

## **Small Bites, Big Impact: Leveraging Open Microlearning as self-directed learning in higher education**

Today's higher education sector is facing increasing pressure to provide a variety of flexible and affordable online learning opportunities to support individual student needs and self-directed pathways. This study presents an investigation into the use of open microlearning: small, focussed and bite-sized learning experiences that utilise open educational practice. The research uses a design-based approach to develop a reference model and supporting resources for effective integration of self-directed open microlearning in higher education. The study seeks to contribute to the advancement of open microlearning in higher education and enhance learning opportunities and outcomes for students.

### **Abstract**

Today's higher education (HE) sector is facing increasing pressure to provide a variety of flexible and affordable online learning opportunities that utilise the increasing affordances of Technology Enhanced Learning. These affordances include the expansion of openness in education that increase learners' access to information and targeted learning experiences. This study presents an investigation into the use of open microlearning, a form of microlearning that is based on the principles of open educational practices (OEP), for self-directed learning in higher education. Drawing on a comprehensive literature review and data collected from staff and students at Charles Darwin University, the study aims to identify the benefits and challenges faced by self-directed learners utilising open microlearning in HE. The research will be informed by Design-Based Research (DBR) methodology: a collaborative and iterative approach to research that involves cycles of designing, testing, and refining interventions in real-world educational settings. This methodology will allow for an inductive approach to develop a reference model and supporting resources for the effective integration of open microlearning as self-directed learning in higher education. The study seeks to contribute to the advancement of open microlearning in HE and provide practical recommendations for educators and institutions to enhance learning opportunities and outcomes for higher education students.