WP3 Training Programme

Handbook

Content

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Introduction

This handbook is dedicated to the BE WELL continuous professional development (CPD) training programme for educators and mentors who are responsible for delivering support programmes to young employees in their companies. It is one of the core results of work package 3 within the Erasmus+ project "BE WELL: Smartphone Learning Opportunities to Promote Well-being in Young Employees." (Project N° 2022-1-ES01-KA220-VET-000086525), co-funded with the financial support of the Erasmus+ Programme of the European Commission.

This handbook contains the information needed for an in-service trainer to deliver the training towards the target group of learners of VET and WBL mentors. The aim is to enhance their competences to better support young employees and WBL learners at their organisations and foster their well-being and successful induction into the workplace.

The curriculum provides an overview of the three topical modules, the suggested time frame and division between face-to-face (F2F) and self-directed (SDL) learning settings. In a next step, the learning outcomes of the units are stated as well as the applied methodology.

Finally, the lesson plans of the modules are presented. Supplementary, the learning contents and additional learning materials such as PowerPoint Presentations (PPTs) and handouts are available as annexes.

Curriculum

The curriculum provides an overview of the BE WELL continuous professional development (CPD) training programme. Below, the modules and the suggested time frame are listed, followed by a learning outcome matrix that communicates, what educators and mentors will be able to know, do and apply after accomplishing the CPD training.

Module Overview and Timetable

The CPD training programme spans across three modules:

- **MODULE 1**: Introduction to WBL and workplace well-being; facilitating WBL and understanding the well-being concerns of young employees in the post-pandemic workplace

- **MODULE 2**: Introduction to Micro-Learning Theory; applying micro-learning techniques to VET provision

- **MODULE 3**: Developing Micro-Learning Resources for Young Employees; supporting VET providers to develop their own digital, micro-learning resources for young employees and other VET and business learners

Each module is containing 6 hours of guided, face-to-face (F2F) learning as well as 8 hours of self-directed learning (SDL). In total, the CPD training programme has a duration of 42 learning hours, divided into 18 F2F hours and 24 SDL hours.

	F2F DELIVERY	SDL / ONLINE
Module 1	6 hours	8 hours
Module 2	6 hours	8 hours
Module 3	6 hours	8 hours
Total	18 hours	24 hours
	42 hours	

Learning Outcomes

The learning outcome matrix states the basic knowledge, skills and attitudes, which the target group will develop by accomplishing the CPD training programme.

After completing the training modules, the learners will be able to...

	KNOWLEDGE	SKILLS	ATTITUDES
M1	...describe the concept of WBL. ...list at least 3 different forms of WBL ...define well-being in the workplace. ...list and describe 5 elements of well-being. ...list well-being concerns of young people in the post-pandemic workplace.	...analyse differences and similarities of WBL systems across Europe. ...evaluate the well-being of employees. ...facilitate WBL and well-being at the workplace.	...value and emphasise well-being at the workplace in the context of WBL. ...engage directly with young employees and WBL learners to estimate their well-being needs.
M2	...define the concept of micro-learning and its principles. ...identify advantages and challenges of micro-learning. ...explain the core elements of a micro-learning environment: content, pedagogy and technology.	...explore micro-learning apps that suit VET provision. ...select suitable learning outcomes for micro-learning resources.	...evaluate how to plan impactful micro-learning resources adapted to own professional practice.
M3	...discuss best practice examples and experiences shared by peers concerning micro-learning methodology. ...how to plan and elaborate a micro-learning strategy that fits the training needs and objectives of your employees.	...develop micro-learning resources for young employees. ...evaluate learning needs in the company ...develop multimedia rich micro-learning resources using authoring tools.	...be open to develop and use micro-learning resources. ...improve engagement and motivation of learners through micro-learning resources. ...supports performance and productivity by providing learners with just-in-time information and enough information to apply to their tasks and goals.

Methodology

The CPD training foresees the utilisation of innovative teaching strategies that are media-rich and interactive. As this training is aimed at professionals, general principles of adult education apply to all resources. Participants must be actively included in the learning process and their previous experiences must be taken into account. The training contents should be relevant to their professional life and be centred on challenges and particular goals.

All materials should be offered in an attractive, media-rich matter meaning a broad use of images, info-graphics, videos and other visualisation forms. Especially in phases of frontal lectures using PowerPoint it is recommended. Methods used in the modules are lectures, inquisitive teaching, various kinds of group activities, group discussions, energisers, reflexions alone or together as well as different kinds of individual activities such as analysis of text and video material, experiencing well-being methods, self-directed research and quiz self-assessments.

General requirements for implementing the training programme are:
- PC or laptop
- Internet access
- Projector
- For some exercises, each participant should have access to a digital device with internet access (e.g. smartphone or tablet)

Modules

MODULE 1:

Introduction to WBL and workplace well-being; facilitating WBL and understanding the well-being concerns of young employees in the post-pandemic workplace

ACTIVITY 1.1: WELCOME & ICEBREAKER

Duration of activity	30 minutes
Setting	F2F
Type of activity	Lecture Group activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 1_EN.pptx Stress ball or similar throwable object (optional)

Description of activity	This is the first activity within the BE-WELL Training; hence, it includes a general intro and overview of the modules.
	
	The PowerPoint provides the necessary information to brief the participants about the contents of the three modules and the general timeline. Feel free to adapt the slides to fit your implementation plan and add the dates of the workshops.
	
	In a second step, the participants are asked to introduce themselves in an icebreaker activity. The slides on the PPT summarise and visualise the information the participants should share:
	  • Name & job role
	  • Field of work / available WBL path at their workplace
	  • Usual stress level experienced in my job (there are visual options to choose from on the PPT slides)
	  • What does "Well-Being" mean to me and how do I cope with stress.
	
	They have 5 minutes to prepare their answers.
	To start the activity, all participants are asked to stand up. When they have introduced themselves, they may sit down until everyone is seated again.
	
	Optional: To make the icebreaker more interactive, give the speaker a stress ball, which they have to throw to the next speaker anywhere in the room.

Assessment	Active participation in the group activity.
Sources / Further reading	/

ACTIVITY 1.2: WORK-BASED LEARNING IN A NUTSHELL

Duration of activity	60 minutes
Setting	F2F
Type of activity	Lecture Discussion
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 1_EN.pptx
Description of activity	This activity provides a common meaning and fundamental knowledge about the definition of "work-based learning" and allows the participants to share their experiences. At first, the PowerPoint offers some definitions of different forms of VET and WBL in Europe. While this is touched only briefly in the F2F session, participants are provided with further reading links which they can work through in a self-directed learning activity (1.3). The second part of this activity engages the participants actively as they should use the opportunity to exchange about the WBL system in their workplace, highlight the opportunities for WBL learners in their company and also share information about the number of learners and persons responsible for these learners. The PPT provides prompts to ensure a lively group discussion.
Assessment	Active participation in the discussion.
Sources / Further reading	https://www.cedefop.europa.eu/en/country-reports/vet-in-europe-country-reports

ACTIVITY 1.3: WBL IN EUROPE

Duration of activity	60 minutes
Setting	F2F
Type of activity	Lecture Discussion
Resources	Online resource: https://www.cedefop.europa.eu/en/country-reports/vet-in-europe-country-reports
Requirements	ICT device & internet connection
Description of activity	To find out more about Europe's vocational education and training as well as about different forms of work-based learning, we encourage you to take a deep-dive into the brilliant resources provided by CEDEFOP. The country reports provide information about how VET is set up in the European countries, including demographics, labour market indicators, how VET is organised, regulated, financed and promoted. Further, is describes how qualifications are shaped and how quality assurance is implemented. First, take a look at the country report from your own country. How much do you already know? Is there new and interesting information that is relevant for your own field of work? Focus on the chapters that are most interesting to you and where you expect an added value and learning effect. Next, we recommend that you take a look at a country report from a country that has established a dual system – for example Germany or Austria. What are the main differences you can spot? Is there something you can take-away from the example and apply it in your own field of work? Finally, if you have still some time left, open the report of a country that intrigues you. Maybe a Nordic member state like Finland or Sweden? Or maybe an island such as Ireland, Malta or Cyprus? Choose something that genuinely interests you, that you know nothing about or that may have a completely different approach than what you are used to. Once again: What are the main differences you can spot? Is there something you can take-away from the example and apply it in your own field of work? This activity will deepen your understanding of VET and WBL in Europe. It is meant to broaden the horizon and hopefully even spark some ideas that can be applied in your VET/WBL system.
Assessment	Self-reflexion notes
Sources / Further reading	https://www.cedefop.europa.eu/en/country-reports/vet-in-europe-country-reports

ACTIVITY 1.4: DEFINING WELL-BEING

Duration of activity	90 minutes
Setting	F2F
Type of activity	Lecture Group activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 1_EN.pptx Flipchart: Two pages should be provided; one for the Problem Tree and one for the Solution Tree.
Description of activity	This activity defines a common understanding of well-being and introduces relevant terms that are connected (e.g., mental health and other elements of well-being). The PowerPoint guides through the lecture. Feel free to ask the participants about their understanding and experiences with the introduced topics. After the presentation of the basics, well-being at the workplace is addressed. In the second part of this activity is to brainstorm in a group about the following: • What are absolute no-go's that are counterproductive to well-being? • What are indicators of well-being at the workplace? • How can well-being at work be achieved? • Who can contribute what? (E.g., what can I do as employee, supervisor, manager, CEO?) The PPT provides the problem/solution tree method as guiding system to structure the brainstorming process. Prepare two flipcharts featuring a tree on each of them. The stem of the first tree states the problem ("Stress at the workplace") and the second states the solution ("Well-Being at the workplace"). The roots feature the stimuli, reasons, causes of the problem and the solution respectively. The branches and leaves of the trees on the other hand show the consequences and effects of the problem/the solution.
Assessment	/
Sources / Further reading	http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=28&Itemid=134

ACTIVITY 1.5: EXPERIENCING WELL-BEING

Duration of activity	60 minutes
Setting	Self-directed learning / online
Type of activity	Individual activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 1_EN.pptx
Description of activity	In this self-directed learning activity, we ask you to watch and read the following resources to gain a deeper insight in well-being and experience a few methods for yourself. 1. "How to Build Your Well-Being to Thrive | Dr. Beth Cabrera | TEDxGeorgeMasonU" (15 minutes) by TEDx Talks https://youtu.be/04yBH7q1Zc8?si=zXACRcMLmxET-Z4T (we recommend to start the video at the 2:33 minute mark) 2. "Working Towards Wellbeing: Talking About What Really Matters" (3 minutes) by Black Dog Institute https://youtu.be/VJNMxYNzSUE?si=ItOcEmR9LexdovIO 3. "10 Habits That Boost Your Emotional Well-being" (11 minutes) by Psych2Go https://youtu.be/hXlFxceM4R8?si=1lXUcmdffMxB05wi 4. "6 Science-Backed Ways to Improve Your Well-Being at Work" by Nataly Kogan on Harward Business Review (10 minutes) https://hbr.org/2023/07/6-science-backed-ways-to-improve-your-well-being-at-work 5. "Autogenic Training 1: total relaxation - Your first step into deep relaxation" (12 minutes) by SyncSouls https://youtu.be/E_sdaDwa2Ek?si=FCBfPwxvI571v-Xi 6. "10-Minute Meditation For Stress" (10 minutes) by Goodful https://youtu.be/z6X5oEIg6Ak?si=ZaRvoEh1OpVVPjpw Take notes and reflect on what you learned and can take away for your own situation.
Assessment	Self-reflection notes
Sources / Further reading	All links provided above.

ACTIVITY 1.6: WELL-BEING IN A POST-PANDEMIC WORKPLACE

Duration of activity	30 minutes
Setting	F2F
Type of activity	Discussion
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 1_EN.pptx

Description of activity (step-by-step)
 	
Address the trainer or learner directly depending on the setting.
	This brief activity adds on to activity 1.5 and adds the following questions to the discussion.
	
	1. How did COVID impact…
	   • … your own, general well-being?
	   • … your own well-being at the workplace?
	   • … the general, perceived well-being of the staff at your workplace?
	   • … the WBL processes at your workplace?
	
	2. How were these situations before, during and now are they after the pandemic?

Assessment	Active participation in the discussion.
Sources / Further reading	/

ACTIVITY 1.7: WELL-BEING IN WBL

Duration of activity	90 minutes
Setting	F2F
Type of activity	Discussion Group activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 1_EN.pptx
Description of activity	In this activity, the participants are challenged to put themselves in the shoes of their WBL learners. To reflect on their special situation, we revisit the indicators for well-being at the workplace from the earlier activity and try to answer the following questions in a group discussion: • Which of the indicators apply to the WBL learners? • What special situation (barriers/opportunities) are they facing? • What are specific risk factors for WBL learners? • How can mentors and the management counteract these risks? • Why should a company care and invest in the well-being of WBL learners? What is the benefit for the company? • Is there a certain issue I would like to share with the group to find a solution and gather ideas? • Is there a good practice I would like to share with the group? The group discussion should be engaging and participants should exchange their experiences and good practices. The group can also work together on real problems raised by one or more of the participants.
Assessment	Active participation in the discussion.
Sources / Further reading	/

ACTIVITY 1.8: UNDERSTANDING THE NEW GENERATION

Duration of activity	60 minutes
Setting	Self-directed learning / online
Type of activity	Individual activity
Resources	PowerPoint Presentation:
Description of activity *Address the trainer or learner directly depending on the setting.*	This activity allows learn more about the new generations to reflect on demands specific to these younger generations and those that apply to all employees. What values do the younger generations cherish? What are the differences relevant to the workplace between Generation Alpha, GenZ, Millennials and the others? What communication styles and channels are promising to really reach the young people? Essentially, this activity fosters your understanding for your young employees and supports you in designing messages that really reach and impact them at the workplace. 1. "Effective Workplace Communication Skills for Working with Gen Z Employees" (12 minutes) by Explearning – Communication and Social Skills https://youtu.be/wbCCGIN923c?si=F7NBVJqSlcD8t6bA 2. "What Makes "Generation Z" So Different? | Harry Beard | TEDxAstonUniversity" (15 minutes) by TEDx Talks https://youtu.be/VJNMxYNzSUE?si=ltOcEmR9LexdovlO 3. "Why is generation Alpha so important? | CBC Kids News" (5 minutes) by CBC Kids News (We include this video because a Gen Z representative talks to the newest Generation, Generation Alpha, which gives an interesting insight in both) https://youtu.be/60Tj12JPn9c?si=LFjYuwusquImzkn9 4. "How generational stereotypes hold us back at work | Leah Georges" (12 minutes) by TEDx Talks https://www.youtube.com/watch?v=dKNu5ZnWhb4 5. "Rising above generational stereotypes in the workplace | Michael Strawser | TEDxBellarmineU" (7 minutes) by TEDx Talks https://youtu.be/z8faXxpQyFg?si=Km2smsJe6MEkQobz Take notes and reflect on what you learned and can take away for your own situation and employees.
Assessment	Self-reflection notes
Sources / Further reading	TBA

ACTIVITY 1.9: UNDERSTANDING NEEDS OF YOUNG EMPLOYEES

Duration of activity	60 minutes
Setting	F2F
Type of activity	Discussion Group activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 1_EN.pptx
Description of activity	In this activity, the group will brainstorm and discuss, how they could approach their young employees and WBL learners in order to create a work environment that facilitates their well-being. The PowerPoint provides prompts and guiding questions. Finally, a brief lecture will summarise the theory module 1 and lead to the conclusion that micro-learning is a promising didactical approach to reach young employees. An outlook on the next two modules as well as on the final self-directed learning assessment is given.
Assessment	Active participation in the discussion.
Sources / Further reading	/

ACTIVITY 1.10: ROADMAP TO WELL-BEING AT THE WBL WORKPLACE

Duration of activity	300 minutes
Setting	Self-directed learning / online
Type of activity	Group activity Individual activity
Resources	PDF/handout: problem tree
Requirements	The learner should be involved in the WBL processes at their workplace and/or have some management or HR duties.
Description of activity	In this final activity, you are asked to put the theory into practice by creating a roadmap to well-being at your workplace. Follow these suggested steps and implement them together with your WBL learners and colleagues. 1. Sit down with WBL learners (and employees) and estimate their current well-being status and needs. What works well at the moment and what issues do they see? You could do a problem and solution tree with them, using the template from activity 1.4. or use any other method such as a focus group you feel comfortable with. 2. Define improvement steps with management and decide how to continue, what to implement, what to plan. Distinguish between short-, medium- and long-term actions. To assure quick wins for you and your colleagues, first focus on short- and medium-term actions and work your way upwards to long-term improvements. 3. Create a precise timeline including milestones and indicators and plan how to integrate (or develop) own micro-learning resources. 4. After a week or two, assess progress and success of the short-/medium-term actions, gather feedback from the impacted employees and WBL learners. 5. After succeeding in the short-/medium-term, focus now on long-term impact – the next two modules will equip you with relevant competences to develop dedicated micro-resources for your (and your employee's) specific needs.
Assessment	/
Sources / Further reading	/

MODULE 2:

Introduction to Micro-Learning Theory; applying
micro-learning techniques to VET provision

ACTIVITY 2.1: EMOTIONAL CHECK-IN: SETTING THE MOOD FOR MICRO-LEARNING

Duration of activity	30 minutes
Setting	F2F
Type of activity	Group activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 2_EN.pptxv
Description of activity	This activity can be considered as a warm up activity that aims to identify the "mood" of the participants, so you can be aware of the circumstances and adapt the session accordingly. This is also to make participants aware of the group's atmosphere and adequate their behaviour to each other. This warm-up is suitable to work awareness, tolerance and acceptance. You can do it standing or in a circle with chairs. The second option encourage participants to share more in depth whereas the former option tends to be quicker and lighter. Use this information and adapt to your group needs. Make a circle and invite each participant to say three words how is their state of mind, mood and body today. For example: • *Today my mind is frantic and I'm not so in a good mood (my kid woke me up and I couldn't sleep) and my body is constrained and heavy.* • *Today my mind is clear, my mood is spongy and pleasing and my body is cheerful.* Do not rush, give time for people awareness. Close this check in\warm-up with one minute of silence and three deep breaths
Assessment	/
Sources / Further reading	/

ACTIVITY 2.2: INTRODUCTION TO MICRO-LEARNING THEORY

Duration of activity	120 minutes
Setting	F2F
Type of activity	Lecture Discussion
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 2_EN.pptx

Description of activity	**Step 1: Engagement - 15 min**
	• Before starting the PowerPoint presentation, ask participants if they know what is micro-learning or if they ever heard about it. If yes ask them to give examples of micro-learning courses/apps they know or used. If they did not have heard about the concept you can give examples. Try to explore if someone use an app that uses micro-learning methodology without knowing it. As an example, you can give headspace app (https://www.headspace.com/).
	
	Step 2: Presentation - 80 min
	• Module 2 – Introduction to Micro-learning theory
	
	Use the PowerPoint to guide you through the principles of Micro-learning theory. This PowerPoint collects more theoretical material. It is suggested that you balance more expositive moments with questions in order to promote a more interactive and engaging session. The PowerPoint is divided in sections each having distinct colours. You can pause the presentation after each block of colour to make questions and promote debate. The PowerPoint is divided as such:
	1. Introduction to micro-learning theory
	    1.1. What is micro-learning
	    1.2. Elements of an effective micro-learning environment: content, pedagogy and technology.
	2. Micro-learning characteristics
	    2.1. Advantages
	    2.2. Challenges
	
	Step 3: Closing session - 15 min
	• Summarise the key takeaways and main points covered during this activity;
	• Q&A and clarifications: participants have the opportunity to ask any remaining questions or seek clarification on topics givens during the previous step.
	
	Step 4: Action planning - 10 min
	• Invite participants to discuss how they plan to apply Micro-learning theory in their lives.

Assessment	/

ACTIVITY 2.2: INTRODUCTION TO MICRO-LEARNING THEORY

Sources / Further reading	**Academic papers** Alqurashi, E. (2017) Micro-learning: A Pedagogical Approach For Technology Integration. Retrieved from www.researchgate.net/publication/319715909_Micro-learning_A_Pedagogical_Approach_For_Technology_Integration Baumgartner, P. (2013). Educational dimensions of micro-learning–towards a taxonomy for micro-learning. In: Designing Micro-learning Experiences–Building up Knowledge in Organisations and Companies. Innsbruck University Press, Innsbruck. Retrieved from portfolio.peter-baumgartner.net/files/pdf/2013/Baumgartner_2013_Educational Dimensions for Micro-learning.pdf Hug, T. (2005). Micro learning and narration: exploring possibilities of utilization of narrations and storytelling for the design of "micro units" and didactical micro-learning arrangements. In: Proceedings of Media in Transition, MIT, Cambridge, MA. Retrieved from www.researchgate.net/publication/237558117_Micro_Learning_and_Narration_Exploring_possibilities_of_utilization_of_narrations_and_storytelling_for_the_designing_of_micro_units_and_didactical_micro-learning_arrangements **Online Articles** Andreev, I. (2023) Micro-learning. Retrieved from www.valamis.com/hub/micro-learning Edapp. Micro-learning theory. Retrieved from www.edapp.com/blog/micro-learning-theory/ Nehra M. (2021) The science behind the effectiveness of micro-learning. eLearning Industry blog Retrieved from elearningindustry.com/science-ehind-the-effectiveness-of-micro-learning

ACTIVITY 2.3: ENERGISING FRUIT CIRCLE

Duration of activity	30 minutes
Setting	F2F
Type of activity	Group activity
Resources	/
Description of activity	**Icebreaker\energiser** This is an activity to energise participants and encourage interaction. • Example: apple, orange and banana This energiser activity's goal is to get everyone laughing and having a good time in a lively, upbeat environment. First, tell the group to form a circle and place their hands on the shoulders of the person at their right. Then explain a command that goes with the words "apple," "orange," and "banana." For instance, an apple might indicate a backward step, an orange a forward step, and a banana a 180-degree spin. Once everyone feels at ease, the facilitator increases the difficulty of the commands by using additional words. For example, cherry can indicate to clap hands once, pear to jump, and grape to sit down. Trainers are free to adapt this exercise to better suit the needs and likes of the participants.
Assessment	/
Sources / Further reading	/

ACTIVITY 2.4: MICRO-LEARNING: FROM THEORY TO CREATION

Duration of activity	180 minutes
Setting	F2F
Type of activity	Group activity
Resources	/
Description of activity	**Step 1: Review of the Micro-learning theory – 10 min** • Brief recapitulation of essential micro-learning principles from activity 2.2. through group brainstorming. **Step 2: Group work – 50 min** • Divide the group in small groups of three. Invite them to create a micro-learning module idea. Each group must provide a theme, identify suitable topics, learning objectives, and content. **Step 3: Group sharing – 10 min** • After one hour stop the group work and invite each group to share briefly what they're doing. Then introduce next step. **Step 4: Group work development – 50 min** • Instruct the groups to use authoring tools to develop micro-learning modules incorporating multimedia elements, interactive features, and quizzes. **Step 5: Peer review and feedback - 20 min** • Each group swaps its work with other group to peer review it and give feedback on it. **Step 6: Presentation of all works in plenary – 30 min** **Step 7: Conclusion and next steps – 10 min** • Summarise the key steps to create a micro-learning module • Encourage participants to share their challenges • Invite them to search for microlearning contents by using their smartphones.
Assessment	/
Sources / Further reading	15 Best micro-learning platforms in 2023 whatfix.com/blog/micro-learning-platforms/ Best Practices for Creating Engaging Micro-learning Content www.hurix.com/creating-micro-learning-content/ Kaltura training platform corp.kaltura.com/

ACTIVITY 2.5: INTRODUCTION TO MICRO-LEARNING

Duration of activity	90 minutes
Setting	Self-directed learning / online
Type of activity	Individual activity
Resources	Online resource: See sources/ further reading
Description of activity	In this self-directed learning workshop, you will explore the concept of micro-learning and its principles. **Step 1: Watch a video explaining the concept of micro-learning – 45 min** • Video: Why micro-learning is the most important tool in your learning content strategy: youtu.be/erPwABFbdz8 **Step 2: Read about micro-learning and its core principles - 10 min** • Article: The theory of learning in micro: edtechbooks.org/theory_comp_2022/learning_in_micro **Step 3: Produce a document that sums up the information – 35 min** • To help you to organize information you can divide an A4 sheet of paper in blocks: block one —definition; block 2 — objective, block three—important elements in micro-learning contents.
Assessment	-
Sources / Further reading	Video: Why micro-learning is the most important tool in your learning content strategy youtu.be/erPwABFbdz8 Article: The theory of learning in micro edtechbooks.org/theory_comp_2022/learning_in_micro

ACTIVITY 2.6: ENGAGING WITH MICRO-LEARNING & BENEFITS

Duration of activity	120 minutes
Setting	Self-directed learning / online
Type of activity	Individual activity
Resources	Online resource: See sources/ further reading
Requirements	Computer or mobile
Description of activity	This activity explores the benefits of micro-learning, and is an invitation for you to engage with micro-learning applications by delving into several apps that use this framework to convey learning and content. **Step 1: Explore Headspace app – 30 min** Headspace app is structured with micro-learning theory. • Explore the application online (you can explore the website, listen to some podcasts, watch videos, read articles or even try the app in your mobile for free during a week). Pay attention to: how context is designed, the length of videos, articles and podcasts, the way you engage with content and learn. **Step 2: Explore other micro-learning apps – 30 min** • If you feelt enthusiastic about the previous app try to explore Udemy and /or Learninghubz where you have several categories of courses you can choose. Some of them are free. **Step 3: Read the articles about the benefits of micro-learning – 20 min** • (see link below in Sources/further reading) **Step 4: Reflective journalling – 20 min** • Write down your thoughts on the benefits and challenges of micro-learning. **Step 5: Quiz – 20 min** • Make your self-assessment about micro-learning
Assessment	BE WELL_WP3_M2_Quiz A2-4_Mindshift.docx
Sources / Further reading	Sources to step 1 and 2 www.headspace.com/ ; www.udemy.com/; www.learninghubz.com/ Sources to step 3 www.linkedin.com/business/talent/blog/learning-and-development/benefits-of-micro-learning www.digitallearninginstitute.com/blog/micro-learning-the-benefits/

ACTIVITY 2.7: DESIGNING EFFECTIVE MICRO-LEARNING MODULES

Duration of activity	130 minutes
Setting	Self-directed learning / online
Type of activity	Individual activity
Resources	Online resource: See sources/ further reading
Description of activity	In this self-directed learning activity, you will delve into the process of designing impactful micro-learning modules. Embrace your creativity and explore innovative approaches to make your micro-learning content engaging and interactive. **Step 1: Identify learning objectives for micro-learning modules – 10 min** • Fill in the interactive quiz to test your knowledge about the subject **Step 2: Scenario exploration – 20 min** • Analyse real-life scenarios to identify suitable micro-learning objectives. **Step 3: Draft 3-5 learning objectives for a micro-learning module – 30 min** **Step 4: Strategies for content selection and chunking – 30 min** • Read about strategies to create proper micro-learning content and watch a video about what is chunking. See link below in sources/further reading **Step 5: Case studies: Examine how different industries select and organize content for micro-learning – 30 min** • Go online and see how different companies design micro-learning content. You can search online by yourself or you can follow BE WELL tips by accessing sources/further reading.
Assessment	BE WELL_WP3_M2_Quiz A2-5_Mindshift.docx
Sources / Further reading	Sources to step 4 Article: 6 eLearning content chunking strategies to apply in instructional design elearningindustry.com/elearning-content-chunking-strategies-apply-instructional-design Video: Chunking. Learning technique for better memory youtu.be/hydCdGLAh00 Sources to step 5 https://www.learninghubz.com/ https://www.edapp.com/blog/50-free-micro-learning-courses/ https://elearningindustry.com/guide-creating-successful-micro-learning https://www.mynetdiary.com/ https://apps.apple.com/us/app/yoga-for-beginners-mind-body/id1382141225

ACTIVITY 2.8: EXPLORING WELLBEING DAILY: THE 28 DAY BE WELL PLANNER I

Duration of activity	60 minutes
Setting	Self-directed learning / online
Type of activity	Individual activity
Resources	Online resource: BE WELL MOOC platform
Description of activity	In this self-directed learning activity, you are invited to engage with 28-Day Well-being Planner and its micro-learning resources. **Step 1: Begin by exploring BE WELL project and its components 30 min** • At your own pace, access the BE WELL MOOC platform. • Within the platform, navigate to the Well-being Planner section. • Start by clicking on Day 1 to explore the micro-learning resource provided for that day. You can do this by scanning the QR code or following the link. Link to be included • Spend some time engaging with the resource. This might include reading an article, taking a short quiz, or watching a video. **Step 2: Reflection 20 min** • Take a moment to reflect on what you've learned from Day 1's micro-learning resource. • Feel free to document your thoughts, insights, or action steps in the provided journal space within the MOOC platform. • Repeat this process for Days 2 to 5, exploring a new micro-learning resource each day and journalling your reflections. **Step 3: Conclusion 10 min** • Conclude the activity by reflecting on the value of daily well-being practices and how the 28-Day Well-being Planner can support your well-being journey.
Assessment	/
Sources / Further reading	/

ACTIVITY 2.9: EXPLORING WELLBEING DAILY: THE 28 DAY BE WELL PLANNER II

Duration of activity	80 minutes
Setting	Self-directed learning / online
Type of activity	Individual activity
Resources	Online resource: BE WELL MOOC platform
Description of activity	In this self-directed learning activity, you will take charge of your well-being journey by accessing the Well-being Handbook within the BE WELL MOOC platform. **Step 1: Choose one self-help activity from the handbook that resonates with you the most. 60 min** • Progress through the activity at your own pace, reflecting on the provided questions, engaging in exercises, or taking necessary action • Feel free to document your responses or insights in the journal space within the MOOC platform. 20 min **Step 2: If you wish to share your reflections or insights, participate in a discussion forum or group chat to interact with peers.** • Explore additional self-help activities in the Well-being Handbook at your convenience. 20 min
Assessment	/
Sources / Further reading	/

MODULE 3:

Developing Micro-Learning Resources for Young Employees; supporting VET providers to develop their own digital, micro-learning resources for young employees and other VET and business learners

ACTIVITY 3.1: WELCOME

Duration of activity	45 minutes
Setting	F2F
Type of activity	Group activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 3_EN.pptx Coloured Cards (for the formation of groups)
Description of activity	Welcome to BE WELL, present agenda for Module 3. In the introduction the trainer will show one image and the she/he will proceed to ask the participants the following questions; Let's start with; This an easy but powerful exercise to open a meeting or session and get participants to reflect on their attitudes or feelings about a topic, in the organization, team, or in the project. • Show participants the image of the ship. • Invite each participant to reflect on which person in the picture best represents them in relation to the topic. • Ask participants to share the number of the person who represents them and explaining in a sentence why. -Debrief with the group. -This exercise can be also used as an icebreaker to start conversations. For example, you could ask "Which character in the image best represents you in relation to the session training? Why?". And then ask more specific in the topic; • I have often dealt with the micro-learning resources for young employees? Yes/No (fields) • I know suitable methods for developing digital tools. Yes/No (fields) They should line up so that all participants get a visual impression of the group. At each constellation a certain number of participants introduce themselves: • Reason why you are here (relation to evaluation learning needs for employees using micro-learning resources) • (typical movement to favourite activity) In the end all participants should have introduced themselves. Hand out coloured cards to show who has already introduced him or herself and as a basis to form the groups for the subsequent discussion in small groups (max. 4 persons per group); ideally, participants with much and little experience are mixed in one group.
Assessment	Active participation.
Sources / Further reading	/

ACTIVITY 3.2: CONDUCTING A MIND MAP FOR NEEDS TRAINING ANALYSES

Duration of activity	50 minutes
Setting	F2F
Type of activity	Discussion Group activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 3_EN.pptx Flipchart
Description of activity	The trainer explains how to conduct a mind map training analyses and what it is important to take into consideration. Organizing thoughts is a difficult task, for both teachers and students. Lack of a medium to organize all these thoughts can lead to stress, confusion, and lack of success in regards to yourself, or your trainees. After that, the trainer will split in groups and he will give 10-15 minutes, the participants are asked to present their mind maps. The Mind Map activity in which they state their needs, solutions and benefits for the forthcoming training with Micro-learning resources. As a trainer, you are required to register a free Mind Map account and setup a Mind Map for your learners. It is very easy to do! You can also use your paper and pen if you like, we simply recommend some online Mind Map tools. Goals: • Share experiences by discussing a training needs. • Benefit from mind activity that provides a structured way to capture and organize ideas and information. It helps to understand concepts and needs by breaking them down into their component parts. • The technique is used to develop new ideas, or to break down and better understand existing information. who work in a similar professional field. • Broaden expertise by reflecting on our training needs together. The trainer will sum up all the feedback and he/she will explain by showing a video.
Assessment	Active participation in activity
Sources / Further reading	The 5 Best Free Mind Mapping Tools for Teachers - eLearning Industry https://es.slideshare.net/joyousjune/microlearning-bitesize-data-for-your-brain?next_slideshow=true

ACTIVITY 3.3: TAKE A SELF-ASSESSMENT FOR YOUR LEARNING NEEDS

Duration of activity	120 minutes
Setting	Self-directed learning / online
Type of activity	Individual activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 3_EN.pptx Online resources (see below)
Description of activity	The trainer proposes to know more regarding the needs of the organization to deliver a training micro-learning resource. First of all, the participants need to read about What is a training needs analysis? Training needs analysis (TNA) is a process to identify the gap between the actual and the desired knowledge, skills, and abilities (KSAs) in a job. In other words, when a lack of knowledge, skills, or abilities causes the problem, conducting a training needs analysis and subsequent training can be a viable solution. Maybe you need to know how to build a learning portfolio for your employees. How do you build a learning portfolio for your employees? The steps for this activity are the following; **Step 1:** Read the blog to know why, and how to conduct the need analyses. **Step 2:** Fill out the template based on your organizations needs and job profiles. **Step 3:** Make a conclusion report in your identification training needs.
Assessment	The participants learn how to conduct a training need analysis working with a template provided.
Sources / Further reading	How do you build a learning portfolio? (linkedin.com) it is in different languages. (EN, ES, FR, GE, PT)

ACTIVITY 3.4: INTRODUCTION MICRO-LEARNING FOR YOUNG EMPLOYEES

Duration of activity	60 minutes
Setting	F2F
Type of activity	Lecture Discussion Group activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 3_EN.pptx Online resource: How to upskill staff and wow customers in minutes - YouTube Flipchart:
Description of activity	The participants are asked to remember and discuss regarding micro-learning benefits, challenges and reasons for using with young employees (summary of what has been discussed in Module 2, 15min). The trainer proposes to use the activity The Persona challenge by teams. The teams need to answer the following questions, drawing a persona; Think of yourselves as trainers in the VET sector or managers. Think about how your organisation works, and what is the reality of the employees training programmes. Try to visualise your training action plan regarding young employees: • What do you want to change? • What are the main steps you would take? • What do you want to achieve? • What are the biggest barriers in your organisation to engage young employees and what is happening in the best way? • What skills do you want to improve/achieve? • What is the measurable business goal you want to achieve? • What will employees need to do differently in order to achieve this goal (behaviours)? • What foundational knowledge is required to enable this behaviour? The steps for this activity are the following; **Step 1:** Create your "persona" as real as possible! **Step 2:** Think about the questions asked before, and think of some key-words that your Persona would use to answer each of them. **Step 3:** If you want, you can use the template to help you Finally, the trainer shows a video related to short summary of the reasons for using micro-learning trainings for employees. How to upskill staff and wow customers in minutes - YouTube

ACTIVITY 3.4: INTRODUCTION MICRO-LEARNING FOR YOUNG EMPLOYEES

Assessment	The participants learn why it is important to utilize micro learning resources with young employees.
Sources / Further reading	/

ACTIVITY 3.5: INSPIRATIONAL MICRO-LEARNING EXAMPLES TO YOUR WORKPLACE TRAINING

Duration of activity	90 minutes
Setting	Self-directed learning / online
Type of activity	Individual activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 3_EN.pptx Online resources (see below)
Description of activity	The trainer proposes some lectures to get some inspiration asking participants to go deeper in some examples and following a guide. With this activity they will find the answer of the following questions; What if there was a way to train your workforce so they quickly master and apply knowledge, wherever they are and whatever their role? The steps for this activity are the following; **Step 1:** Read the guide **Step 2:** Try to find the best examples. It is a research activity. **Step 3:** Reflection But when is the right time to use microlearning in your workplace training, and why? **Step 4:** Make a conclusion what it fixes better for your young employees.
Assessment	The participants learn what makes it the best choice for onboarding, training and continuous learning, especially when employees are young.
Sources / Further reading	Microlearning Examples: 7 Ideas to Elevate Your Workplace Training (yoobic.com) A Guide to Microlearning: What It Is and Why Your Employees Need It (yoobic.com)

ACTIVITY 3.6: MICRO-LEARNING RESOURCES FOR YOUNG EMPLOYEES CASE STUDY

Duration of activity	45 minutes
Setting	F2F
Type of activity	Discussion Individual activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 3_EN.pptx Flipchart
Description of activity	The trainer explains one case study regarding micro-learning for training purposes with employees. After that, the trainer will split in groups and he will give 10-15 minutes, the participants are asked to present their cases studies. The participants are asked to fill in a Padlet in which they state their challenges, solutions and benefits for the forthcoming Micro-learning resources. As a trainer, you are required to register a free Padlet account and setup a Padlet for your learners. It is very easy to do! You can also use an alternative medium if you like, we simply recommend Padlet. Goals: • Share experiences by discussing a personal case study • Benefit from the exchange with people who work in a similar professional field. • Broaden expertise by reflecting on our professional experiences together. The trainer will sum-up all the feedback and he/she will explain the different types of micro-learning resources.
Assessment	Active participation in activity
Sources / Further reading	https://padlet.com/

ACTIVITY 3.7: MICRO-LEARNING RESOURCES FOR YOUNG EMPLOYEES WORKSHOP - LET´S CREATE ONE!

Duration of activity	110 minutes
Setting	F2F
Type of activity	Individual activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 3_EN.pptx Online resource (see below) Other: Canvas
Description of activity	The trainer explains how to create an avatar and ask to the participants to create an avatar by WhatsApp/ online TEAMS MEETING. Watch the video: https://www.youtube.com/watch?v=EuqDMNcNkXE Working with something that identifies them and that is in accordance with their context in this digital age, will motivate them and they will be able to spend more time interested and willing for learning. For example, to address the Person-centred Theory, proposed by Carls Rogers, the student can be led to project in a personal infographic, the elements of his theory: 1. The self in process 2. The ideal self 3. The updating-enhancing trend After to create the Digital Avatar, all the learners will join a WhatsApp group or a Teams call to interact with their own avatar and introduce each other. Once, we have created our avatar, the trainer will propose to watch the following a video regarding 5 Winning Tips to Design Effective Microlearning - YouTube This is an exercise that will help them to better understand the concept and familiarize themselves with the process.
Assessment	Micro-learning resources created by the learners.
Sources / Further reading	Create your NEW LOOK on Microsoft Teams - Avatars Tutorial - YouTube How to use Avatars in Teams meetings - best practices 2023 - YouTube

ACTIVITY 3.8: MICRO-LEARNING RESOURCES FOR YOUNG EMPLOYEES WORKSHOP - LET´S CREATE ONE!

Duration of activity	270 minutes
Setting	Self-directed learning / online
Type of activity	Discussion Group activity Individual activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 3_EN.pptx Online resource Flipchart Other: Canvas
Description of activity	The trainer will propose this topic to reduce stress and burn-out in the millennial generation to create a micro-learning resource. **Group activity:** The facilitator asks the participants to think about the red flags in order to create together a microlearning resource. The activity will last for 90 minutes. **Step 1:** Start by working with learners to identify the red flags. For example: You feel nothing you do is appreciated. Think the essential question, which serves as the link between your feelings at work and the big idea. Well-being at work: How will you prevent to reduce your stress at work? The challenge turns the essential question into a call to action by asking participants to develop a micro-learning training resource solution to a global problem. Employees health: Increase to reduce stress at work. Once the learners understand the challenge, they can begin their search for a solution. **Step 2:** Based on the first part of the session ask the participants to reflect on the things they learnt in the previous sessions and put them into practice to create their own micro-learning resources. At the end of the groups will present their micro-learnings.
Assessment	Micro-learning resources created by the learners.
Sources / Further reading	7 Fun Quizzes for Company Hybrid and Virtual Meetings - Slido Blog How to Master Microlearning Video Creation with AI: Your How-To Guide - YouTube

ACTIVITY 3.9: MICRO-LEARNING RESOURCES FOR YOUNG EMPLOYEES WORKSHOP - CONCLUSION

Duration of activity	50 minutes
Setting	F2F
Type of activity	Discussion Individual activity
Resources	PowerPoint Presentation: BEWELL_CPD-Training_Module 3_EN.pptx Online resource:
Description of activity	Welcome participants to the last session. Before you start discussing today's topic briefly go through the main points covered during the previous sessions. Web-based Microlearning Software is an important factor in Micro-learning experience. This helps the students to share their problems, solutions, and reflections with a local and global audience. This section presents tools to help them with the process. The facilitator provides learners tools that can guide them to develop their own micro-learning resources. **Closing activity: Takeaway circle** Form circle The facilitator asks everyone to think of something meaningful that happened today what they are taking away from the training/workshop... S/he asks them to sum it up in a word or phrase. Each person describes in one word or phrase what are they are taking away from the workshop/training and step back from the circle until the whole circle has opened up.
Assessment	Active participation in closing activity
Sources / Further reading	The best microlearning examples to inspire you for 2023 (elucidat.com) 17 Awesome Resources on Micro-Learning - eLearning Industry Best 42 Free Microlearning Platforms Picks in 2023 | G2

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