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Microlearning in Online Learning Design: Enhancing Second Language Learner-Content Interaction

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Abstract

Microlearning is defined as time-restricted, condensed, and engaging short instructional units focusing on a single theme and serving a singular outcome that can easily be consumed in less than five minutes to meet the expectations of 21st-century learners (Hierdeis, 2007; Torgerson, 2016; Zandstra, 2021). With the microlearning approach, students are supported to practice single concept units that teach and reinforce the lessons during academically challenged content-based language instruction with short and repetitive modules. This presentation highlights the use of micro-learning design in online learning and emphasizes the goal of enhancing learner-content interaction, specifically in the context of second-language learning while also fostering an inclusive, accessible, and equitable learning environment for all learners. Additionally, it demonstrates how personalized and active learning principles can be employed to engage L2 learners with the content. By providing guidance on the incorporation of microlearning design principles, this session will assist instructional technologists and instructors in designing personalized and forward-focused curricula that foster an optimal learning environment for learners from diverse backgrounds and meet the expectations of the future educational landscape.

Keywords: microlearning, second language, online learning, instructional design, inclusive design