

# Microlearning

Promoting Measurable  
Engagement to Drive Business  
Performance



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Helping businesses gain competitive  
advantages through **micro-adaptive learning**



# POLL: Before our journey starts, what are you most curious about?

- A. How does microlearning increase learning retention?
- B. How does microlearning help tell the story of your business KPI and learning ROI?
- C. How can microlearning minimize business risks?
- D. How can Qstream help my business?



# Agenda

- ✓ Challenges of traditional enterprise learning
- ✓ Microlearning: The new solution
- ✓ 5 key microlearning engagement elements
- ✓ Microlearning analytics
- ✓ Qstream microlearning technology
- ✓ Q&A

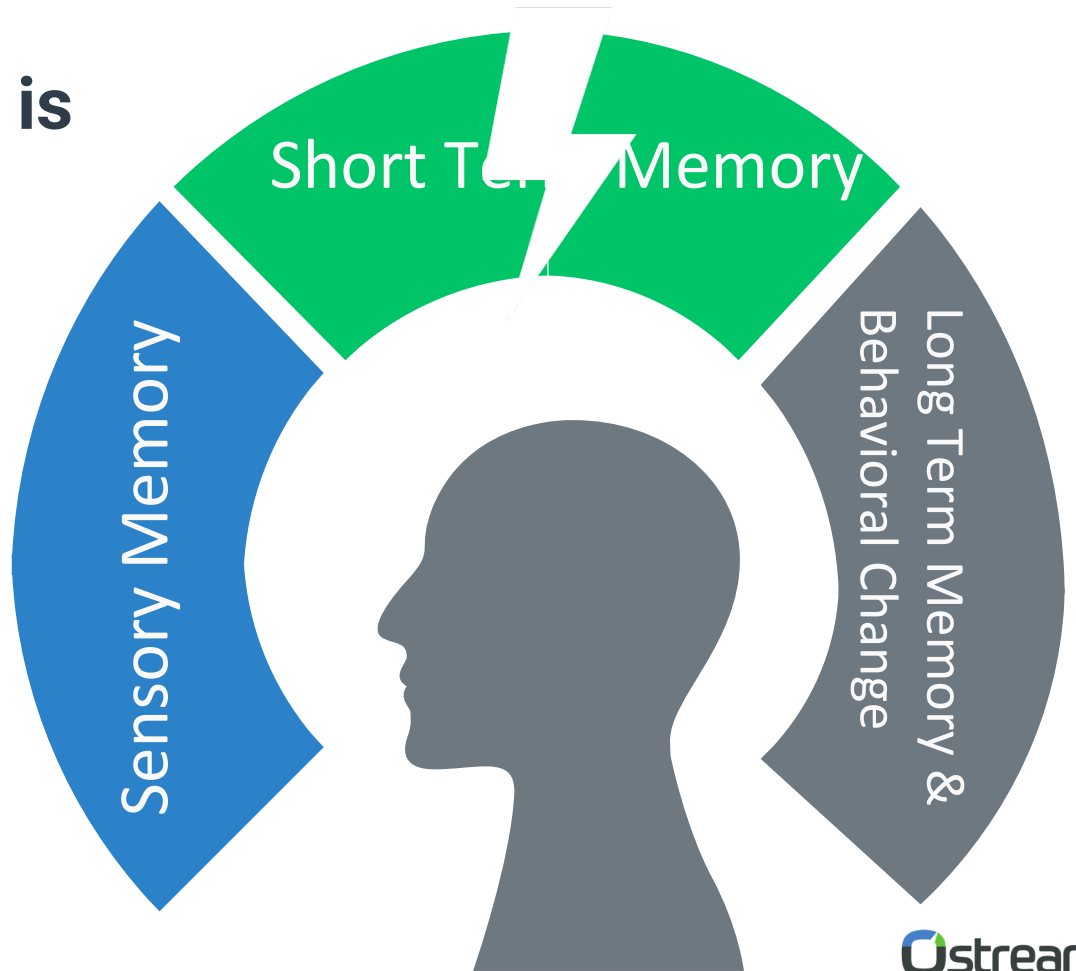


# POLL: What are your current training challenges?

- A. Low learner engagement
- B. Only have completion data, but no real proficiency data
- C. Lack of deep data insights
- D. Other (feel free to put in chat box)

# Short Term Memory is Fragile...

- ✔ Overwhelming information
- ✔ Distractions
- ✔ Shorter attention spans



# Microlearning For...



## Employees

- ✓ Fits busy schedules
- ✓ Engage to learn
- ✓ Knowledge retention
- ✓ Self awareness
- ✓ Behavioral change



## Managers

- ✓ Deploy critical training at scale
- ✓ Measure success, learning proficiency (KPI/ROI)
- ✓ Identify skill gaps & deliver timely interventions
- ✓ Minimize risks & drive business performance

# 5 Key Engagement Elements

Microlearning is a systematic approach

- ✓ Objectives MLO
- ✓ Content MLC
- ✓ Self-Evaluation MLE
- ✓ Motivation MLM
- ✓ Analytics MLA





# ML Objectives

MICROLEARNING  
EXAMPLE:  
**MONEY LAUNDERING**

## Business Goal

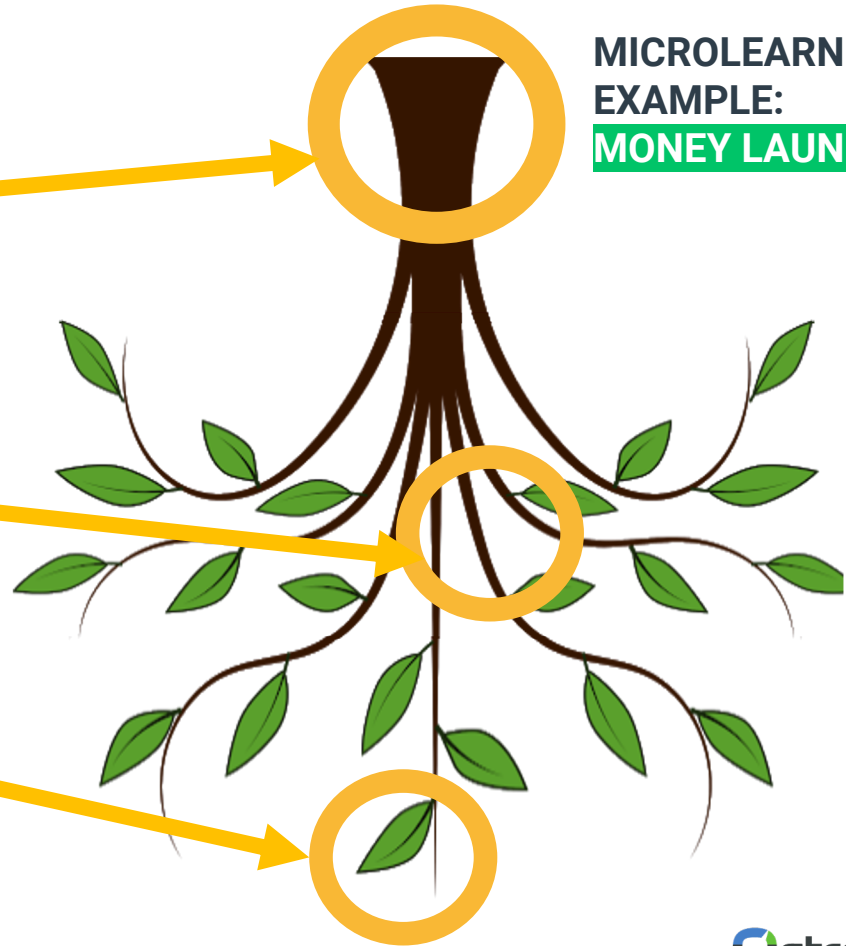
Upskill Money Laundering  
Detection

## Training theme

Identify, Report, Stop Money  
Laundering

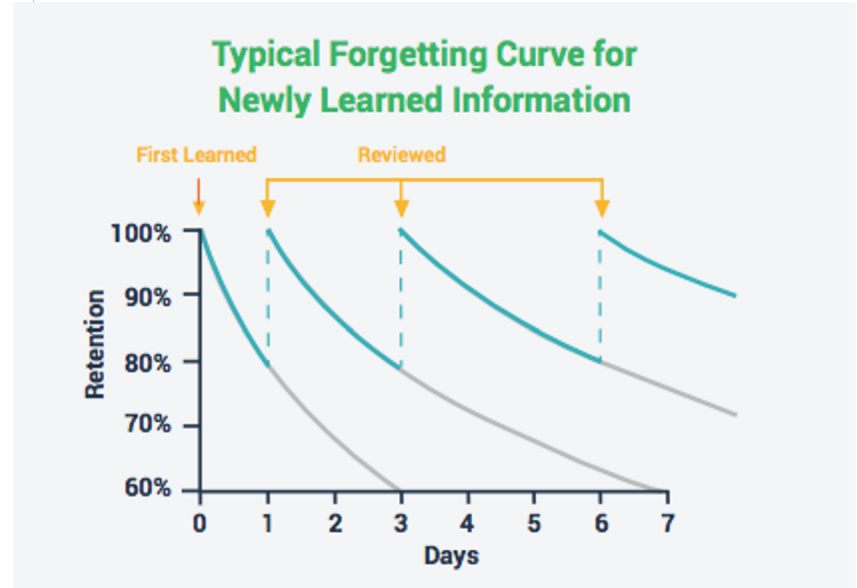
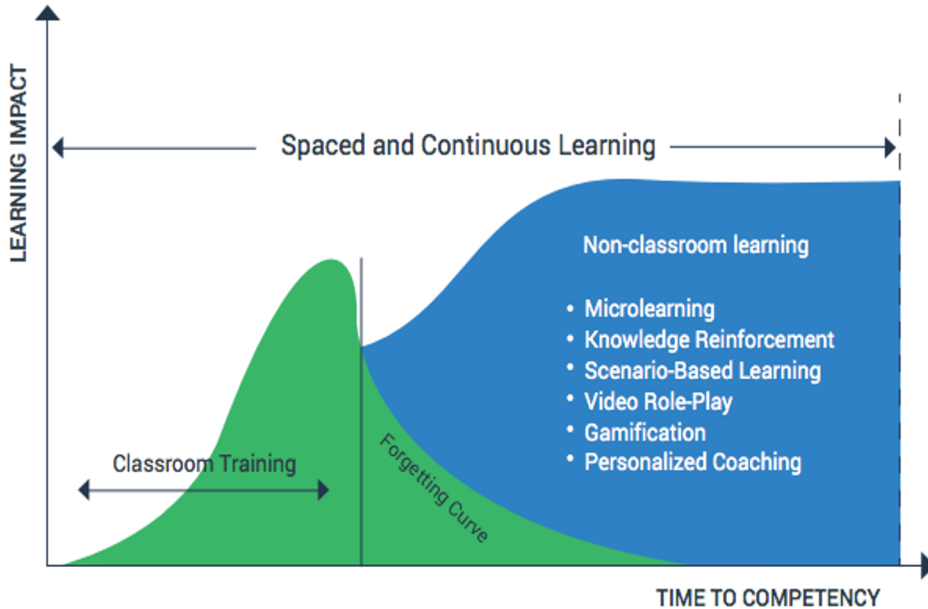
## Specific Business Skill mKPI

Identify Early Signs of Money  
Laundering



# Microlearning and Spaced Repetition

- Enhance learning retention especially for complex knowledge & skills



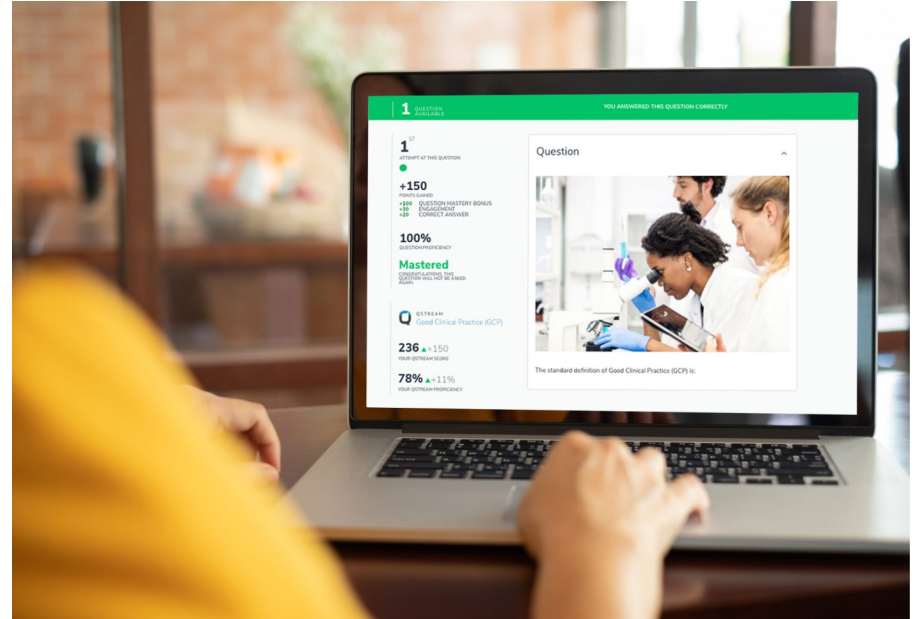
# POLL: How are you driving engagement with your L&D efforts?

- A. Integrating game mechanics
- B. Financial incentives
- C. Other (feel free to put in chat box)

# ML Content

Scenario Based Learning & immediate feedback

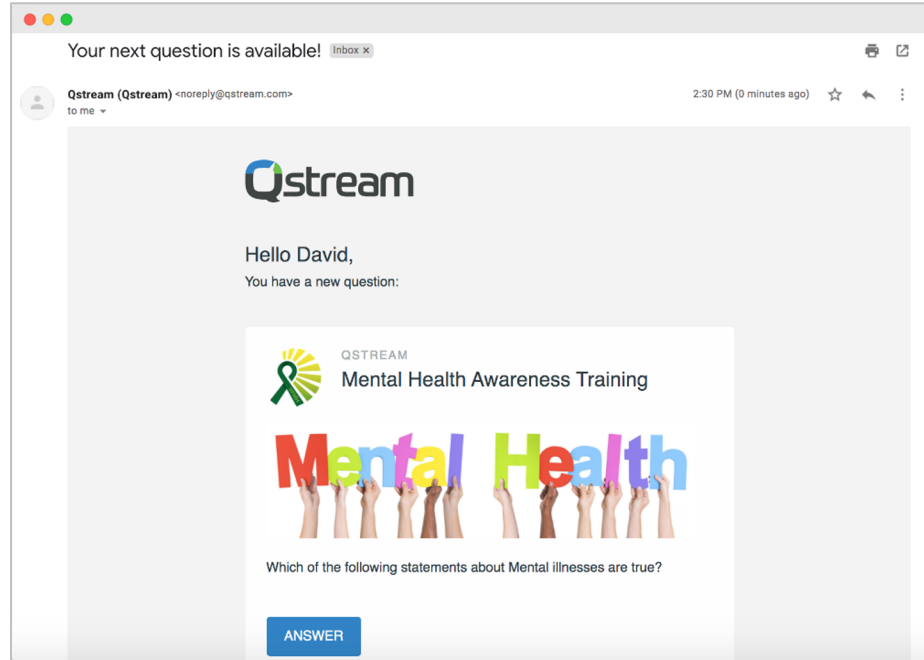
- ✔ Situational Awareness
- ✔ Activates Emotional Learning
- ✔ Prime for Behavioral Change



# ML Content

## Scenario Based Learning & immediate feedback

1. **Push** micro challenges out to engage
2. **Anchor** on micro-skill gaps through immediate feedback
3. **Pull** supportive resources to deepen the learning experience





# ML Self Evaluation

Scenario Based Learning & immediate feedback

1. Push learning out to engage

2. Anchor on micro-skill gaps through immediate feedback

3. Pull supportive resources to deepen the learning experience

The screenshot displays a Qstream assessment interface. At the top, a red banner indicates "1 QUESTION AVAILABLE" and "YOU ANSWERED THIS QUESTION INCORRECTLY". The main content area shows a question titled "Question" with a large image of hands holding up the words "Mental Health". Below the image, the question asks: "Which of the following statements about Mental illnesses are true?". The "ANSWERS" section lists four options, with the first one, "Mental illnesses are common and treatable", marked as the selected answer. The interface also shows a score of +25 points gained and 0% question proficiency. A "Next Attempt" button is visible, indicating the question will be asked again in 7 days. The Qstream logo and "Mental Health Awareness Training" are also present.

1 QUESTION AVAILABLE

YOU ANSWERED THIS QUESTION INCORRECTLY

1<sup>ST</sup> ATTEMPT AT THIS QUESTION

+25 POINTS GAINED

+30 ENGAGEMENT

-5 INCORRECT ANSWER

0% QUESTION PROFICIENCY

Next Attempt

THIS QUESTION WILL BE ASKED AGAIN IN 7 DAYS

QSTREAM Mental Health Awareness Training

25 ▲ +25 YOUR QSTREAM SCORE

0% YOUR QSTREAM PROFICIENCY

Question

Mental Health

Which of the following statements about Mental illnesses are true?

ANSWERS

✓ Mental illnesses are common and treatable

✗ Mental illnesses are common and untreatable

YOU SELECTED THIS ANSWER

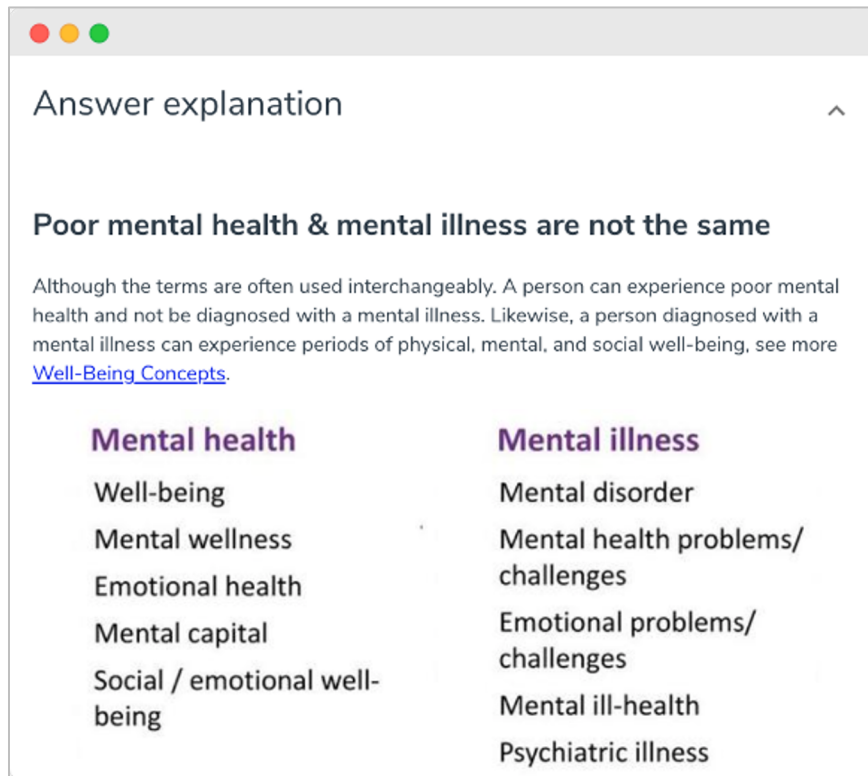
✗ Mental illnesses are uncommon and treatable

✗ Mental illnesses are uncommon and untreatable

# ML Self Evaluation

## Scenario Based Learning & immediate feedback

1. **Push** learning out to engage
2. Anchor on micro-skill gaps through immediate feedback
3. **Pull** supportive resources to deepen the learning experience



Answer explanation

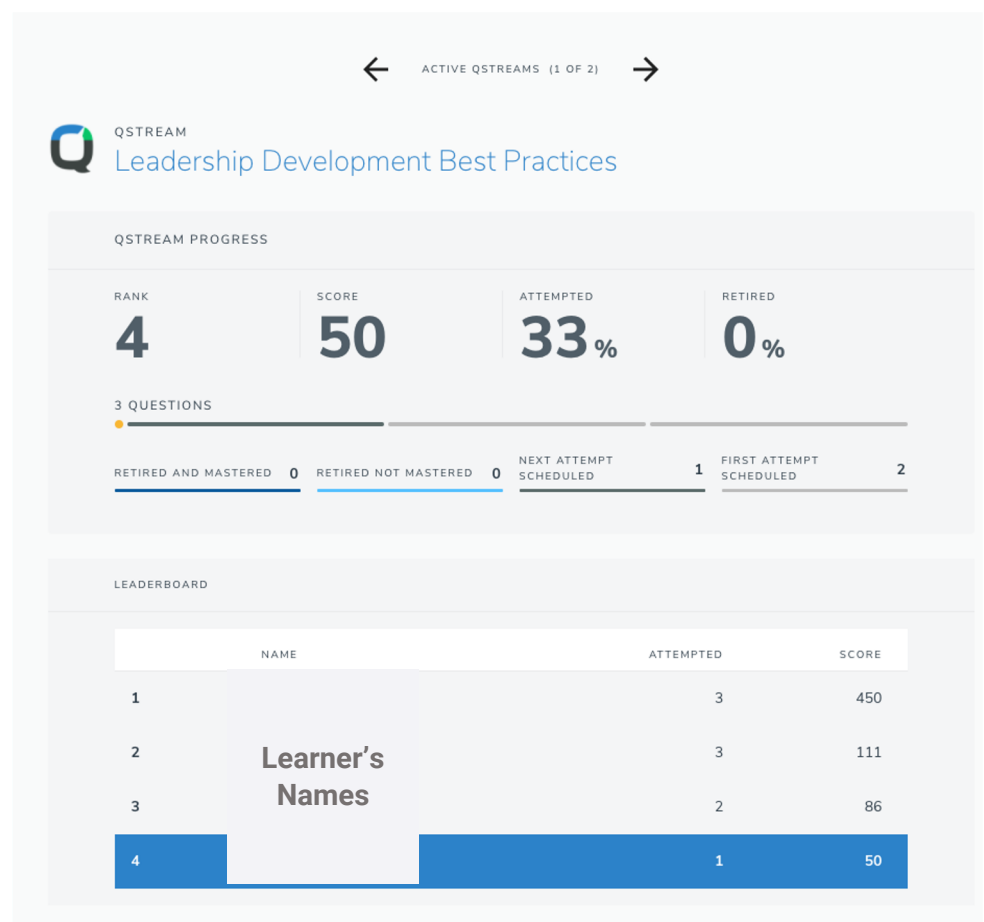
**Poor mental health & mental illness are not the same**

Although the terms are often used interchangeably, a person can experience poor mental health and not be diagnosed with a mental illness. Likewise, a person diagnosed with a mental illness can experience periods of physical, mental, and social well-being, see more [Well-Being Concepts](#).

<b>Mental health</b>	<b>Mental illness</b>
Well-being	Mental disorder
Mental wellness	Mental health problems/ challenges
Emotional health	Emotional problems/ challenges
Mental capital	Mental ill-health
Social / emotional well-being	Psychiatric illness

# ML Motivation

- ✓ Game mechanics
- ✓ Conquer new concepts and materials
- ✓ Competition and challenges
- ✓ Maintain High Engagement



# POLL: How are you measuring success for your training programs?

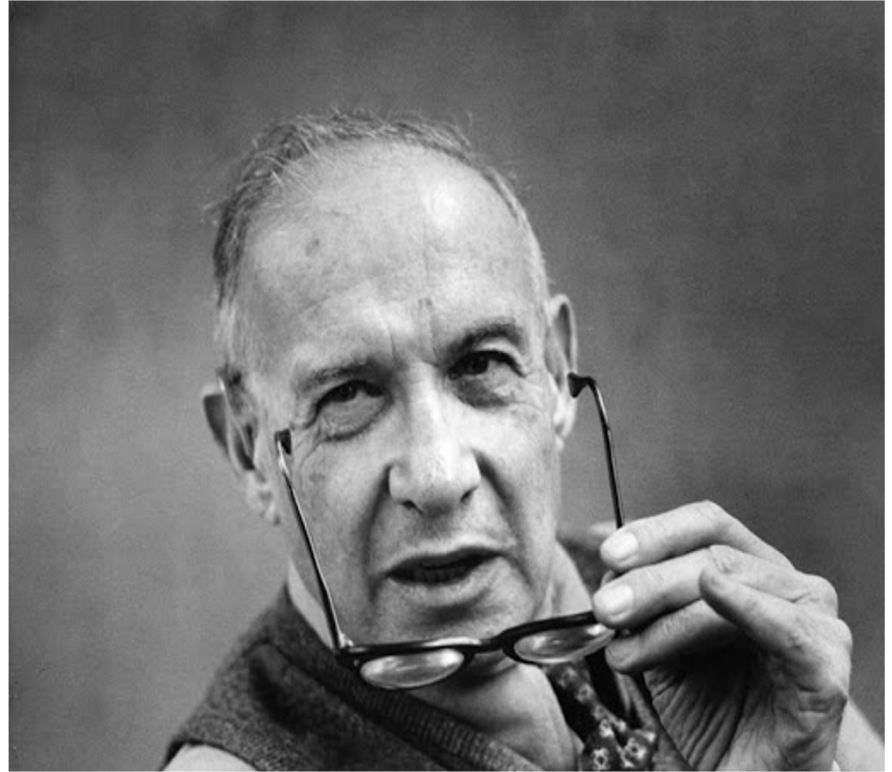
- A. Completion Data
- B. NPS (net promoter score) for training program
- C. Accuracy based on quizzes
- D. Other (feel free to put in chat box)





We can only manage **better**  
what we can **micro** measure.

- Peter Drucker



# The Problem with Traditional Learning Analytics

- ✓ Traditional learning tools don't let us detect specific skills related to each person

Unknown Skill X



# Traditional Learning Completion Rates Don't Provide Insights For **Key Decisions** and **Risk Mitigation**



Are there any specific skill gaps that require intervention?



How is the learning ROI on this skill training?



How does this training impact KPI?



Are there any severe learning-related risks that require attention?

# Diversity and Inclusion Analytics Examples

## Initial Proficiency

	North America	South America	Asia	Europe	Average by microskill
Unconscious Bias	40%	30%	20%	45%	33.75%
Sensitivity & Perspective Taking	50%	60%	70%	20%	50%
Challenge Inappropriate Comments	60%	35%	20%	60%	43.75%
Support Gender Identify & Expression	30%	40%	70%	80%	55%
<b>Average</b>	45%	41.25%	45%	51.25%	45.625

## Current Proficiency

	North America	South America	Asia	Europe	Average by microskill
Unconscious Bias	70%	60%	50%	50%	57.5%
Sensitivity & Perspective Taking	70%	70%	80%	100%	80%
Challenge Inappropriate Comments	100%	80%	95%	90%	91.25%
Support Gender Identify & Expression	100%	100%	90%	100%	97.5%
<b>Average</b>	85%	77.5%	78.75%	85%	81.56%



# Proficiency Analytics to Inform Business Strategies

- ✓ Is everyone on the team prepared to do the job well?
- ✓ Should I deploy my top performers differently to maximize competitiveness?
- ✓ Do we need to be alert if growth fails to take place?



**Movie: Moneyball**



# Examples of Proficiency Analytics to Improve Business Operations

- ✓ Revise **SOP** based on proficiency data on safety training
- ✓ Enhance **Manager-to-Workforce engagement** focused conversations
- ✓ Foster **Cross-Department Collaboration** before or after important trainings



# High Retention Knowledge Structure

- ✓ Deliver micro content at scale
- ✓ Spaced repetition
- ✓ Immediate feedback
- ✓ Game mechanics



# High Retention Knowledge Structure

1. Customize content to business needs
2. Immediate job improvement from micro feedback
3. Spaced repetition reinforces and retains learning

DASHBOARD AVAILABLE QUESTIONS MY QSTREAMS MY PROFILE

4 QUESTIONS AVAILABLE


1<sup>ST</sup> ATTEMPT AT THIS QUESTION

QSTREAM Data Protection & Privacy Principles

0 YOUR QSTREAM SCORE

0% YOUR QSTREAM PROFICIENCY

Question



A colleague recently took a job with another company. You get a phone call from someone claiming to be from your colleague's new employer. The person asks your opinion about your former colleague. What should you do?

SELECT 1 ANSWER

Tell your former colleague about the call. <input type="checkbox"/>	Provide some "off the record" thoughts. <input type="checkbox"/>
Ask the caller for proof of identify before you state your thoughts. <input type="checkbox"/>	Refer the caller to the human resources department of your company. <input type="checkbox"/>

SUBMIT

# High Retention Knowledge Structure

1. Customize content to industry
2. Immediate job improvement from micro feedback
3. Spaced repetition reinforces and retains learning

The screenshot displays the Qstream user interface. At the top, there is a navigation bar with the Qstream logo (labeled 'Demo') and user roles: Admin, Library, Program, Participant, and a profile icon labeled 'DR'. Below this is a secondary navigation bar with 'DASHBOARD', 'AVAILABLE QUESTIONS', 'MY QSTREAMS', and 'MY PROFILE'. A red banner indicates '2 QUESTIONS AVAILABLE' and 'YOU ANSWERED THIS QUESTION INCORRECTLY'. The main content area shows a question card with a dropdown menu for the question text. Below the question, there are four answer options, each with a red 'X' icon, indicating they are incorrect. A yellow box highlights the second answer option, 'You can't do anything – what's done is done.', which is also marked with a red bar and the text 'YOU SELECTED THIS ANSWER'. A green arrow points from the right side of the interface towards this selected answer. To the left of the question card, a statistics panel shows: '1<sup>ST</sup> ATTEMPT AT THIS QUESTION' (with 1 red and 2 white circles), '+25 POINTS GAINED' (with +20 in green and -5 in red), '0% QUESTION PROFICIENCY', and 'Next Attempt THIS QUESTION WILL BE ASKED AGAIN IN 7 DAYS'. Below this, it identifies the 'QSTREAM The Data Protection & Privacy Principles Challenge'. At the bottom left of the panel, it shows '50 ▲ +25 YOUR QSTREAM SCORE' and '0% YOUR QSTREAM PROFICIENCY'. At the bottom right, there is an 'Answer explanation' section with an upward arrow.



# High Retention Knowledge Structure

1. Customize content to industry
2. Immediate job improvement from micro feedback
3. Spaced repetition reinforces and retains learning

The screenshot displays the Qstream user interface. At the top, there is a navigation bar with 'Admin', 'Library', 'Program', and 'Participant' options, and a 'DR' profile icon. Below this is a secondary navigation bar with 'DASHBOARD', 'AVAILABLE QUESTIONS', 'MY QSTREAMS', and 'MY PROFILE'. A red banner indicates '2 QUESTIONS AVAILABLE' and 'YOU ANSWERED THIS QUESTION INCORRECTLY'. The main content area is divided into two columns. The left column shows a '1<sup>ST</sup> ATTEMPT AT THIS QUESTION' with a progress indicator (1 red dot, 2 white dots). It displays a score of '+25 POINTS GAINED' and '-5 ENGAGEMENT INCORRECT ANSWER'. Below this, it shows '0% QUESTION PROFICIENCY' and a 'Next Attempt' box stating 'THIS QUESTION WILL BE ASKED AGAIN IN 7 DAYS'. At the bottom of the left column, it shows '50 ▲ +25 YOUR QSTREAM SCORE' and '0% YOUR QSTREAM PROFICIENCY'. The right column shows the 'Question' section with a dropdown arrow and a link to 'CLICK TO EXPAND AND REVIEW THE QUESTION'. Below this is the 'ANSWERS' section, which lists three incorrect options, each with a red 'X' icon. A red banner highlights the selected answer: 'YOU SELECTED THIS ANSWER'. The selected answer is 'You can't do anything – what's done is done.' Below the answers is the 'Answer explanation' section, which is currently empty.



# Learning Progress



Track learning progress through score & rank



# Learning Progress



Motivate learners through  
leaderboard

DASHBOARD AVAILABLE QUESTIONS MY QSTREAMS MY PROFILE

QSTREAM  
Mental Health Awareness

QSTREAM PROGRESS

RANK **10** SCORE **1395** ATTEMPTED **100%** RETIRED **100%**

10 QUESTIONS

RETIRED AND MASTERED **9** RETIRED NOT MASTERED **1** NEXT ATTEMPT SCHEDULED **0** FIRST ATTEMPT SCHEDULED **0**

LEADERBOARD

NAME	ATTEMPTED	SCORE
T1	10	1500
T1	10	1500
T1	10	1500
4	10	1490
T5	10	1465
T5	10	1465
T5	10	1465
8	10	1450
9	10	1440
10	10	1395

Learner's  
Names

10 PARTICIPANTS



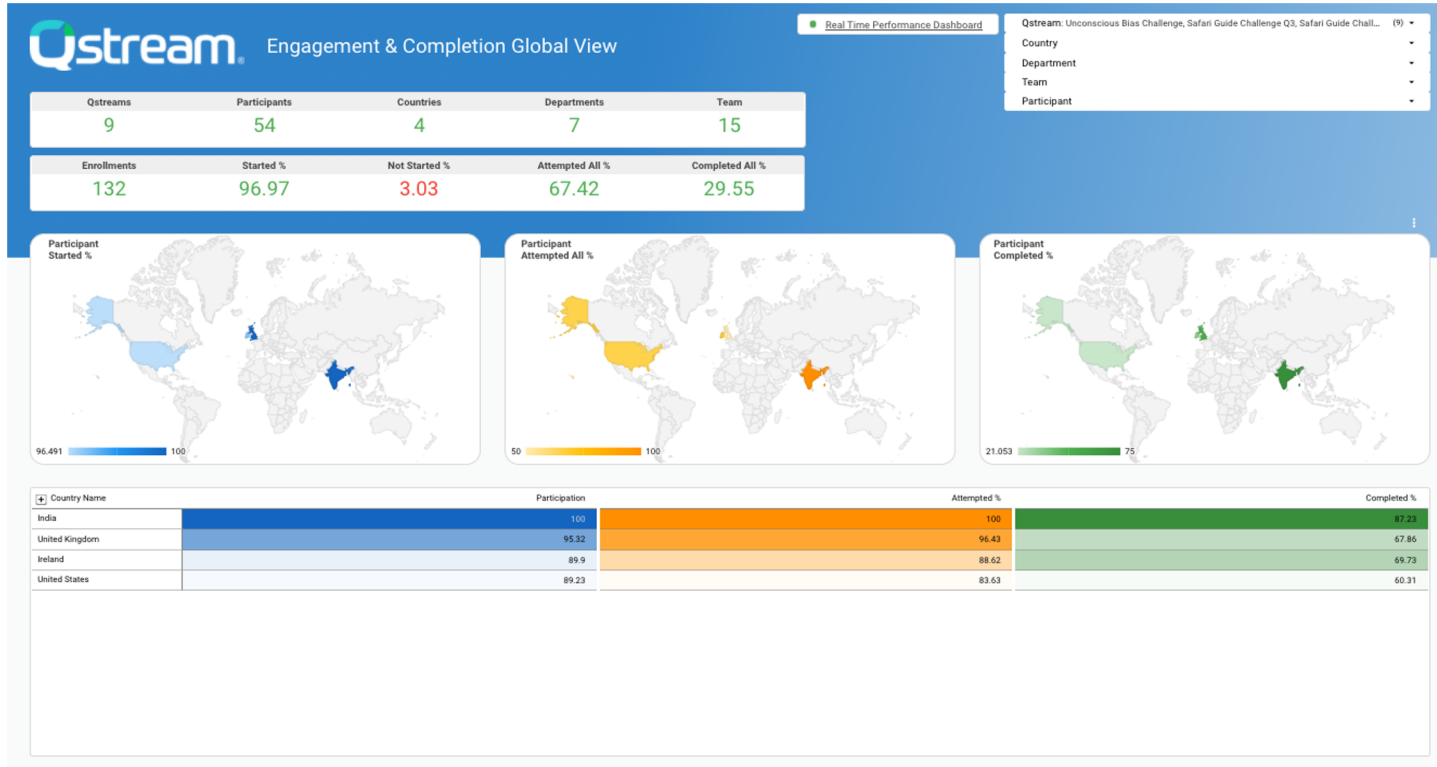
# Actionable Analytics

- ✓ **Granular** proficiency data for targeted and **real-time** decisions
- ✓ **Designers:** content decisions & improvement
- ✓ **Managers:** training ROI & KPI diagnosis

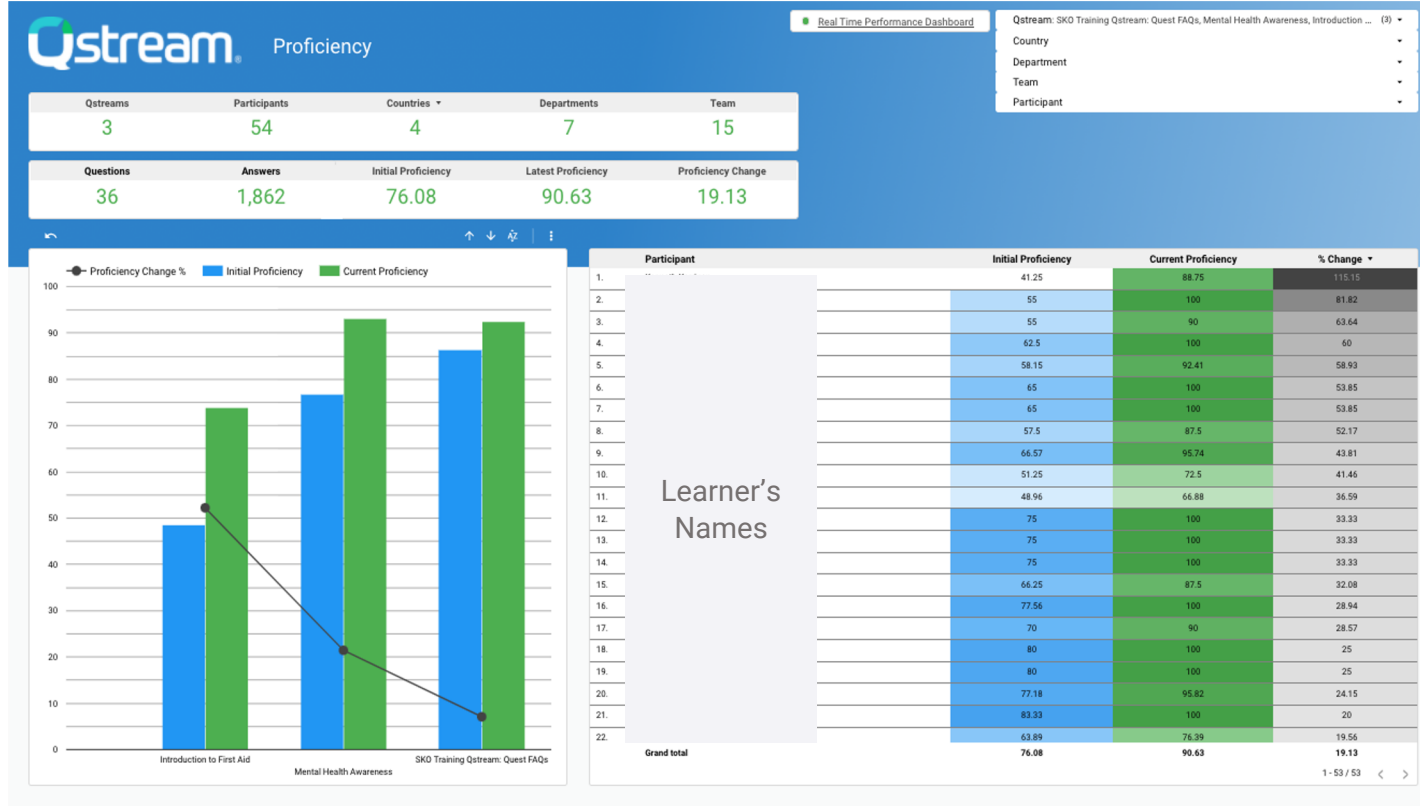




# Engagement and Completion Global View

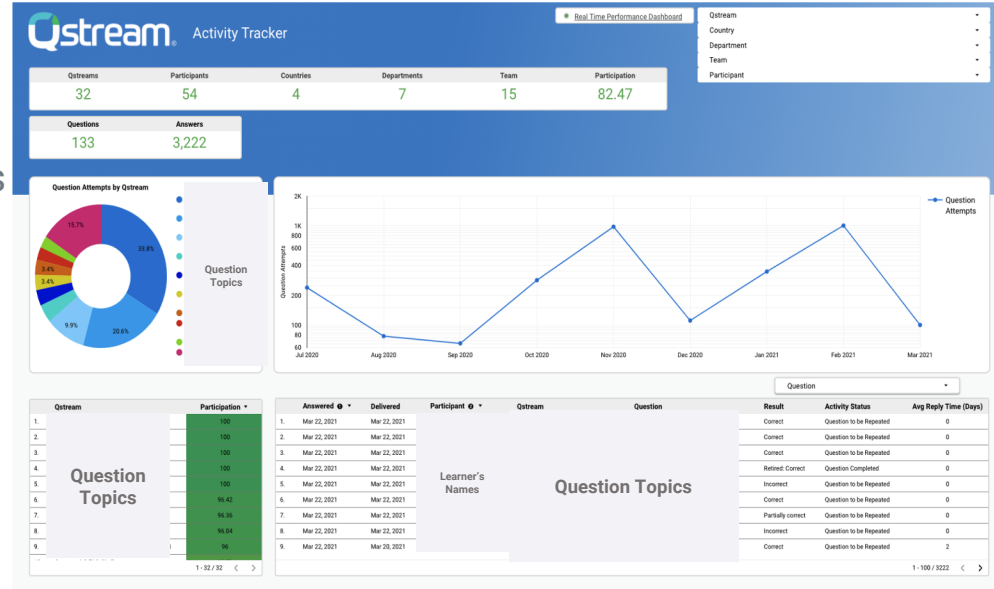


# Proficiency Analytics



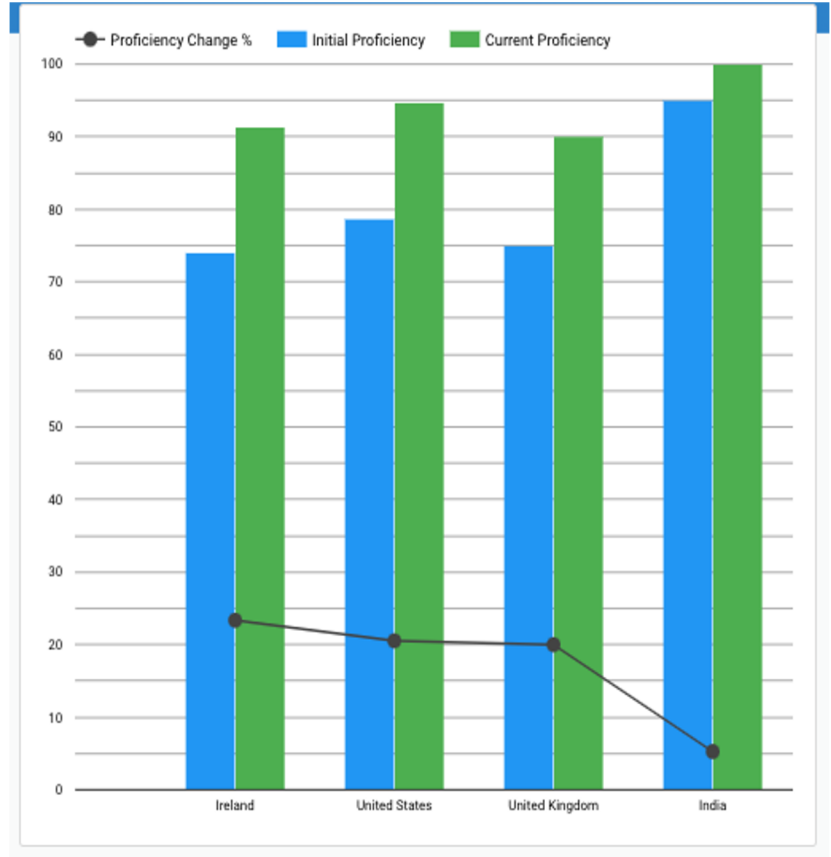
# Proficiency Analytics - Managers View

1. Identify micro skill gap & strength
2. Track collective proficiency gain to assess engagement & training effectiveness
3. Managers: analyze KPI gaps & delegate interventions
4. Designers: develop, revise, update content based on real-time data



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# Proficiency - Managers View

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Participant	Initial Proficiency	Current Proficiency	% Change ▲
25.	85	100	17.65
26.	85	100	17.65
27.	85	100	17.65
28.	85	100	17.65
29.	75	90	20
30.	82.5	100	21.21
31.	62.5	77.5	24
32.	80	100	25
33.	80	100	25
34.	70	90	28.57
35.	72.22	94.44	30.77
36.	75	100	33.33
37.	75	100	33.33
38.	75	100	33.33
39.	75	100	33.33
40.	75	100	33.33
41.	65	90	38.46
42.	65	90	38.46
43.	65	95	46.15
44.	65	95	46.15
45.	65	100	53.85
46.	65	100	53.85
<b>Grand total</b>	<b>76.73</b>	<b>93.19</b>	<b>21.45</b>

1 - 53 / 53 < >



# Risk Management

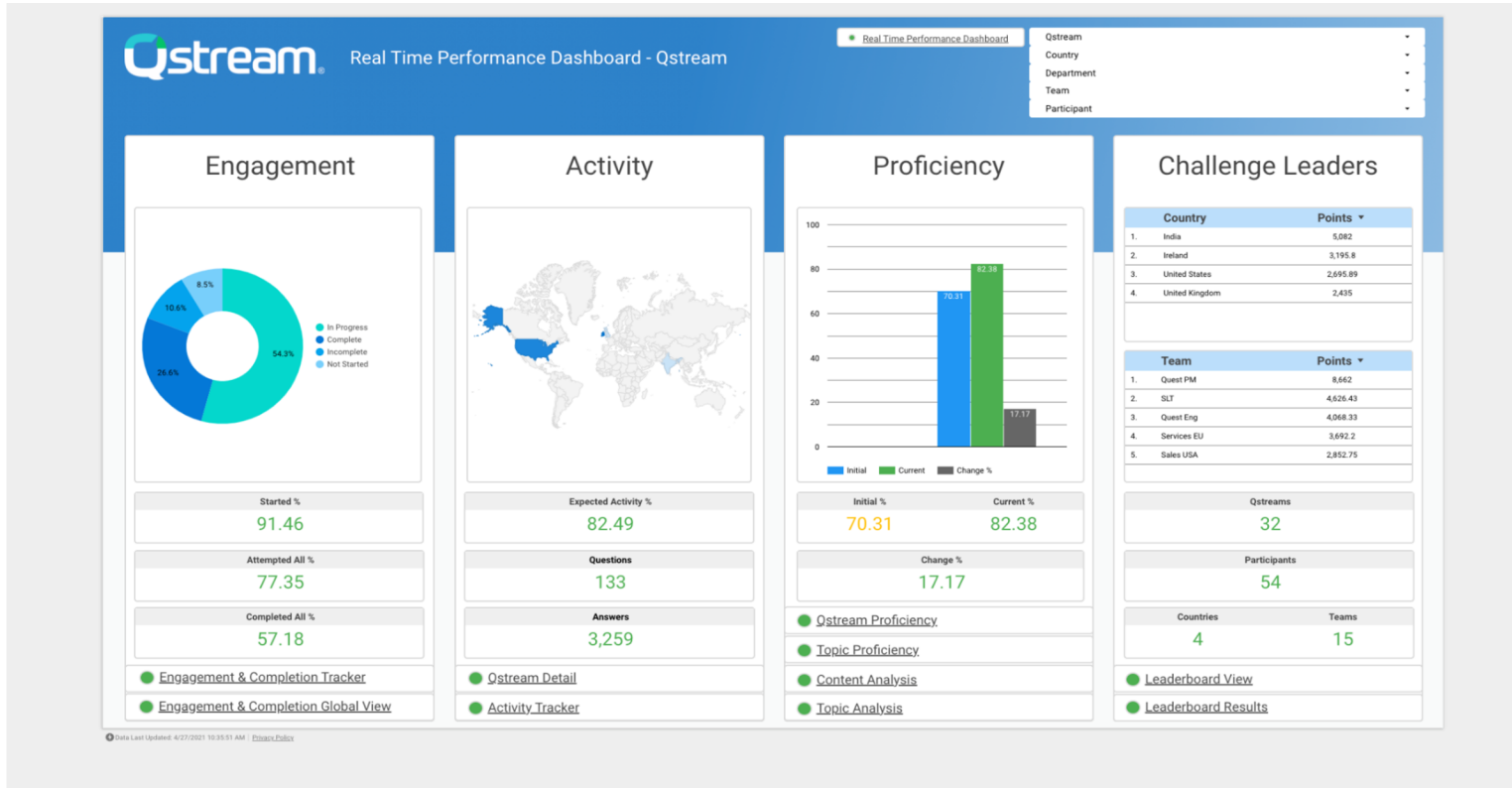
- ✓ Real-time analytics on a global scale
- ✓ Assess success based on ROI globally
- ✓ Mitigate large-scale risks
- ✓ Stay competitive



# Global **Real-Time** Proficiency **Data** Also Informs Leaders Regarding Effectiveness of High Risk Training

- ✓ Reduce safety mistakes
- ✓ Reduce lawsuits with new finance regulation
- ✓ Reduce incidents of cyber threats
- ✓ Reduce costly incorrect patient screening orders
- ✓ Reduce blood pressure control mistakes for diabetic patients
- ✓ Reduce finance audit mistakes and time
- ✓ Master communication for a product under recall
- ✓ Master go-to-market strategy in a competitive market

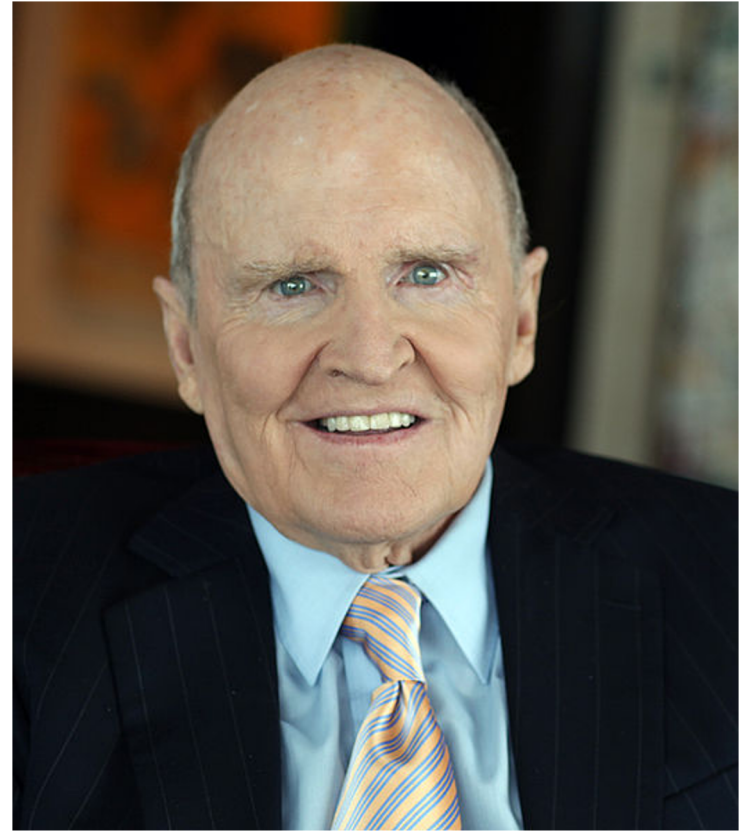
# Overview of Analytics





Organization's ability to learn and translate that learning into action rapidly, is the ultimate competitive advantage.

- *Jack Welch*



## Dr. Jiani Wu

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Helping businesses gain competitive advantages through **Micro-Adaptive Learning Strategies**



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