) customer complaints, d) reports on rejects, manufacturing defects, e) servicing and warranty costs, f) safety incidents, g) recorded call center client calls, h) profit/cost profiles, i) best solutions to known issues, j) workarounds, k) custom solutions, l) substitutions, m) near misses, n) delays in installations and deployment, o) repair costs, p) human errors, q) critical incidents, and others related to the “must-learn” content.

4. **Select and magnify the hyper-story**

From the incidents and events, state and amplify the emotional context through the selection of a hyper-story, narrative, anecdote and story to show the incidents and events.

5. **Presentation—Embed the factual content in your presentation of the hyper-story**

Present the hyper-story and the embedded factual content. Traditional lessons and writing focus only on presenting the facts. In micro-lessons, we show the hyper-story and include, integrate or combine (embed) the factual content in the hyper-story. These examples show the difference:

- 1) Traditional writing: The allowed pressure is at 300 degrees.
- 2) Micro-lesson: John burnt his hands since the pressure went beyond the allowed limits. He was in pain and landed in the hospital.

The following approaches may be used for your presentation which should illustrate the ideas used in decision-making and actions by the learner:

- a) applications (doing the work, fixing and changing);
- b) troubleshooting;
- c) problem-solving;
- d) cases and situations;
- e) small scenarios;
- f) simulations;
- g) anecdotes and narratives;
- h) metaphors, memes, and similes;
- i) experience sharing;
- j) small projects;
- k) demonstration;
- l) trial and testing;
- m) prototyping;
- n) preparation of proof-of-concept and others.

6. **Prepare Interactive Questions**

Interactive questions draw learners into the micro-lesson. There are two types of interactive questions: Reflection and Application. Examples of Reflection Questions are: What would happen? How do you see this? What are the consequences? Examples of Application Questions are: How would you solve this problem? What will you do? How would you apply this idea? Test the approach and share the outcomes.

7. **Learn-on-need**

References, on-the-job tips, guides, FAQs, how to's and checklists are considered learn-on-need. Identify which part of the reference is useful and related to the must-learn.

Micro-Learning for Disruptive Results

Exercise # 1 – Micro-Actions

Purpose –The goal of this exercise is to relate an experience where you applied Micro-Actions in a work situation. This also allows you to apply Micro-Actions in planning a simple design to assist workers and learners.

Submission – (1) Use this form to complete the right column. (2) Save the form as another document: **(Your Name) (Exercise # 1)**. (3) Create a Discussion and upload your document there. Review the PDF guide on submitting exercises, projects and discussions. (4) Preview three Exercise # 1 forms submitted by your peers and contribute by sharing a comment, suggestion or idea. This helps you learn from others and vice-versa. This last step is a good practice on developing expertise.

	Guide Questions	Enter Your Answers Below
	Part 1 – Your Own Experience	
	Task: What is one thing you had to fix or change something or make a new solution?	
	Answer: How did you fix, change or make the solution work? What were the sources of your solutions and how did you go about it?	
	Footer: What did you learn? What will you store or recall about what you learned? What will you do the next time around?	

	<p>Assessment: Reflect on what you would do differently now that you know the Micro-Learning Standards: low effort, fast, easy and immediately applied?</p>	
	<p>Guide Questions</p>	<p>Enter Your Answers Below</p>
	<p>Part 2 - Assisting a Learner and Worker</p>	
	<p>You are designing an approach to help a learner or group of learners and workers. Select a topic, an issue or a concern that needs to be fixed, changed or require a new solution.</p> <p>What is the topic title?</p>	
	<p>Header: What questions do you ask to help the person set the right context?</p>	
	<p>Answer: What will you ask the learner and what will you provide in terms of knowledge source, experience or tools?</p>	
	<p>Footer: What do you expect the learner to learn? How do you want the person to store or recall what he/she learned? In the future, what would you want the person to do given the same task?</p>	

	Assessment: Compare your approach against the Micro-Learning Standards: low effort, fast, easy and immediately applied.	
	Your Insights	
	What are your insights as a result of the exercise?	

Micro-Lesson Development Exercise #2

About this Exercise

This exercise is an iterative process involving incremental development. Do as much as you can for each step. Your peers and mentors will provide feedback and suggestions along the way. You will continue working on this (you may have 3-4 iterations) until the end of the workshop.

The overarching goal is that at the end of the workshop, you would have developed a good experience in designing and developing micro-lessons.

Purpose

The goal of this exercise is to help you apply the key ideas discussed in creating micro-lessons. Micro-lessons are created to help learners and workers learn through formal content but redesigned to meet Micro-Learning Standards: Low Effort, Easy, Fast, Applied Quickly, Useful Immediately. On the other hand, micro-actions are quick and instant fixing and changing of issues and items.

The scope of this exercise covers:

1. Selecting a small lesson
2. Stating learning objectives
3. Determining “must-learn” and “learn-on-need”, and finding facts (the factual context)
4. Creating a hyper-story from events, incidents, and situations (the emotional context)
5. Presenting the embedded content (facts) within the incidents (emotional context)
6. Creating interactive questions
7. Identifying the “learn-on-need” references

7. Identifying the “learn-on-need” references

For this exercise, you are expected to write your ideas for each item in the form below.

Important: Use this form. Save your work using name “name” plus exercise #1 in the filename. See the PDF instructions on how to upload your projects.

Submission – (1) Use this form to complete the right column. (2) Save the form as another document: **(Your Name) (Exercise # 2)**. (3) Create a Discussion and upload your document there. Review the PDF guide on submitting exercises, projects and discussions. (4) Preview three Exercise # 2 forms submitted by your peers and contribute by sharing a comment, suggestion or idea. This helps you learn from others and vice-versa. This last step is a good practice on developing expertise.

	Exercise Guide	Exercise Entries
	<p>1. Select a program that you are currently working on or wish to use for this exercise.</p> <p>a. This might be an existing one or a new program you wish to develop. Provide the title.</p> <p>b. Focus on one lesson. Provide the title.</p> <p>Select only one lesson. This is one small lesson that is substantive. Do not use an introduction, objective or reference.</p>	<p>1. Select a program.</p> <p>a. Title of the program:</p> <p>b. Title of the small lesson:</p>

	<p>Look for a lesson that matches something a learner wants to fix or change, or a lesson you feel they must learn.</p> <p>Alert: Make your lesson short and small. If you find yourself covering a very long lesson, you may need to divide it into several smaller lessons. A micro-lesson's content is a single idea that can stand alone.</p>	
2.	<p>State the learning objectives.</p> <p>State the learning objectives for this small lesson.</p>	2. State the learning objectives:
3.	<p>Identify “must-learn” and “learn-on- need” content.</p> <p>Identify the “must-learn” and “learn-on-need” content in the lesson. Check the incidents and events.</p> <p>c. Must-learn: Also known as Working Competencies. Pick one or a combination from below.</p> <ul style="list-style-type: none"> i. Value (what is worth the time); ii. Errors (what and how to avoid and prevent errors); iii. Difficulty (what is difficult to learn that stops them from fixing or changing things successfully) <p>c. Learn-on-need: Also known as Full Competencies. Pick which content is appropriate for mastery learning including, references, on-the-job tips, guides, FAQs, how to's, checklists and others.</p> <p>Incidents and Events: Reasons for Selecting Content</p>	<p>3. “Must-learn,” “learn-on-need”</p> <p>e. What is the “must-learn?”</p> <p>f. What is the “learn-on-need?”</p>

	<p>In traditional approaches, most content is provided by Subject Matter Experts (SMEs). In micro-lessons, we first study the incidents, events and situations that need a fix or change. Then, we formulate the content. This approach better focuses the micro-lesson to meet the needs of learners and workers. The content also closely adheres to the Micro-Learning Standards of: Low Effort, Easy, Fast, Applied Quickly, Useful Immediately.</p> <p>Sources of Issues and Needs. The incidents and events provide factual context (data and information) and emotional context (anecdotes, narrative and stories). Do your own research. Ask your workers and learners, and request information from partners, leaders, peers, and SMEs. Use the sources from the list below.</p> <p>Sources of Issues and Needs</p> <ol style="list-style-type: none"> a. Logs, records, statistics, metrics b. Incident reports c. Customer complaints d. Reports on rejects e. Manufacturing defects f. Servicing and warranty costs g. Safety incidents h. Recorded call center client calls i. Profit/cost profiles j. Best solutions to known issues k. Workarounds l. Custom solutions m. Substitutions 	
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	<ul style="list-style-type: none"> n. Near misses o. Delays in installations and deployment p. Repair costs q. Human errors r. Critical incidents s. Others related to the “must-learn” content 	
	<p>4. Select and magnify the hyper-story.</p> <p>From the incidents and events, state and magnify the emotional context by selecting a hyper-story, narrative, anecdote and story to show the incidents and events.</p>	<p>4. What is the hyper-story? Show and magnify the emotional context. Present the hyper-story: the most emotional part of the incident and event.</p>
	<p>5. Presentation—Embed the factual content in your presentation of the hyper-story</p> <p>Present the hyper-story and the embed the factual content. In traditional lessons and writing, the presentation is focused on stating only the facts. In micro-lessons, we show the hyper-story and include, integrate or combine (embed) the factual content in the hyper-story.</p> <p>For example:</p> <p>Traditional writing: The allowed pressure is at 300 degrees.</p> <p>Micro-lesson: John burnt his hands since the pressure went beyond the allowed limits. He was in pain and landed in the hospital.</p>	<p>5. Present the embedded factual and emotional content through a story of the incident and event.</p>

	<p>Different methods of presentations</p> <p>You may use the following approaches to make the presentation. Your presentation should illustrate the ideas used in decision-making and actions by the learner.</p> <ul style="list-style-type: none"> a. Applications -- doing the work, fixing and changing b. Troubleshooting c. Problem-solving d. Cases and situations e. Small scenarios f. Simulations g. Anecdotes and narratives h. Metaphors, memes, and similes i. Experience sharing j. Small projects k. Demonstration l. Trial and testing m. Prototyping n. Preparation of proof-of-concept o. Others 	
	<p>6. Prepare Interactive Questions</p> <p>Interactive questions invite learners into the micro-lesson. There are two types of interactive questions: Reflection and Application.</p> <p>For example:</p> <p>Reflection question examples: What would happen? How do you see this? What are the consequences?</p>	<p>6. What interactive questions are you asking the learner to help them (a) reflect and then (b) apply the ideas? Start with a reflection question and follow up with an application question.</p>

	<p>Application question examples: How would you solve this problem? What will you do? How would you apply this idea? Test the approach and share the outcomes. Hint: Use What, How and Where for crafting application questions; avoid Do and Can.</p>	
	<p>7. Learn-on-need</p> <p>Provide the references, on-the-job tips, guides, FAQs, how to's, checklists, and others. Identify what part of the reference is useful and related to the "must-learn."</p>	<p>7. What is the reference? What part of the reference is related to and useful in learning the "must-learn?"</p>



Designing High Impact Micro-Lessons

“Your ideas stink!” “I have this smart idea.”



Emotional Impact and Vividness Tests

Synthesis:

The hyper-story is a potent tool to draw learners into a real-life situation that resonates with them. It helps them engage, reflect and retain the embedded context necessary for learning. However, it is necessary to subject it to certain tests such as the emotional impacts test and the vividness and simplicity tests to better support the authenticity and relatability of your hyper-story.

Now that you have developed your micro-lesson, how do you visualize it so it instantly grabs learners' attention?

A hyper-story carries with it the emotional and contextual aspect of your micro lesson. To support the emotional engagement of the learner, do the following in your storyboarding and in your final micro-lesson pages, slides or presentations.

1. Emotional Impacts Tests

- a. **Tell the story as is it** - If the hyper-story is about an accident with someone bloody, show it as it is. If a manager is furious, show his/her furious face. If a character laughs, show him/her laughing. Show the real story as seen in real-life situations. Avoid sanitizing or cleaning up your story. Doing so loses its emotional impact on the learner.



- b. **Keep characters in conversations** - Use characters. Let them talk to each other. Learners identify and empathize with the characters. Conversations between characters allow you to embed content into their conversations naturally.



- c. **Use the *first voice*** - In reference to the above, let your characters use their own words. Avoid the temptation to provide an interpretation of what they say. Using the first voice allows your characters to talk directly to your learners. As a result, the emotions continue to flow between learners and characters.



**“I am fed up with
your company’s
failed promises.”**



- d. **Let the learners fill in the gaps** - The use of hyper-stories facilitates the setting of context between learners and the lesson content. Allow the learners to fill in the gaps of the story. Do not explain it to them. Let learners bring their own experiences into the story and lesson. The more you allow learners to fill in the gaps, the more they relate to it and make relevant connections.

It is enough to show the image below without explaining it, since learners can draw from their own experience of what it possibly means to them.



- e. **Allow curiosity, suspense, anticipation and surprises** - The use of the hyper-story allows you the opportunity to build the emotional arc - the motion of moving learners from a low to a high emotional state. Take time to build suspense and anticipation. Avoid dumping all the elements of your hyper-story too quickly. Learners need a few seconds to become “emotionally engaged.” The image below invites curiosity and anticipation in the learners.



2. Vividness and Simplicity Tests

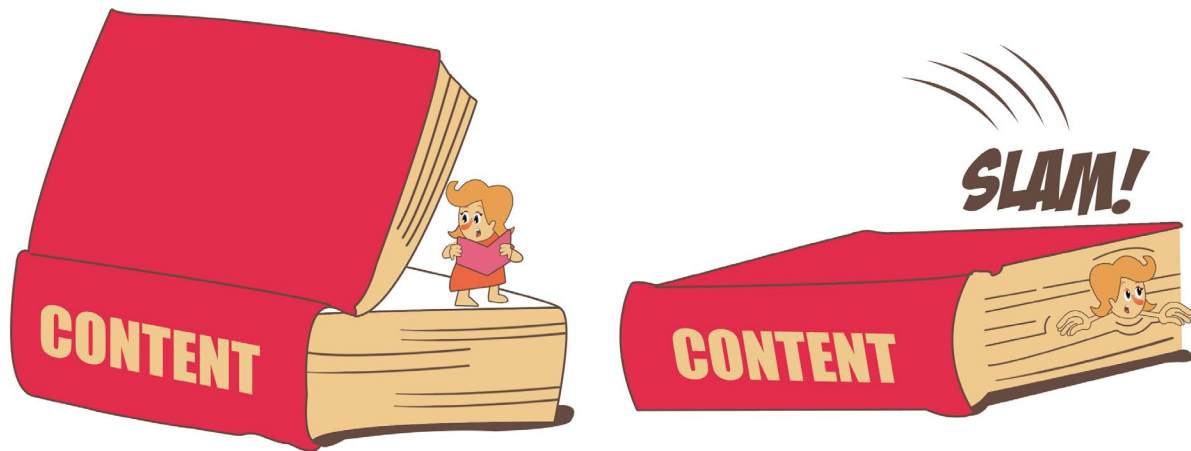
- a. **Use simple visuals and text** - Use realistic visuals – simple, yet emotional photos of characters and settings
- b. **Avoid clutter** - Having too many items in a slide diffuses the attention of the learner. Focus on the emotional aspects. It is better to have more pages or slides, rather than cramming everything into a few pages. The process may seem to take longer since learners click more pages, but the flow is smoother and easier for the learner to follow.
- c. **Allow plenty of white space** - The more white spaces you have on the page, the more the page allows for the learner to ponder and reflect. Unadulterated space makes it easier for the learner to focus on the main item.

- d. **Allow learners to contemplate each slide or page** – Sometimes, a hyper-story has many ideas and scenes, so use more slides as needed to make it easy for learners to reflect at a deeper level.
- e. **Use short, telegraphic writing** - Use short, telegraphic writing with plenty of first voice elements. Avoid paragraphs and sentences.



Frictionless Questions for Reflection and Application

“I just want simple answers.”



Synthesis:

Understanding the need for more “frictionless” learning means gaining a better perspective of what we, as learning professionals, must adapt to and be willing to learn or un-learn. We must find ways to pose questions unobtrusively and involve them in conversations that stir them into grasping the context of the lessons. The use of Story questions allows learners to think through a given situation and arrive at an understanding for on the job appliance compliance

The key ideas are these:

Many courses and elearning are designed to show proof of compliance. Tests may seem to be the ultimate way the learners’ progress are tracked. However, when they have to take memory tests or knowledge checks, they become “speed bumps” in the learner’s ability to learn following the Micro-Learning standards: low effort, easy, fast and apply ideas immediately.

A significant number of designers and learning specialists agree that there is a growing need for more **“frictionless”** learning - unimpeded and fast learning, with easy access to knowledge and information, while going through their workflow.

So how do we create tests questions that are relevant, useful, based on real life and applicable to the learners’ work and not just “administrative, memorization and compliance questions”?

Important: These types of questions are only useful if you use the Micro-Lesson design approach. Micro-Lesson (Exercise #2) builds on real-life incidents and Hyper-stories. The questions below continue the flow from the Hyper-story of your lesson to application and reflections. We will discuss compliance related Micro-Learning in the following subjects.

Below are types of questions we can use to help the learners understand the content in real-life context.

1. **Application Question:** “What should John do?”
2. **Reflection Question:** “Should John return or accept the gift? What are the risks?”
3. **Interpretation Question:** “What parts of the policy allow accepting gifts and what aspects prohibit accepting gifts?”
4. **Interactive Question:** “Should John go and check his personal liability and that of the company in relation to this policy?” Or “What in the following provisions provide John the personal liability protection?” (You expect the learner to do something.)

5. **Process Question:** “At what point should John call the attention of his boss and report about the gifts?”
6. **Problem-solving Question:** “What should John do if Peter insists that he should keep the gifts?”
7. **Discovery Question:** “Conduct an informal interview from your peers. Ask them this question. What did you discover?” Or “Investigate the cup drill bit and determine if it needs replacement. What did you determine?”



Learn-On-Need and References

“Where are the details?”



Synthesis:

Learn-on-need and reference materials usually contain too much details. Hence, it is difficult to use. So, we add Simple Rules - rule of thumbs, common sense, educated guess, etc. - to help learners and workers. Simple Rules allow learners to take action quickly more permanent answers become available.

1. Traditionally, references pertain to the details or further information about content, statistics or data. They are specific steps, procedures, policies, data, product specs, pricing, directions, legal and regulatory citations or laws, process flow, and many others. Most references are considered formal sources of knowledge. See examples of typical references.
See in demo in the website - Sample Typical References
2. The challenge is that most references are patterned from the same linear and top-down content prepared by Subject Matter Experts (SMEs) and designers. They emphasize what they want learners and workers to learn.
3. It is noteworthy that many references now appear in simplified formats like job aids, tips, checklists, guides, alerts, and others. These are simplified, summarized and distilled reference materials. They are very useful on-the-job support information.

However, they continue to be extensions of linear content or knowledge in static form They are bulky and provide much more than needed. See examples of simplified references.

See in demo in the website - Simplified References

4. With the aid of tools, technologies and different formats of content like eBooks, PDFs, mobile text, search engines and many others, it is now possible to scan quickly and find useful ideas within the reference content. However, the search process, although substantially faster than reading a paper-based reference material, may not instantly help learners find answers to their problems. It slows them down when they want to fix and change things. See illustrations. See in demo in the website - Advance Magazines and eBooks
5. Micro-Learning Standards require that the learning experience must be low effort, easy, fast and applied ideas immediately.

To make Micro-Lessons and Micro-Actions meet the Standards, we need to look at the DIAGNOSTIC thinking that the learner and worker do in actual work situations.

The diagnostic process is a decision-making approach that consists of analyzing a something (header) to be fixed or changed and finding solutions (answers) and applying it (footer).

The learners and workers focus on real-life situations, impacts and results. They are less concerned with perfect content or even knowledge, until they need these in the form of answers. Since most references are statements of linear and static content, in most instances, the workers and learners are slowed down when looking for answers.

6. To help learners access and use knowledge and answers, there is a need to bring in the ideas about Simple Rules - tacit and real-life experiences that are almost common sense, abundant and part of day-to-day work decisions.

Simple Rules help workers focus on checking vital knowledge before taking actions.

Simple Rules are heuristics. Wikipedia defines it like this.

A **heuristic technique** (/hʃəˈrɪstɪk/; Ancient Greek: εὕρισκω, “find” or “discover”), often called simply a **heuristic**, is any approach to problem solving, learning, or discovery that employs a practical method not guaranteed to be optimal or perfect, but sufficient for the immediate goals. Where finding an optimal solution is impossible or impractical, heuristic methods can be used to speed up the process of finding a satisfactory solution. Heuristics can be mental shortcuts that ease the cognitive load of making a decision. Examples of this method include using a rule of thumb, an educated guess, an intuitive judgment, stereotyping, profiling, or common sense.

We must emphasize here that Simple Rules do not replace formal knowledge. They facilitate decisions and actions, when formal knowledge is not available, unclear, hard to find or use.

7. **Six Simple Rules**

- a. **Stopping Rule** - When to stop and when to go ahead. “Shut off the valve when it reaches 250 Degrees.”
- b. **Boundary Rule** - Things only work within certain limits. “This part of the equipment only works in these conditions.”
- c. **Process Rule** - What are the steps and which one is key in the process to make it work? What step must precede or follow this particular step? “Step 5 is critical, but you need to do Step 2 before and Step 9 after it.”
- d. **Priority Rule** - This action or item absolutely must be done. Others don’t have to be done or can be done later. A temporary solution is acceptable. “You can give the customer a discount, if he is very upset. But, it is key that the customer feels we are responsive.”

- e. **Coordination Rule** - Who should be involved in decision-making and action? "Has Ralph done a visual inspection with you, and confirmed side by side what you do?"
- f. **Timeline Rule** - Sets the time when something has to be done. Otherwise, results will not be met. "This item or thing must be done at this time."

See examples of Simple Rules applied.

See in demo in the website - Examples of Simple Rules Applied

- 8. Simple Rules can be positioned or listed on the top of the references or spread out and called out within the document.
- 9. Using Simple Rules is a good skill on which to train learners and workers. If these are not stated clearly, learners and workers can ask questions.

Simple Rules form a good basis for asking questions when seeking for answers. They are a natural part of Micro-Actions and the diagnostic process.

- 10. The origins of Simple Rules stem from experiences on the job. As these become codified and repeatedly used with some success, they need to be added as formal references and knowledge. However, there is a huge possibility that Simple Rules may change over time.

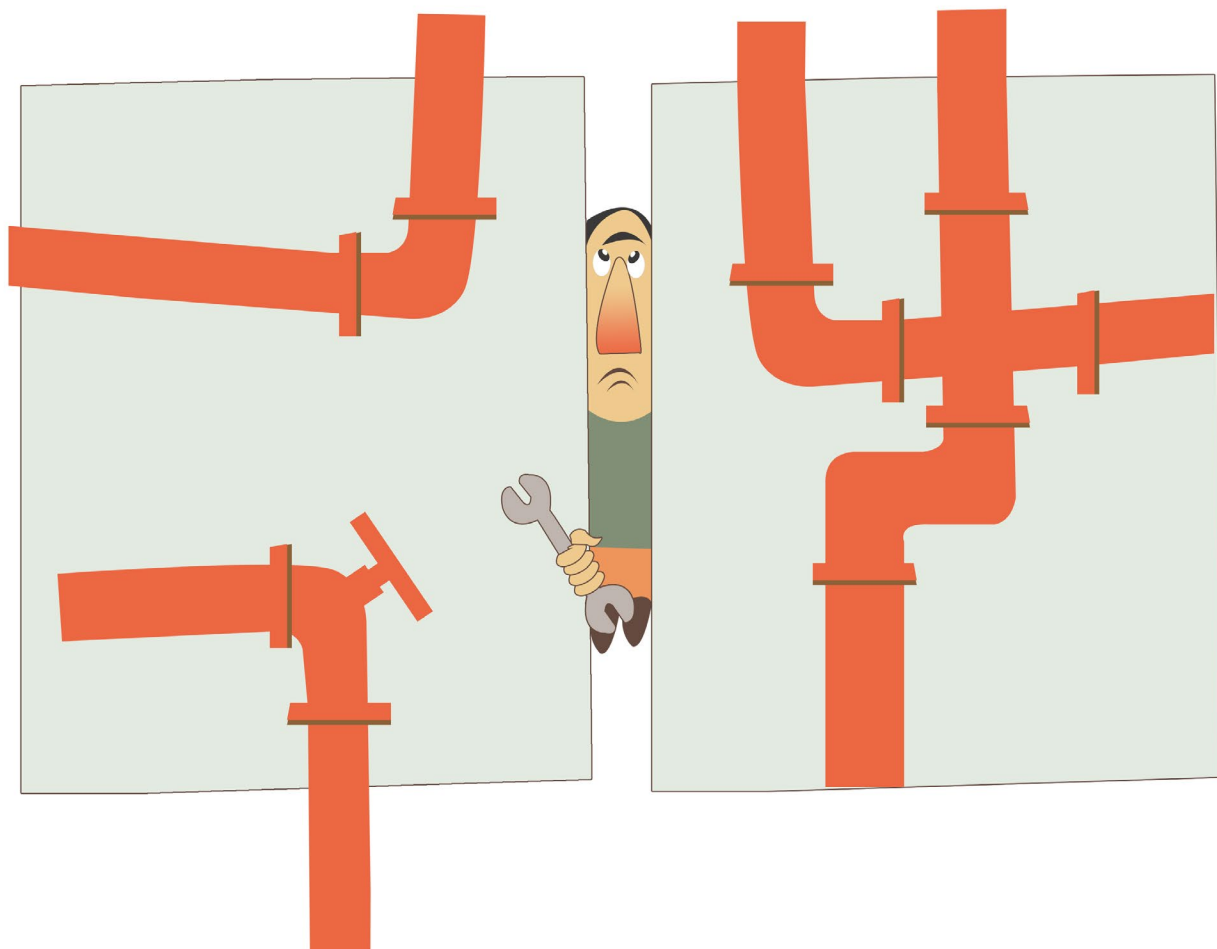
In Micro-Learning, Simple Rules are important in building expertise and when working with others. They are part of the informal learning process. On the flip side, references are typically part of formal learning processes.

There will be further discussion on how to make references searchable, findable, easily accessed, etc. in the Tools section.



Applications of Emotional Impacts and Vividness Tests,
Learn-On-Need References and Simple Rules
- Exercise #3

“Confined. Squeezed. Goodbye family..”



About this Exercise

This exercise is the continuation of Exercise #2 on Creating Micro-Lessons.

Purpose

The goal of Exercise # 3 is to apply the ideas on Emotional Impact and Vividness Tests, Learn-on-Need and Simple Rules. You will have to prepare a STORYBOARDING ROUGH DRAFT to demonstrate your applications of ideas.

Steps

1. Use the small lesson you created from Exercise #2.
2. Create a small Storyboard/Script using PowerPoint or use the Word Document format below. To use the form below, please replace the content with your own storyboard or script. Do the same for your PowerPoint slides.
3. Ideas to apply:
 - a. Create the script and storyboard.
 - b. Use the lesson page layout form below.
 - c. Apply Emotional Impact and Vividness Tests in your small lesson.
 - d. Apply Simple Rules on Learn-on-Need content.
4. Develop the storyboard depending on your skills, resources and content. We are not looking for perfect and well-polished final storyboards, although we welcome the best you can come up with.

5. Review at least one other storyboard submitted by your co-participant and post a comment or constructive critique.
6. We may ask some of you to share and present your storyboard during the webinar session.

Important: Use this form. Save your work using name “your name” plus exercise #3 in the filename.

See the PDF instructions on how to upload your projects.

Submission – (1) Use this form to complete the right column or use your own PowerPoint. Make sure to follow the numbered outline. (2) Save the form as another document: **(Your Name) (Exercise # 3)**. (3) Create a Discussion and upload your document there. Review the PDF guide on submitting exercises, projects and discussions. (4) Preview one Exercise # 3 form submitted by your peers and contribute by sharing a comment, suggestion or idea. This helps you learn from others and vice-versa. This last step is good practice on developing expertise.

Timeline/Due Date: Exercise # 3 is due on or before November 1, 2016.

Exercise Guide	Exercise Entries
	<p>(You may reuse this form to submit your storyboard. Replace the sample entries provided below)</p> <p>Link to reference: http://vignettes.storyls.com/lessons/89853/slides</p>



1. Micro-Lesson Impacts and Consequence Objectives

- a. Use your “must-learn” content. The slide or slides show and ask questions of the learner about the incidents, events and hyper-story. For example:

“What would happen if this were you in this situation?” (generic example).

“What would happen if the wrong SSS number is entered into the patient’s record?” (specific example refers to the hyper-story).

- b. The main purpose of Objectives on Impacts and Consequences is to translate the linear, static and formal learning objectives to more context-focused learning objectives.

The learners care very little about the formal learning objectives. They pay attention to real-life impacts of the lesson.

To quickly help them connect your lesson to their context, the questions trigger the recall of their own real-life experiences (no matter how small, incorrect, irrelevant and distant they seem to appear from what you – the trainer and designer – think to be correct).



“This pattern from this account will cost your bank \$20,000 each penalty case.” *Auditor*

“But, that does not happen often, right?” *Manager*

What is the consequence in your work if this happens?

c. The questions are always about the hyper-story since it is the most emotional part of the content.

Other examples of questions:

(Show the hyper-story incident, then ask ...)

“What if ... ? - What would be the consequence to you (the team, people, company, your family, etc.)?”

“Imagine if this were to happen. What would you do?”

“You are in this situation. What would you do?”

“The doctor said you have to take drastic measures. What would you do?”

d. Depending on your hyper-story, it is possible that the Objectives on Impacts and Consequences may contain one or more slides.

Process Rule: Apply the Emotional Impacts and Vividness Tests in all your slides. (See the list below.)



2. Presentation—Embed the factual content in your presentation of the hyper-story using the Emotional Impacts and Vividness Tests

- a. This part may take one or more slides depending on your content.

Here, you convert the embedded facts and hyper-story presentation using the following:

Emotional Impacts Test

- Tell the story as it is
- Keep characters in conversations
- Use of first voice – let the characters talk (don't explain)
- Let learners fill in the gaps
- Allow curiosity, suspense, anticipation and surprises

Vividness Test

- Use simple visuals and text
 - Avoid clutter
 - Allow plenty of white space
 - Allow learners to contemplate each slide or page
 - Use short, telegraphic writing
- b. Present your factual content within the hyper-story.
 - Allow the events, incidents and characters to have conversations about the factual content. The specific factual content is presented only in the context of the story. For example, John says, "Look at the data entry screen. Make sure the fields accept the correct SSS number. Otherwise, there will be errors



Cash deposits happen every day.
Nothing out of the ordinary here.
And that's just what the crooks are banking on...

Have you observed this happening?



"I've got a deposit for Ace Computer Repair. Give me just a second..." *Customer*

"How many deposits do you process in a day? In a week?" *Teller*


[\(Click here to see deposits\)](#)

Did you notice anything unusual in the account activity?

First National Bank - 9/16/2014

Deposits					
Name	Date	Time	Amount	Type	Location/Branch
Ace Computer Repair	9/15/2014	9:05 AM	\$1,573.00	Cash	South
Ace Computer Repair	9/15/2014	2:13 PM	\$8,276.00	Cash	Midtown
Ace Computer Repair	9/16/2014	10:37 AM	\$972.00	Cash	Eastgate Plaza
Ace Computer Repair	9/16/2014	3:12 PM	\$4,728.00	Cash	Fredricksburg
Ace Computer Repair	9/17/2014	11:03 AM	\$9,500.00	Cash	Midtown
Ace Computer Repair	9/22/2014	1:42 PM	\$9,500.00	Cash	Midtown
Ace Computer Repair	9/23/2014	2:08 PM	\$9,500.00	Cash	Midtown

What pattern do you see in the entries?

<p>in the workflow later.” While John is talking, show the computer screen and the possible error.</p> <ul style="list-style-type: none"> ● Avoid inserting an instruction, definition or explanation of the whole data entry screen. This content may be ideally displayed in the references, job aids, etc. You can alert the learner to click the references for more details or to view the complete process flow. <p>Boundary Rule: When your slides show some explanations, definitions, details about the facts – showing factual content NOT needed or irrelevant in the hyper-story-it means you force the learners to learn the content. This slows down the learner.</p>	
<p>3. Presentation—Asking the Learners Frictionless Questions for Reflection and Application</p> <p>a. The purpose of the reflection or application questions is to help learners apply the ideas in their work situation, as quickly as possible. In the Micro-Lesson, our goal is to train and impart content. The questions help the learner re-enact and create an experience in advance in order to to anticipate the application of ideas. Some of the actions allow you to add interactions (games, activity, discovery, simulation, scenario, etc.) to continue applying the ideas.</p>	 <p>What policies or laws aid you in your decision?</p> <p>When does this activity become reportable?</p> <p>Find the answer and enter in the form below.</p> <p>Type your answer here.</p> <p><input type="button" value="Submit"/></p>



IMPORTANT: Add interactions that continue the embedded content and hyper-story. Avoid asking learners to complete a memorization test.

b. These are example questions. You may use one or more questions as needed and appropriate:

- Application Question: "What should John do?" or "What should you do?"
- Reflection Question: "Should John return or accept the gift? What are the risks?"
- Interpretation Question: "What parts of the policy allow accepting gifts and what aspects prohibit accepting gifts?"
- Interactive Question: "Should John go and check his personal liability and that of the company in relation to this policy?" Or "What in the following provisions provide John the personal liability protection?" (You expect the learner to do something.)
- Process Question: "At what point should John call the attention of his boss and report about the gifts?"
- Discovery Question: "Conduct an informal interview of your peers. Ask them this question. What did you discover?" Or "Investigate the cup drill bit and determine if it needs replacement. What did you determine?"



- Problem-solving Question: “What should John do if Peter insists that he should keep the gifts?”

4. **Add Learning-on-Need and References to the Micro-Lesson.**

Add this in latter part of your slides or in this form.

- The purpose is to allow learners to study more details of the ideas covered in the embedded content and hyper-story.
- Refer to formal sources such as policies, procedures, steps, checklists, legal citations, pricing, etc.
- Select relevant Simple Rules to the references. There might only be one or maybe more. The Simple Rules are:
 - Stopping
 - Boundary
 - Process
 - Priority
 - Coordination
 - Timeline

In the United States (and other locations where applicable):

- Identify appropriate managers with sufficient authority to assure that effective equal employment opportunity and affirmative action plans, programs and practices are developed and implemented, and measured at least annually. Assign responsibility for overall management of affirmative action programs within your components. This should include, where necessary, responsibility for coordinating programs on a local or organizational basis.
- Ensure that contracts with independent contractors, suppliers or others outside GE contain equal opportunity clauses where required by government contracts. Where appropriate, include clauses that require independent contractors and suppliers to abide by this policy when interfacing with GE employees.

Examples of violations:



Small Business/Self-Employed

- [Industries/Professions](#)
- [International Taxpayers](#)
- [Self-Employed](#)
- [Small Business/Self-Employed Home](#)

Small Business/Self-Employed Topics

- [A-Z Index for Business](#)
- [Forms & Pubs](#)
- [Starting a Business](#)
- [Deducting Expenses](#)
- [Businesses with Employees](#)
- [Filing/Paying Taxes](#)
- [Post-Filing Issues](#)
- [Closing Your Business](#)

Bank Secrecy Act

Congress passed the Bank Secrecy Act in 1970 as the first laws to fight money laundering in the United States. The BSA requires businesses to keep records and file reports that are determined to have a high degree of usefulness in criminal, tax, and regulatory matters. The documents filed by businesses under the BSA requirements are heavily used by law enforcement agencies, both domestic and international to identify, detect and deter money laundering whether it is in furtherance of a criminal enterprise, terrorism, tax evasion or other unlawful activity.

The Internal Revenue Service is a partner in the U.S. National Money Laundering Strategy. The IRS seeks to achieve a balance between enforcement of the money laundering laws and education. This page provides links to information about specific BSA requirements to assist with education and compliance with the law.

Report of Cash Payments Over \$10,000 Received in a Trade or Business (Form 8300)

Reporting Cash Payments of Over \$10,000
The general rule is that you must file Form 8300, Report of Cash Payments Over \$10,000 Received in a Trade or Business, if your business receives more than \$10,000 in cash from one buyer as a result of a single transaction or two or more related transactions.

FAQs Regarding Reporting Cash Payments of Over \$10,000 (Form 8300)
Frequently asked questions and answers about reporting cash payments of over \$10,000 received in a trade or business.

5. **Position the Learning Objectives**

- Copy the Micro-Lesson Learning Objectives from Exercise #2. Add it at the latter part of the slides or document.

Objectives

The objective of this lesson is to help you confidently identify when potential money laundering activities are taking place.

Posting in your discussion:

When you upload your exercise document, please post your answer to the following questions in the discussion:

1. What are your key learnings from this exercise?
2. What ideas can you apply immediately?
3. How will the use of the Micro-Lesson design impact your learners' learning?