MICROLEARNING SESSIONS
INTRODUCTION

CITIZENS XELERATOR

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Citizens Xelerator microlearning sessions

Microlearning sessions are small bite-sized learning activities – chunks of content that cover a **unique learning objective**. Smaller is better for learner engagement and retention of information, less mental fatigue, better brain activity, and more effective learning.

They are usually performed in short bursts, require little effort from individual sessions, and involve simple and/or narrowly-focused topics.

Microlearning sessions are **easy to deliver**, and can also be **quick**, **simple** and **flexible**. Their short duration boosts engagement and learner satisfaction and isn't overwhelming for the participants.

The Citizens Xelerator microlearning sessions are interactive and can be carried out through a **variety of activities and materials** that stimulate active participation. These include:

- quizzes
- workshop-based group or individual activities
- extension activities
- presentations
- activities based on the Citizens Xelerator LifeComp Cards.

Each of these activities can be used as a standalone exercise or can be combined with others, depending on the size of the group and the time available. The recommended duration of a microlearning session is between **60** and **90 minutes**.

The Citizens Xelrator project provides activities and materials for the following **12 microlearning sessions**:

- Financial literacy
- Entrepreneurship
- Digital literacy
- Sustainability literacy
- Social empathy
- Diversity and inclusion awareness
- Media and information literacy
- Democratic and civic literacy
- Health literacy
- Intercultural competence
- Career management skills
- LifeComp Cards.

These Citizens Xelerator microlearning sessions offer a strategic and effective approach to adult education by embracing the principles of small, focused, and interactive learning activities. With a diverse range of topics encompassing crucial competencies such as financial literacy, social empathy, and intercultural competence, they provide a versatile platform for learners to engage actively in their personal and professional development. By combining various interactive activities and materials, the Citizens Xelerator project not only ensures adaptability to different group sizes and time constraints, but also underscores the commitment to cultivating a well-rounded and empowered population.

Guidelines for implementation

Understanding the LifeComp Cards Collection

The LifeComp Cards Collection is a tool developed by the Citizens Xelerator project to support professionals and organisations that:

- work with adult learners in the identification of their personal, social, and learning competences
- develop activities fostering the validation and recognition of adults' personal, social and learning competences, acquired in formal, informal, and non-formal settings.

Within the Collection, there are several practical activities provided for each of the nine competences: self-regulation, flexibility, wellbeing, empathy, communication, collaboration, growth mindset, critical thinking, and managing learning. These competences are organised into three main areas: personal, social and learning.

The activities in the Collection can also be used for each of the microlearning sessions outlined above. In fact, a suitable LifeComp Activity has been pre-selected for each microlearning session. So, facilitators who plan on implementing the microlearning sessions with their learners should also look into the Citizens Xelerator LifeComp Cards Collection.

Comprehending the LifeComp Cards Collection provides facilitators with a structured lens through which to view the competences that adult learners are meant to develop. By categorising competences into personal, social and learning areas, the framework offers a holistic perspective on the multifaceted nature of adult development. This understanding serves as a guide for facilitators to tailor their approach, ensuring a well-rounded educational experience that goes beyond mere knowledge acquisition.

Facilitators can explore the LifeComp Cards Collection at citizensxelerator.eu/results/lifecomp-cards-en. This may involve reading through the provided materials, engaging in sample activities, and understanding the intended outcomes of each competence area. They should approach this process with curiosity and a genuine interest in the developmental needs of adult learners, recognising that their grasp of the LifeComp Cards Collection directly influences the quality and relevance of the educational experience they provide.

Implementing microlearning sessions

Microlearning, with its bite-sized content and focused learning objectives, offers **several benefits**. It accommodates the busy schedules of adult learners, allowing them to engage in short bursts of learning without overwhelming time constraints. In addition, it enhances information retention and engagement due to its concise and targeted nature. Finally, a systematic approach ensures that participants cover a diverse range of topics, contributing to a well-rounded skill set.

In addition to offering short, focused sessions that can fit into diverse time frames, the Citizens Xelerator microlearning sessions are composed of different activities and materials that can be implemented in part, adapted to participants' needs. Different groups of adult learners may have varying levels of familiarity with the subject matter, diverse learning preferences, and distinct goals. By **selecting and tailoring the order and duration of provided activities and materials**, facilitators can address these differences effectively.

The microlearning content can be delivered through **various media** such as videos, presentations, quizzes, and interactive activities. This flexibility allows facilitators to cater to different learning preferences within the group. For instance, visual learners may benefit more from videos, while others might prefer interactive quizzes.

The **duration of microlearning sessions can also be adapted** to suit diverse time constraints. Some learners may prefer shorter, more frequent sessions, while others may benefit from slightly longer periods. Facilitators should offer flexibility in session durations, accommodating the varied time commitments of adult learners.

Facilitators should also regularly use a **feedback mechanism** to understand the effectiveness of the microlearning approach and selected activities. By regularly soliciting input from participants regarding their preferred session lengths, content formats, and overall learning experience, facilitators can iteratively refine and enhance sessions.

By recognising and implementing the inherent flexibility of microlearning sessions in these ways, facilitators ensure that the **learning experience is adaptable to the diverse needs**, preferences, and constraints of adult learners. This approach maximizes engagement and effectiveness in a wide range of educational contexts.

Practical tips for facilitators

Manage session timing effectively

Respect the recommended duration of 60 to 90 minutes for microlearning sessions. Ensure that the content fits within this timeframe to prevent information overload. Plan and allocate time for each activity carefully, allowing participants to absorb and reflect on the information without feeling rushed.

Utilise varied learning formats

Incorporate a variety of the provided learning formats within microlearning sessions, such as quizzes, group activities, presentations, and interactive discussions. This diversity caters to different learning preferences and keeps participants engaged throughout the session. Mixing formats also adds dynamism to the learning experience.

Promote active participation

Encourage active participation through provided interactive elements like polls, discussions, and hands-on activities. This involvement boosts engagement and reinforces learning. Facilitate opportunities for participants to apply the information immediately, fostering a practical understanding of the concepts presented.

Adapt to group dynamics

Be flexible in adapting microlearning sessions to the dynamics of the group. Recognise that different groups may have varying levels of familiarity with the topic, diverse learning preferences, and unique goals. Adjust the delivery and intensity of activities to suit the specific needs of each group.

Provide flexible learning paths

Understand the different skill levels, learning styles, and commitment levels of adult learners. Provide learning paths that are customised so that users can study at their convenience. That way

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you can provide appropriate support and motivation to the learners and their respective skills without overwhelming them.

Encourage peer learning

Create a learning space in which learners share what they know. Promote peer communication among participants to bring out the different experiences and expertise in that group. This makes the learning process interesting and develops a community spirit in learners.

Create a safe and respectful environment

Create guidelines that foster a safe, respectful learning atmosphere. Emphasise active listening and non-judgmental attitudes. This should provide space for the participants to share ideas freely amongst themselves in a setting that promotes mutual respect and fairness.

Utilise technology thoughtfully

You should take into account the digital divide and differing levels of digital competence amongst participants. Carefully incorporate technology in your class, making it available and giving guidance to those who have not mastered digital tools. This approach ensures that every learner participates on equal grounds, regardless of their digital proficiency.

Offer multiple communication channels

Be aware that people may prefer alternative forms of communication. Create several forms of communication including discussions in groups, individual meetings and written comments. This will cater for different modes of communication, allowing people to express themselves in ways they feel most comfortable.

Promote cross-generational learning

To encourage intergenerational learning experiences, promote interactions among people of different ages. This not only makes the experience educative, but also helps to develop healthy learning relationships between participants.

Regularly seek feedback

Implement constant reviews to check the efficiency of the learning process. Continuously seek feedback from participants on format, content, and facilitation. This will create an iterative process where facilitators can adapt to real-time feedback and react to learners' varying needs and expectations.

Facilitate goal setting and reflection

Have participants define their own learning goals and keep monitoring thei rachievements. This enhances a feeling of belonging and a desire for skill building even in adults facing skill development challenges. Conduct frequent discussions about achievements, difficulties, and changes necessary to support and modify the learning process.

Celebrate diversity and achievements

Celebrate successes at both individual and group levels. Give recognition to small (and big) achievements, highlighting the significance of what every participant contributes to the learning

environment. Such positive reinforcements foster a feeling of inclusion and maintain active involvement of the learners.

Promote peer mentorship

Encourage more experienced participants, and those with higher skills, to act as peer mentors. Partnering people with differing competences creates an atmosphere of collaborative learning in which less skilled participants are able to learn from their more knowledgeable peers. It enhances teamwork and promotes learning from each other.

Offer varied assessment methods

Identify different learning styles among learners, and use multiple evaluation techniques. Remember that there are some who score highly in traditional assessments and others who do better at practical presentations or through portfolio submission. Differential assessments provide fair evaluation while taking into consideration the strengths and preferences of individual participants.

Facilitate cross-cultural understanding

Incorporate activities and talks aimed at building a bridging perspective between cultures. Provide participants with chances to talk about some features of their cultures in order to promote feelings of kindness and understanding. This approach contributes to developing culturally aware classrooms that recognise the depth of multiple cultures.

Provide accessibility accommodations

Accessibility implies that every participant is fully included in the learning process and benefiting from it. Prepare beforehand to ensure access of participants with learning or behavioral difficulties, or disabilities. Consider physical accessibility, making materials in different forms, as well as accommodating learners with varying abilities.

Encourage a lifelong learning mindset

Create an attitude of continuous learning for the participants. Let them know that learning is an ongoing process that involves learning new things throughout life. Such a mind shift is especially important for adults with low skills as it enhances resilience and encourages them not to give up even when they go through tough times. The facilitators are free to tell their own stories of growth and achievements that will spark the participants' interest and motivation for continuing learning.

Conclusion

Microlearning represents a revolutionary approach to adult education, offering many benefits in terms of engagement, retention, and flexibility. The Citizens Xelerator microlearning sessions, specifically designed to enhance competences across various domains, stand as a testament to the value of lifelong learning and skill development. Through interactive activities and the innovative use of LifeComp Cards Activities, the programme not only addresses diverse learning needs but also empowers individuals with the competences necessary for active participation in civic life.

To effectively implement the Citizens Xelerator microlearning sessions, facilitators play a pivotal role. Understanding the comprehensive LifeComp Cards Collection is key, providing a structured lens through which to guide adult learners on their developmental journeys. By navigating the online repository and familiarising themselves with the tools, facilitators can tailor their approach, ensuring a holistic educational experience that goes beyond rote learning.

The guidelines for implementing microlearning sessions emphasise the adaptability and inclusivity of the approach. By recognising and working with the inherent diversity within adult learner groups, facilitators create an environment where different perspectives are not only acknowledged but also celebrated. The flexible nature of microlearning allows for customisation, ensuring that the content resonates with the unique backgrounds, preferences, and constraints of each participant.

In essence, the Citizens Xelerator project, with its microlearning philosophy and emphasis on diversity, paves the way for a more educated, active, and empowered population, ready to navigate the uncertainties of the evolving economic landscape.

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