what is a micro workshop>

What is a micro-workshop?

A micro-workshop is a short, focused learning session that usually lasts between 15 minutes and an hour. These workshops are designed to teach specific topics or skills in a short amount of time and are often interactive.

Advantages of micro-workshops

1. ****Time saving**:** They are short and concise, making them ideal for busy participants.
2 ****Focus****: Because they focus on a specific topic, they can provide deeper insights and more intense learning experiences.
3 ****Flexibility**:** They can be easily integrated into existing schedules without causing major disruptions.
4 ****Interactivity****: The short duration keeps participants' attention levels high and there are more opportunities for interaction and engagement.

Challenges of micro-workshops

1 ****Limited time**:** The short duration can make it difficult to fully cover complex topics.
2 ****Preparation**:** Precise and well-structured preparation is necessary to use the time effectively.
3 ****Participant engagement**:** It can be a challenge to actively engage all participants in the short time available.

Designing micro-workshops

1. ****Set clear goals**:** Define clear learning objectives to be achieved in the short time available.
2 ****Structured process**:** Plan the workshop in clear, short sections to make the best use of the time.
3 ****Include interactive elements**:** Use methods such as discussions, group work or practical exercises to actively involve the participants.
4 ****Visual aids**:** Use visual aids such as presentations, flipcharts or whiteboards to convey the content clearly.
5 ****Get feedback**:** At the end of the workshop, gather feedback from participants to improve future workshops.

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Example

micro workshop>

Title: Introduction to Design Thinking

****Duration:**** 30 minutes
****Objective:**** The participants understand the basic principles of Design Thinking and can apply them in a simple project.

Procedure:
1. ****Introduction (5 minutes)**
- Welcome and introduction of the topic.
- Short survey: Who has heard of Design Thinking and what do the participants know about it?

2 ****Theory (10 minutes)**
- Presentation of the five phases of Design Thinking: Empathize, Define, Ideate, Prototype, Test.
- Short explanations and examples for each phase.

3 ****Practical exercise (10 minutes)**
- Participants choose a simple problem from their everyday life or work environment.
- In small groups they go through the first three phases: Empathize (understanding user needs), Define (problem definition), Ideate (idea generation).
- Each group briefly presents its results.

4 ****Conclusion and feedback (5 minutes)**
- Summary of the most important points.
- Feedback round: What did the participants find helpful? Which phase did they find most interesting?
- Farewell and reference to further resources.

Materials:
- Presentation or flipchart
- Handouts with an overview of the Design Thinking phases
- Pens and paper for the participants

Design tips:
- **Encourage interactivity:** Ask questions and encourage participants to actively participate.
- Use visual aids:** Use diagrams and graphics to explain the phases clearly.

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case example
micro workshop>

Case example: Anna, teacher at a vocational college for business and administration

Content: Anna wants to teach her students the basics of design thinking. In her micro-workshop, she focuses on how to develop creative solutions to customer problems by going through the five phases of Design Thinking: Empathize (empathize), Define (define the problem), Ideate (ideate), Prototype (create a prototype), and Test (test the solution).

Goal: At the end of the workshop, the students should be able to analyze simple problems from their everyday working life and develop solutions in creative teams.

Process:

- **5 minutes introduction:** Anna briefly introduces the method and its relevance in business.
- **10 minutes theory:** She explains the five phases of design thinking using a practical example (e.g. improving customer service).
- **10 minutes group work:** The students choose an everyday problem from their professional field (e.g. long waiting times at a service provider) and go through the first three phases of Design Thinking.
- **5 minutes presentation and feedback**: Each group presents its ideas and receives direct feedback from the teacher.

Target group: Commercial trainees who should learn to develop creative solutions for challenges in their everyday work.

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what is a micro training unit>

What is a Micro Training Unit?
A Micro Training Unit is a short, digital course consisting of various interactive elements. Participants can complete these units according to their own time requirements. These units are often modular and can include videos, quizzes, interactive exercises and other digital learning materials.

Advantages of Micro Training Units
1 **Flexibility**: Participants can complete the units anytime, anywhere, making them ideal for busy individuals.
2 **Self-paced learning**: Participants can learn at their own pace and repeat units as needed.
3 **Interactivity**: Digital elements such as videos, quizzes and simulations encourage active learning and engagement.
4 **Cost-effective**: Digital courses are often more cost-effective than traditional classroom training.

Challenges of Micro Training Units
1 **Technical requirements**: Participants need access to suitable devices and a stable internet connection.
2 **Self-discipline**: As the units are self-paced, it requires a high level of self-discipline and motivation from participants.
3 **Limited interaction**: Direct interaction with trainers and other participants may be limited.
4 **Quality of content**: The digital content must be well designed and didactically well structured.

Design of micro training units
1 **Set clear learning objectives**: Define clear and achievable learning objectives for each unit.
2 **Modular structure**: Structure the course into short, easily digestible modules.
3 **Include interactive elements**: Use videos, quizzes, simulations and other interactive tools to enhance learning.
4. **Visual and auditory aids**: Use engaging visual and auditory materials to convey content clearly.
5 **Feedback and assessment**: Incorporate regular feedback mechanisms and assessment tools to check learning progress.
6 **Ensure accessibility**: Ensure that content is accessible on different devices and provides a good user experience.

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Example micro working unit>

###Example of a Micro Training Unit

***Title: Introduction to Scrum

***Duration: 15 minutes

- ***Explainer Video ***(3minutes)
- A short, animated video that explains the Scrum principles - and why Scrum is useful for schools https://www.youtube.com/watch?v=I-i8hiR1J0ovents
- ***Interactive Quiz ***(2 minutes)**A quiz with multiple-choice questions to check participants' understanding. Tools like Kahoot or Google Forms can be used.
- ***Drag-and-Drop Exercise ***(3 minutes)**
- An exercise where participants need to drag and drop Scrum roles, artifacts, and events into the correct categories. This can be created using tools like H5P.
- ***Simulation ***(4 minutes)**
- A short simulation where participants are guided through a virtual Scrum project. They make decisions and see the impact of their choices on the project.
- ***Case Study*** (3 minutes)**
- An interactive case study where participants analyze a real scenario and apply Scrum principles. This can be created using interactive PDFs or online platforms like Articulate.
- ***Discussion Forum ***(optional)**
- An online forum where participants can ask questions and engage in discussions. This promotes exchange and learning from others.

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case example
micro working unit>

Case example: Tim, IT coordinator at a university

Content: Tim wants to quickly and efficiently introduce lecturers to the use of the learning management system (LMS) “Moodle”. The micro-training unit is designed to teach them the essential functions, such as creating courses, uploading materials and creating quizzes.

Goal: After the unit, lecturers should be able to create courses and upload materials independently to support their teaching digitally.

Process:

- **3 minute video:** An introductory video explains the basic functions of Moodle, such as creating a course and uploading materials.
- **2 minute quiz:** A short quiz with questions about the platform to check lecturers' understanding.
- **3 minute drag-and-drop exercise**: Lecturers have to assign different Moodle functions to the correct categories (e.g. “course management”, “assessment tools”).
- **4 minutes simulation:** An interactive simulation in which the lecturers are guided through a virtual Moodle environment and have to make decisions themselves (e.g. “How do I create an assignment?”).
- **3-minute case study:** A concrete application from practice: How to plan and organize a course for a specific course.

Target group: Lecturers who have little experience with digital learning platforms but need basic knowledge to organize their teaching online.

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what is a Learning platform

What are learning platforms?
Learning platforms, also known as Learning Management Systems (LMS), are digital systems used to manage, deliver and track educational content and learning activities. They provide a central hub for courses, training, tests and other learning resources.

Advantages of learning platforms
1. **Flexibility:** Learners can access content anytime, anywhere, which is especially beneficial for working professionals.
2. **Scalability:** Learning platforms can serve a large number of learners simultaneously, which is especially useful for large organizations and educational institutions.
4 **Interactivity:** Many LMSs offer interactive elements such as quizzes, forums and simulations to enhance learning and increase learner motivation.
5 **Trackability:** Learner progress can be easily monitored and analyzed, allowing for targeted support.

Challenges of learning platforms
1. **Technical requirements:** Learners need access to appropriate devices and a stable internet connection.
2. **Self-discipline:** As learning is often self-directed, it requires a high level of self-discipline and motivation from learners.
3 **Quality of content:** It is important that digital content is well designed and didactically well structured.
4 **Data protection and security:** The protection of learners' personal data must be guaranteed.

Design of learning platforms
1. **User-friendliness:** The platform should be intuitive and easy to navigate so as not to overwhelm learners.
2. **Interactive elements:** Use interactive tools such as quizzes, videos and discussions to encourage learning.
3. **Customizability:** The platform should be flexible to meet the needs of the learner and the organization.
4 **Regular feedback:** Incorporate mechanisms for regular feedback and assessment to monitor and improve learning progress.
5 **Accessibility:** Ensure that the platform is accessible on different devices and provides a good user experience.

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how to build a Learning platform

1. **Needs analysis**
- Determine the school's requirements and goals. Which functions are necessary? What are the technical requirements?

2 **Select the LMS platform** - Select a suitable LMS platform. Popular options include Moodle, Google Classroom, Canvas and Schoology. Make sure that the platform is user-friendly and suitable for creating and managing learning videos.

3 **Technical preparation** **-** Provide the necessary technical infrastructure is in place.

4 **Training and support** - Train teachers and students in the use of the LMS .

5 **Creation of learning videos**
- Use tools to create learning videos.

6 **Integration into the LMS** - Upload the created learning videos to the LMS and organize them into courses or modules.

7 **Add interactive elements**- Supplement the learning videos with interactive elements such as quizzes, discussion forums and assignments to increase student engagement.

8 **Feedback and assessment** - Integrate feedback and assessment mechanisms to monitor and continuously improve student progress.

Advantages of using an LMS for educational videos
1. **Accessibility:** Students can access the learning videos anytime, anywhere.
2 **Customization:** Learning videos can be customized.
3 **Engagement:** Interactivity and multimedia content encourage student engagement.
4 **Trackability:** Student progress and performance can be easily monitored.

Challenges and solutions
1 **Technical barriers:** Ensure access to devices and a stable internet connection.
2 **Motivation and self-discipline:** Promote a culture of self-directed learning.
3
Design Tips
1 **Clear structure:** Organize the content logically and clearly.
2 **Visual and auditory aids:** Use appealing graphics, animations and audio elements.
3 **Interactivity:** Integrate quizzes, discussions and practical exercises.

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case example
Learning platform

Case study: Sophie, head teacher of a grammar school

Content: Sophie wants to introduce the “Moodle” learning platform in her school to promote digital learning. She plans to help teachers integrate learning videos and interactive tasks into the platform so that students can learn in a self-directed way.

Goal: Students shall have access to learning materials at any time and from anywhere, while being more motivated through interactive tasks. Teachers should work more efficiently by being able to monitor students' progress on the platform.

Process:

- **Needs analysis:** Sophie identifies the needs of her teachers and students - e.g. ease of use of the platform and good clarity of content.
- Teacher training: Sophie organizes training sessions for teachers to learn how to record and upload videos and add quizzes or tasks.
- **Integration of feedback mechanisms:** Teachers should be able to obtain regular feedback from students on the digital content. Sophie emphasizes the importance of clear structures and visual aids to make the learning content engaging and easy to understand.
- **Regular support**: Sophie sets up an ongoing support structure so that teachers can regularly exchange ideas and ask questions.

Target group: Teachers who want to better integrate digital tools into their lessons and students who want to learn independently on the platform.

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What is a learning group>

What are self-organized learning groups?
Self-organized learning groups are groups of teachers or employees who organize themselves independently to learn and further their education together. These groups operate without formal leadership and decide for themselves which topics to address and how to structure their learning processes.

Advantages of self-organized learning groups
1. **Flexibility:** The groups can flexibly arrange their meetings and learning content to suit the needs of the participants.
2. **Motivation:** Since participants decide for themselves which topics to work on, they are often more motivated and engaged.
3. **Collaboration:** The exchange of knowledge and experiences promotes collaboration and strengthens team spirit.
4. **Self-responsibility:** Participants take responsibility for their own learning process, which fosters independence and initiative.

Challenges of self-organized learning groups
1. **Self-discipline:** Without formal leadership, a high degree of self-discipline and self-motivation is required to keep the group active.
2. **Time management:** It can be challenging to organize regular meetings and ensure that all participants find the time.
3. **Resources:** The group needs access to suitable learning materials and resources, which can sometimes be a challenge.
4. **Group dynamics:** Different opinions and working styles can lead to conflicts that need to be resolved.

Designing self-organized learning groups
1. **Set clear goals:** Define clear learning objectives and expectations for the group together.
2. **Structured meetings:** Plan regular meetings with a clear agenda to use the time effectively.
3. **Role distribution:** Distribute tasks and responsibilities within the group to share the workload.
4. **Interactive methods:** Use various learning methods such as discussions, workshops, and practical exercises to make learning varied.

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how to build a learning group>

What are self-organized learning groups?

Self-organized learning groups are groups of teachers or employees who organize themselves independently in order to learn and develop together. These groups work without formal leadership and decide for themselves which topics they work on and how they organize their learning processes.

Advantages of self-organized learning groups

1 **Flexibility: T**he groups can organize their meetings and learning content flexibly and adapt them to the needs of the participants.
2 **Motivation:** Since the participants themselves decide which topics they work on, they are often more motivated and committed.
3 **Collaboration:** Sharing knowledge and experience promotes collaboration and strengthens team spirit.
4 **Self-responsibility:** Participants take responsibility for their own learning process, which encourages independence and initiative.

Challenges of self-organized learning groups

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The group needs access to appropriate learning materials and resources, which can sometimes be challenging
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case example
learning group>

Content: Lena and her colleagues want to train together in order to improve teaching through new pedagogical methods (e.g. the use of digital media). They organize themselves into a self-directed learning group to try out new approaches without formal leadership.

Goal: The group wants to get to know new teaching methods and apply them directly in their own lessons. The focus is on sharing experiences in order to make lessons more lively and interactive.

Process

- **Objective:** The group meets once a month to work on topics together, e.g. “Digital tools in the classroom” or “Inclusive pedagogy”.
- **Allocation of roles**: At each meeting, a different group member takes the lead and introduces a new topic. The topic is then discussed in greater depth.
- **Practical relevance:** Each group member applies what they have learned in their own class and reports on their experiences and challenges at the next meeting.
- **Feedback and reflection**: At the end of each meeting, the group reflects on the usefulness of the topic discussed and how they can support each other even better.

Target group: Primary school teachers who want to learn new teaching methods on their own initiative and promote cooperation within their team.

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implementation strategy

How much **IMPACT** would it have:

Criteria/impact	😊 😊 😊	😊 😊	😊
Employee Satisfaction			
Product Quality			
Skill Development			
Company Culture			
Innovation Capability			
What else?			

Overall Assessment concerning impact:

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implementation strategy

How much **EFFORT** would it take?

What resources you already have or have in mind?

Criteria/efforts	😔	😔 😊	😊
Do we have people to do it?			
Do we have topics?			
Do we have expertise?			
Do we have methods and technology?			
Do we have material we can use?			
What else?			

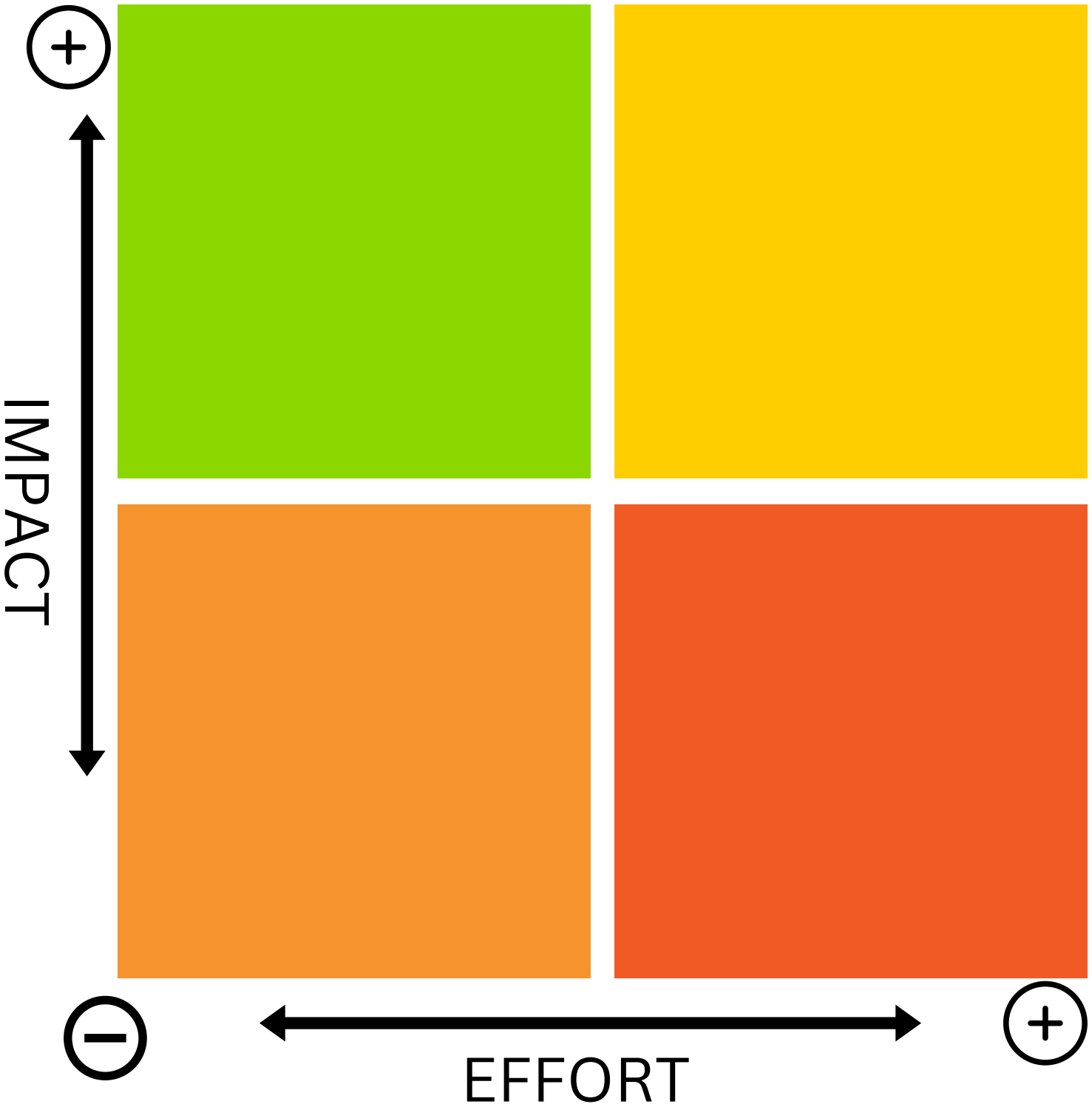
Overall Assessment concerning effort:

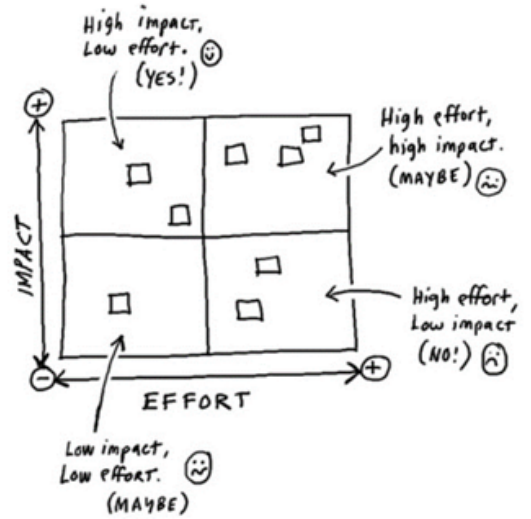
implementation strategy

Pedagogy and Learning in Agile Networks

IMPACT/EFORT Matrix

Prioritize the actions using the impact/effort matrix





Define your next steps concerning people, topics, actions, material, technology and time:

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