

Microlearning Series Guide

Your session content will be repurposed into on-demand microlearning videos! We hope that in following this process, you will be able to not only provide this content to a new audience, but also enhance your own presentation. Here is what we expect to produce from your session:

A series of <10-minute videos focused on highly specific learning objectives. You will prepare and deliver educational segments each tied to one specific learning objective. Each of these segments will be separated from the complete session and packaged as individual, stand-alone micro-learning modules.

To accomplish this, we have outlined requirements and guidelines to get you started. Please note that a **timed outline** is required prior to the meeting. This will need to be reviewed and approved. The goal will be to design your session so that it can be segmented into microlearning videos post-event.

DEFINITIONS

1. Microlearning

Microlearning refers to micro-perspectives of learning, education, training and skill development. It can be as small as a 2-minute video or even an infographic. In this case, we are talking about videos that are less than ten minutes long.

2. Learning Objective

A learning objective describes what learners should be able to do at the end of the course that they couldn't do before. The objectives should answer the question: *What should the audience be able to do when the session or workshop is over?* Objectives are desired results, written from the learner's perspective. This is separate from a Learning Goal, which is what you hope to accomplish in your course: the overall goals that do not necessarily correlate with observable and measurable behavior.

3. Adult Learning Theory

Adult Learning Theory or andragogy is the concept or study of how adults learn and how it differs from children. It aims to show how adult learning is distinct and identify the learning styles which suit them best. The CAS provides free [microlearning on Adult Learning Principles](#), which we **HIGHLY** advise should be viewed prior to undertaking this project.

4. SME

A subject-matter expert (SME) is a person who is an authority in a particular area or topic. In this case, you are the SME.

REQUIREMENTS/RESPONSIBILITIES

1. Concrete and specific learning objectives (Pre-Event)

Learning objectives are at the heart of each piece of microlearning content. It is important that they be as specific as possible. Oftentimes, a general learning objective can be broken down into even more specific objectives. If your learning objective covers more than ten-minutes of speaking content, consider breaking it down even more. The CAS provides a handout on [how to set objectives](#) and [Bloom's taxonomy of action verbs](#) for learning objectives.

<p><u>Bad Learning Objective</u></p> <p>Learn about creative solutions competitors have taken in response to wildfires.</p> <p><i>Specific, but covered far more than ten minutes of content.</i></p>	<p><u>Good Learning Objectives</u></p> <p>Consider the actions insurers have taken in response to recent wildfires.</p> <p>Better apply the rating variables relevant to wildfire risk.</p> <p>Examine how granular rating territories or by-peril rating structures can be used to improve rating accuracy for wildfires.</p>
<p><u>Bad Learning Objective</u></p> <p>Learn about ASOP 53</p> <p><i>Far too broad a learning objective.</i></p>	<p><u>Good Learning Objective</u></p> <p>Review history of ASOP 53 Define aspects of ASOP 53</p> <p>Analyze issues and recommended practices of ASOP 53.</p> <p>Develop proper communications and disclosure practices.</p> <p>Compare ASOP 53 with the CAS Principles.</p>

2. Timed Outline (Pre-Event – Approval Required)

Your presentation may be 60 minutes, 75 minutes, or 90 minutes long. You should have a learning objective for each of the ten minutes that you plan to speak. For example, if you are doing a 75-minute session with 15 minutes of Q&A, you should have at least six learning objectives for the 60 minutes of speaking material you have.

PLEASE NOTE: Learning objectives do not have to fit exactly into a ten-minute time frame. It is possible to cover one learning objective for eight minutes and another for twelve. A learning objective may even cover only two minutes. However, no learning objective should cover more than 15 minutes MAX.

If you are using slides, it is also helpful to note on your presentation which slides correspond to which learning objective. If you have more than one speaker, it is also useful to note their parts.

An example of a Time Agenda is provided below:

Time Agenda Example:

Creative Thinking and Brainstorming Presentation

60-minute Presentation – 30 minutes of speaking material

1. Introduction and Interactive Game (N/A)
0:00 – 10:00 | Slides 1-4
2. **Learning Objective 1:** Train your mindset with four innovation conceptions.
10:00 – 20:00 | Slides 5-11
3. **Learning Objective 2:** Incorporate creativity exercises into your routine.
20:00 – 30:00 | Slides 12-22
4. **Learning Objective 3:** Brainstorm with five idea generation exercises.
30:00 – 40:00 | Slides 23-32
5. Breakouts and Reporting (N/A)
40:00 – 60:00 | Slides 33-34

3. Presentation Slides – Agenda and Section Dividers (Pre-Event)

During your presentation, make sure that you cover all the learning objectives that you plan to cover in the form of an agenda slide. When you move onto a new learning objective, consider having a section slide with your learning objective listed to signal to your audience that you are moving onto a topic with additional spoken cues to alert the audience that you are now moving to the next part. Introduce the next part verbally as well.

4. Slides and Any Reference Material/Visuals (Post-Event)

Please make sure to send your final slides, any reference materials or visuals you may have used, as well as an updated version of the timed agenda, if applicable. These materials need to be sent to Nora Potter at npotter@casact.org.

Evaluation Scores (Post-Event)

Please be aware that we will also be reviewing your session evaluation scores from the event. It may or may not impact our decision to move forward with repurposing your session content into microlearning videos.

GUIDELINES

1. Large and Impactful Visuals

Since the microlearning audience is learning on-demand it is even more critical to make use of impactful visuals to follow [adult learning principles](#). This does take time and dedication to develop, but it will make your presentation all the better when it comes time to present.

If you are having trouble redeveloping the text on your slides, consider reaching out to your marketing department if you have one. You are also free to contact Nora Potter at npotter@casact.org for help with your slide visuals.

Bad Slide

Private Flood Insurance Facts

According to the NAIC in 2018:

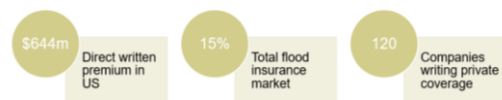
- Approx. \$644 million of direct written premium in US
- About 15% of the total flood insurance market
- 120 companies writing private coverage
- CA, FL, LA, NJ, NY, PA, PR, TX each had \$20 million+ of private flood insurance direct written premium
 - Nearly 60% of total private flood insurance market



Good Slides

Private Flood Insurance Facts

According to the NAIC in 2018:



Private Flood Insurance Facts

According to the NAIC in 2018:

- \$20 million+ of private flood insurance direct written premium
- Nearly 60% of total private flood insurance market



Bad Slide

Flood Facts—Private Insurance Market Share

Based on 2018 Written Premium

Top US Private Flood Insurer (Comm. + Res.):

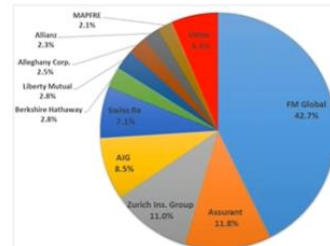
1. FM Global (42.7%)
2. Assurant (11.8%)
3. Zurich Insurance Group (11.0%)
4. AIG (8.5%)
5. Swiss Re (7.1%)
6. Berkshire Hathaway (2.8%)
7. Liberty Mutual (2.8%)
8. Alleghany Corp (2.5%)
9. Allianz (2.3%)
10. MAPFRE (2.1%)



Good Slide

Flood Facts—Private Insurance Market Share

Based on 2018 WP—Top US Private Flood Insurer (Comm. + Res.)



2. Interactivity

Interactive elements may be incorporated into the microlearning course, although are not effective when going straight from a recording. Please consider working with Nora Potter (npotter@casact.org) to think of ways to incorporate interactivity into the microlearning course post-event.

3. Knowledge Check

It is highly suggested that in addition to the post-event materials, you also develop a short Multiple Choice or True/False quiz for your on-demand audience. This will enable your future audience to receive immediate feedback on whether they fully understood your topic.

QUESTIONS

Please contact Nora Potter at npotter@casact.org if you have any concerns or questions about the microlearning process.