IMPROVING STUDENT'S LEARNING ABILITY THROUGH MICRO-LEARNING AND IT'S EFFECTIVENESS

[1] Dr. Srikatamurthy, [2] Rohini Yathish, [3]T Nayana

[1] *Assistant Professor, Department of Management and Information Technology, Dayananda Sagar College, Bangalore, Karnataka, India*
[2]*Assistant Professor, Department of Management and Information Technology, Dayananda Sagar College, Bangalore, Karnataka, India*
[3]*Assistant Professor, Department of Management and Information Technology, Dayananda Sagar College, Bangalore, Karnataka, India*

_____

ABSTRACT:

One of the most significant prerequisites for fruitful learning encounters is learning movement consistently. The issue with the present learning framework is that the students frequently stall out while utilizing customary learning frameworks since they can't inspire them to quick learning and make an innovative brain. Fruitful learning requires getting information on customary bases and keeping it significant as far as might be feasible. The issue with customary learning techniques is that the student's brain stuck in its state and it doesn't give any inspiration to them to get new information and improve their aptitudes. Micro-learning gives another showing worldview which can permit information and data to partitioned into little lumps and convey it to the students. Micro-learning can make the learning subjects straightforward and essential for a more extended period. In this work, we tried micro-learning showing strategies for ICT subject in the Primary school. We picked two gatherings from a Primary school in Bangalore city. At that point we train the class utilizing micro-learning techniques in one of them and customary strategies in the other for about a month and a half. Subsequent to testing the two gatherings getting the outcomes, Micro-learning bunch appeared around 18% preferable learning over customary gathering. We can presume that utilizing micro-learning procedures, the viability, and productivity of learning can be improved. Likewise, the information can remain important for longer periods

Keywords: Micro-learning, Student's learning ability, Fast learning ability, and students' knowledge

_____

I.   INTRODUCTION

The fast changes in our reality continually influence our private life and workplace. The requirement for snappy learning turns into a significant factor for improving everybody's life (**Glahn**). Customary learning can't lead understudies towards development and inventiveness on the grounds that conventional learning can't inspire understudies to learn new things. In addition, the information which understudies are picking up from customary encouraging technique is effortlessly overlooked (**Hug and**

Friesen). It has been accounted for that conventional learning cycle can diminish the understudy's consideration under few of the study Centre for Biotechnology Information referenced that the normal of the ability to focus of understudies diminished from 12 to 8 seconds somewhere in the range of 2016 and 2018 when customary technique as adjusted (**Renard**). Micro-learning is another showing strategy with no particular definition yet, carefully identified with e-Learning. Micro-earning places information in little and justifiable parts. These days, nearly each and every individual who takes advantage of web gets profits by Micro-learning significance Google, browsing email, perusing and watching web substance on the Internet. Strangely, the shrewd cell phones empower us to take advantage of the most recent arrival of data also. Micro-learning awards students to get to the most current data at whatever point, any place, and in the configuration that they require. Furthermore, because of the accessible highlights, in Micro-learning strategy the learning speed is picked by understudies themselves. They can get to the considered substance as much time as they like at the pace that they want. Thusly, Micro-learning techniques can furnish the understudies with the necessary information and aptitudes they need as they find a way in their individual life (**Gutierrez**). Despite the fact that the vast majority of the endeavours in Micro-learning is tied in with learning dialects (**Ruddiman**), we accept that Micro-learning techniques ought to reach out to different fields of learning too. With the world's steady interest and multifaceted nature, expanding learning effectiveness is significant. In this manner, actualizing Micro-learning measure in various school classifications, for example, Primary schools and secondary schools inside different areas, it is a significant and testing step in the instructive cycle. Choosing diverse school classes will fill in as a device to discover the impacts of Micro-learning on understudies in various ages and picking various areas will show the effect of public activity, culture, and convention on the training framework. In this paper, we tried Micro-learning techniques in Primary school at Bangalore city. It is being tried to discover the impact of Micro-learning in ICT Subject and how it will be persuading understudies.

This paper has the accompanying areas: Section one will examines the past exploration endeavours in the region of Micro-learning. Segment 2 shows the readied research measure for taking care of the issue. Area 3 presents the consequence of examination measure execution. At last, area 4 presents some finishing up comments and focuses for future works.

II. RELATED WORK REGARDING MICRO-LEARNING

There are a few explores led in the region of Micro-learning. The creators in utilized Micro-learning-accommodating materials in the organization of video substance. They utilized these recordings to acquaint Micro-learning with others in term of term, clarification, models, potential and Micro-learning experience requests. While in (**Akdag, 2016**), the scientists attempted to show the assessment of understudies for the info-graphics as a Micro-learning instrument which are appeared to them in life systems class. The subjective exploration technique that they utilized for their examination model was

contextual analysis. The understudies who took an interest were enlisted for life structures course. They were from Near Various schools and universities, Physical Education and Sports Departments and various other departments. The quantities of members were 75 understudies and the length of the instructive period was over a period of one month. Prior to playing out the investigation, understudies were given mindfulness about info-graphics. At that point, under the educational plan of life structures, the info-graphics of stomach related framework's life systems were appeared to the understudies. After the introduction, a structure was given to the understudies for a semi-organized meeting to hear their thoughts about info-graphics life systems in the course. The input demonstrated that the greater part of the understudies didn't have the foggiest idea what is "info-graphics" and what does it mean, they additionally, more than that expressed that they never observed info-graphics in classes. In any case, after the month and a half of training utilizing Flashcards as a Micro-learning device, the understudies expressed that they had a superior involvement in info-graphics than conventional strategies and visuals. They expressed the info-graphics as fulfilling and straightforward.

On head of that, the examination indicated that using info-graphics isn't simply powerful it additionally can remain important for longer periods. Consequently, it is essential to change over customary courses into straightforward ones by utilizing info-graphics. Be that as it may, in, the paper shows an instructive characterization as a structure for instructive co-operations and arranging. The proposed work builds up a table with two measurements, one of the measurements includes various phases of didactical ascribes and different spreads instructive activities varieties. The examination delineates instructive inspirations, explanations behind this grouping and its usefulness. The second aspect of the paper shows the reasonableness of Micro-learning in the normal scientific categorization structure. It attempts to manage real contrasts to other instructive zones in the characterization and finding the purpose for the need of different hypothetical methodologies for the arrangement region. The creators proposed adjusting hypothesis of informative activity which is created by Jürgen Hagerman in his work to facilitate improvement in Micro-learning strategy. The strategy which is proposed in (**Edge**) is called Memory Reflex. It is utilized to get quick criticism from students. They utilized Flashcard frameworks to assist understudies with learning realities about definitions, names, and dates. It relies upon powerful retentions with back tests which come up to days after the fact in the wake of utilizing the Flashcards. This methodology doesn't just use the short, dispersed, powerful open doors for micro-learning for the duration of the day yet additionally doesn't help students who need inspiration which is sourced from faultless examination meetings. By retesting new articles in quick grouping, and dynamical scheduling future tests dependent on the sort of understudies' memory, the Memory Reflex framework that they proposed by utilizing cheat sheets had given quick criticism. The assessment of Memory Reflex helped out through three client contemplates. The initial two examinations indicated the viability of sound with text structure. They ought to give great outcomes in any event, when the student is strolling and diverted. The third investigation was about jargon learning in second-language. They demonstrated how Memory

Reflex could improve the certainty, precision, impression of control and achievement. Additionally, they call attention to another route for portable, Micro-learning and Micro exercises.

Beforehand it was discovered that the successful innovation in instructing and learning in the Primary and secondary schools. During the ones we present how enhancing study hall by utilizing new innovation (**Wakil, Qaisar, 2017**), in another we found the symptom of electronic games on the understudies GPA additionally clarified how ICT subject has a positive part in the Primary schools.
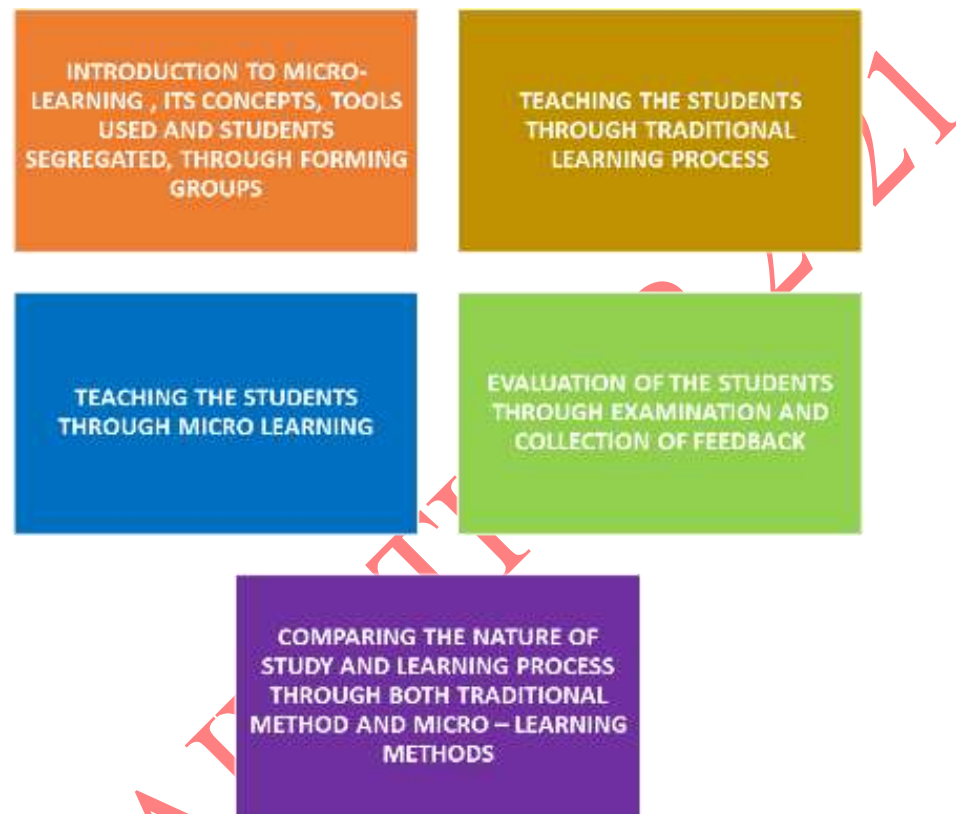
III. METHODOLOGY

In this segment, we will present the system of our work. We isolated two gatherings of seventh Standard in a school and test Micro-learning techniques in one of them and conventional learning in the other. The understudies partook in each gathering is equivalent mathematically with around at a similar scholarly level. We encouraged five subjects for about a month and a half utilizing both conventional learning and Micro-learning. At that point we tried the understudies and looked at the results of their input. Our working cycle follows the means which are appeared in the accompanying figure;

During the discussion of 5 Stages as shown above, the initial step, we have presented the essentials and devices used to acquainted Micro-learning with our first gathering of understudies. The presentation component all began by recounting stories, trailed by a talk about meeting identified with the subject. During certain meetings, the narratives were joined by a played video to convey a lot of information in

a brief period. We likewise utilized cheat sheets printed or indicated utilizing an information projector, thereafter an inquiry meeting was performed on the cheat sheets or the understudies were approached to play out a specific undertaking.

We likewise utilized banners and info-graphics to explain a point to the understudies. At that point, we requested that they do a play or action during the class. At last, a test was performed with taking criticism from the understudies during class time. This system was applied for presenting Micro-learning technique for this gathering altogether.

The second step in our cycle consisted of encouraging a class utilizing customary learning framework. As indicated by this technique, the instructor will be the focal point of the class and exercise encouraging cycle will be just performed by utilizing the books as it were. We chose five subjects; four of them are from their primary subjects gave by their educational program. In any case, the fifth subject is classified "Wellbeing and Health at PC use" was an additional subject excluded from the understudy's educational plan. At that point we will test the understudies, and the results will be gathered. The third step is done by showing the class by applying Micro-learning technique. As the subsequent advance, five subjects are chosen. At that point, the understudies tried, and the results will be gathered. A few devices are needed to play out this strategy, for example, PCs, web association, laser moderator, whiteboard, short recordings, and hued papers for making banners for the subjects identified with the understudy's educational program.

The fourth step is assessing the understudies by posing an inquiry, showing pictures and getting some information about it, or sorting out and requesting some blended pictures dependent on guidelines given to them. At that point, looking at the understudies will complete separately in the each of the five classes in various days without earlier warning. The outcomes will be gathered, evaluated for both conventional gathering and Micro-learning gathering. At long last, an input structure will be given to the understudies in Micro-learning gathering to assess the degree of premium that they had toward Micro-learning techniques in the class. The fifth and last advance is contrasting the results of Micro-learning and conventional learning.

IV. OUTCOMES AND ITS REVIEW

Here we will be discussing about what we have researched by three gathering each of 25 students. Each gathering is at a similar age and around at similar scholastic levels. As referenced previously, we showed five subjects in information and communication technology exercises in five weeks. At that point, the last week was devoted towards assessing, testing, and taking criticisms. The subjects are the ones related to their curriculum, which shows the understudy how to utilize PCs. The subsequent subject is Computer and PC parts. The third subject is about Computer principle memory. At that point, the fourth one is about PC plates and capacity gadgets. The last subject is about how to work and shut down PCs.

By and large, in conventional learning, the educator is the focal point of the learning cycle and the understudies are generally detached students. Along these lines, the educator just instructed what is inside the book and understudies asked to tune in to the exercises and focus with practically immaterial support in the class. Regardless, in Micro-learning strategy, everybody is focal point of the learning cycle in the class. The understudies can utilize a wide range of techniques and showing apparatuses during the class meeting, for example, giving stories identified with the subject, instructional exercise recordings, textbooks, cheat sheets, banners, playing and exercises. At long last, assessing the understudies will be led during the class time.

Upon the final week, performed tests were subjected for all showed exercises in the three gatherings, five for the orthodox gathering and five for Micro-learning bunch without earlier warning. The aftereffects of the tests and their reviewing were gathered, customary learning bunch demonstrated 71% passing rate, while, Micro-learning gathering's rate 90%.

As one can notice, from the five star the distinction in passing rate is 22% which is the most elevated record. It happened on the grounds that Micro-learning strategy as acquainted with the understudies just because and they had a positive response towards the new educating technique. As in the remainder of the exercises, the understudies turned out to be increasingly more versatile to Micro-learning techniques. Hence, their learning results indicated 21% preferable rate over customary learning. We set the breezing through scale for the tests that the understudies performed,

Micro-learning bunches had no weakening of students contrasted with customary learning. Likewise, the astounding evaluations are most noteworthy among different evaluations for micro-learning. On different hands, customary learning's most noteworthy evaluation is "Acceptable." These outcomes show that Micro-learning strategies can assist understudies with keeping up the information in their recollections for longer periods.

V. CONCLUSION:

All through this examination, we gathered the information from tests, criticism structures, and survey for both customary learning and Micro-learning. At that point, we investigated the information, and drew the outcomes for both instructing techniques. In view of the outcomes, we thought of the end that utilizing Micro-learning strategy can improve understudy's learning capacity for up to 18% contrasted with conventional technique. Likewise, the understudies were amped up for learning and propelled to acquire information during the exercises. Moreover, the examination appears to demonstrate that understudies can hold data viably and micro-teaching helps their drawn out memory.

In the near future, it has been decided to introduce smartphone and tablets in Micro-learning. It is also been taken into consideration that, what would be the impact of using Micro-learning in small villages

and towns. Apart it is also been considered that it would be seen as to how micro-learning would effect in high schools, educational institutions and learning institutes.

VI. REFERENCES:

- https://elearningindustry.com/what-is-microlearning-benefits-best-practices
- https://www.efrontlearning.com/blog/2015/09/everything-you-wanted-to-know-about-micro-learning-but-were-afraid-to-ask.html
- O.N. Kwon, C. Rasmussen and K. Allen, "Students' retention of mathematical knowledge and skills in differential equations", *School Science and Mathematics*.
- A. Paolini, "Enhancing teaching effectiveness and student learning outcomes", *Journal of Effective Teaching*.
- K.A. Divoll, S.T. Browning and W.M. Vesey, "The ticket to retention: A classroom assessment technique designed to improve student learning", *Journal of Effective Teaching*,
- P. Brusilovsky, S. Edwards, A. Kumar, L. Malmi, L. Benotti, D. Buck, et al., "Increasing adoption of smart learning content for computer science education", *Proceedings of the Working Group Reports of the 2014 on Innovation & Technology in Computer Science Education Conference*.