TOOLS OF THE TRADE
A 5-part Webinar Series to Explore NCWWI Tools & Resources

How Supervisors, Trainers & Faculty can use NCWWI Microlearnings
Michelle Clinch & Crystal French
May 17, 2018

Changing . . .
Leading . . .
Learning . . .

A Service of the Children’s Bureau
About this Series

5-part series
Short, 45-minute sessions
Informational yet interactive

Learn more about 5 of NCWWI’s most popular user-friendly tools for workforce development

Become familiar with where key NCWWI tools are located and the best ways to search for and within them

Explore the ways in which NCWWI tools can be best used and applied in your teams and organizations to support positive change
Polling Questions

Please respond to the poll question by selecting your answer and then clicking “submit” →→→
80% of new skills lost within 30 days

<15% of what is learned is successfully applied
Changing Workforce

The Workforce in 2030
Projected size of U.S. labor force (in millions) by age, for the year 2030

- Generation Z
- Millennials
- Generation X
- Boomers

Age Range

National Child Welfare Workforce Institute
Learning, Leading, Changing

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Most educated generation

Want & believe important to keep learning

First native digital generation (know no other way)

Expect resources to be easily accessible

Look online for answers (Google, peer network, etc.)

Source: Deloitte Millennial Survey
Number of Smartphone Users in U.S.

Source:
Statista DMO
© Statista 2016

Additional Information:
United States, eMarketer, Statista Market Analytics; Individuals of any age who own at least one smartphone and use the smartphone(s) at least once per month.
Decreasing Attention Spans

What we are doing when listening to webinars & conference calls

- Text: 44%
- Check social media: 43%
- Play video games: 25%
- Shop online: 21%
- Do other work: 65%
- Send an email: 63%
- Eat or make food: 55%
- Go to the restroom: 47%

Interrupted 5x’s an hour!

Sources: Grovo & ej4
Of 600 social workers

82% said their caseload increased last year

Source: Northwood Business Brief Infographic & Grovo
Expectations

Accessibility

Attention Spans

Time
Polling Questions

Please respond to the poll question by selecting your answer and then clicking “submit” →→→
The Complete Learning Ecosystem

Online

Social

Strategy

Personal

Technology

Content

Augmented Reality
Games & Gamification
Assessments
Micro Learning
Search Engine
Portsals
Career Mapping
LMS LCMS
Skills & Certificates
Curriculum Planning
Authoring Tools
Learning Strategy

On-Demand

On-Demand

Mentoring Programs
Social Learning
Web-Based Learning
Artificial Intelligence
xAPI
Learning Operations

Mobile

Mobile

Virtual Reality
Adaptive Learning
xAPI
Learning Record Store
Analytics

On-Demand

Expert Facilitation
Business Simulations
ILT
Embedded Performance Support
GeoPresent Support
Online Help
SIMS
Mobile Apps
Job Aids
Mobile Learning

On-Demand

Communities of Practice
VILT
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On Demand Learning

Multimedia  Toolkits  Infographics & I-Pagers  Online Resources  Informal Learning & Peer Support
Microlearning
Polling Questions

Please respond to the poll question by selecting your answer and then clicking “submit” → → →

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Microlearnings

Microlearning has emerged to address the latest research on shrinking attention spans, retention & learners’ desire for control over their learning experience.
http://ncwwi.org/index.php/special-collections/ncwwi-online-learning
Supervisors & Managers

- Team Meetings
- Lunch & Learns
- Coaching

Training Departments & Faculty

- Incorporate into curriculum as pre/post work
- Use to support orientation
- Promote as free professional development
Questions?
MICROLEARNING

Toolkit

Microlearning has emerged to address the latest research on shrinking attention spans, retention and learners’ desire for control over their learning experience. These on-demand learning opportunities are easily accessible online so they can be completed at their convenience and when the topic is immediately relevant to their work. Ideally they are short enough that participants think ‘I’ve got a couple of minutes’ and yet offers additional resources so they can easily get more information on the elements of most interest to them.

NCWWI has developed a library of engaging, interactive courses available to anyone that wants to build skills in leadership, workforce development, and change implementation. While designed for individuals to complete on their own, this toolkit explains how they can be utilized by supervisors/managers, faculty, training departments, and implementation teams.

Team Meetings & Implementation Teams

1. Determine the desired outcome/goal of the session.
2. Select a microlearning that will inspire discussion on how to reach the desired outcome. To assist with this process, each microlearning includes a list of the topics and key themes.
3. Explain the goal of the conversation and state your starting prompt – either one you came up with on your own or one selected from the discussion starters below.
4. Have someone record responses.
5. The facilitator should use open ended questions to deepen the conversation and to help participants think critically. Remember to give adequate time for participants to reflect and respond before speaking again.
6. Debrief the conversation.
7. Determine next steps. There are several NCWWI products available on MyNCWWI.org that can support your work after the discussion. These include our Leadership Competency Framework and Leadership Tool Kit; NCWWI’s Workforce Development Framework, Planning and Assessment Tool Kit and Facilitator’s Guide; our free online...
MICROLEARNING: BEST PRACTICES

“Microlearning is the process of learning through short, digestible, well-planned units (Grob, 2010).” It is generally characterized by a low time commitment, small chunks, short effort and narrow topics— but is complex as a whole (Hug & Friessen). Microlearning has emerged to address the latest research on shrinking attention spans, retention, learners’ desire for control over their learning experience, and increased accessibility to the Internet.

BEST PRACTICES

• Typically 3-9 minutes long
• 1 learning objective = 1 microlearning
• 190 words = 1 minute
• To ensure exceptional results, there are 3 questions you must ask. These will ensure you pick the right training solution and will provide clarity on what needs to be taught.
  1. What do learners need to DO differently? If you’re not already asking yourself this question, it’s a game changer. And if no one’s able to easily answer this question, use action mapping. You can find all the details on Cathy Moore’s blog and I guarantee you’ll love the result!
  2. When will learners need the information? If your content is on demand, how will you remind them that it’s available?
  3. How will they find it when they need it?
• The storyboard process is critical to success!
  – Clear (easy to perceive, understand, or interpret)
  – Concise (giving a lot of information clearly and in a few words; brief but comprehensive, each sentence should have one specific point)
  – Engaging
  – Focus on content not look and feel
Social Work Educator Resources

This special collection includes course assignments, syllabi, research summaries, online learning modules, discussion guides, and other resources to assist instructors in higher education in preparing students for practice in child welfare.

Many of these resources are prepared for use in Social Work undergraduate and graduate programs; however, this content is not intended for use in developing competencies for child welfare practice and thus can be useful across disciplines. NCWWI has created a special collection of resources that may be useful in understanding competency-based approaches to preparing students for social work practice.

In addition to the content found in this collection, you will find additional resources in the Curricula and Training Materials that make up the NCWWI Resource Library.

Resources are sorted into categories (topics & resource types). Click on each category to access the resources in this collection.

If there are any resources we can help you find or you have resources to add to this collection, please contact Sharon Kolari at skolari@albany.edu.
Next Sessions in the Series

1. **June 26th** – Facilitating a Workforce Development Planning & Assessment Process

2. **July 25th** – Accessing Leadership Activities for Staff at all Levels

3. **August 23rd** – Implementing Leadership Training for Supervisors and Middle Managers
Thank You!

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