

TEACHING TIPS OF THE MONTH FROM THE MC COMMUNITY

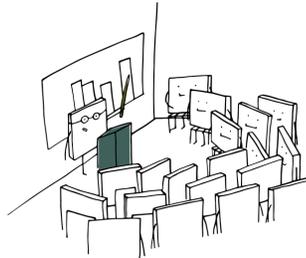
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Theme: Micro-Learning Strategies

Description: Micro-learning refers to delivering course content in small, digestible chunks. Micro-learning strategies can be used at the beginning of class to pique student interest in the content, during the class to break up the lesson or at the end of class to wrap up the lesson. Faculty can integrate several micro-learning strategies into a single class and vary the type of activity (oral, hands-on, visual). When using micro-learning strategies:

- Keep it brief
- Focus on one specific learning objective or outcome
- Identify the importance and purpose of the task



Tip 1: Integrate the [Pecha Kucha](#) method. Pecha Kucha is a presentation style that uses 20 slides, 20 seconds each. Each slide contains a relevant visual and minimal text. You can use the Pecha Kucha methods to open a class session, recap the ideas from the lecture at the end of class, or integrate more than one throughout and follow up each with class discussion, small group activity or a formative as-

essment to check for understanding. Check the [ELITE calendar](#) for an online Pecha Kucha workshop in May.

Tip 2: Student-generated questions. Quizzes are a powerful tool for encouraging retention and retrieval of content.

- **Variation 1:** After covering a few minutes of content, pause to ask students two to three questions. If using Power Point, you can embed the questions into the presentation. Have students respond aloud, using hand signals or on paper before sharing.
- **Variation 2:** After presenting a few minutes of content, ask each student to write a quiz question or two on a note card. Have students work in small groups and quiz their group members on the questions they wrote. Before moving to the next topic, ask students to share out any confusions or discrepancies.

For more information about micro-learning strategies, contact Laurent Ndeze, Laurent.ndeze@montgomerycollege.edu.

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