



SKILLTEAM
Building Skills. Empowering Teams

NO. 01



E-BOOK

Micro-learning for frontline teams

A playbook



By the SkillTeam learning design team

SKILLTEAM LIBRARY

FREE

MICRO-LEARNING FOR FRONTLINE TEAMS: A PLAYBOOK

How to turn a two-hour induction into five-minute lessons people finish on a phone, between shifts.

What to cut, what to test, and how to know it worked. By the SkillTeam learning design team, October 2026.

00	Before you start Who we are, and the three courses in this book	3
01	Why the long course fails on the shop floor A 40-slide deck next to a four-minute lesson	4
02	Short, spaced, tested: what the research says Ebbinghaus, Cepeda, Roediger and Karpicke	6
03	One lesson, one job: cutting a topic to five minutes The cut list we use with every client	9
04	Phones, shifts and no signal: designing for the real day Lessons that load once and work offline	12
05	Questions that teach: checks, scenarios, recordings Port State Control, Bunker Survey, Maritime English	15
06	The rhythm: a nudge a day, a check a week A four-week schedule you can copy	18
07	Proving it worked: the first 90 days Completion, first-try pass rate, time to finish	20
08	From our build: AMLA's survey tracks for Africa Junior and senior tracks, on the phone	23
+	Your first 30 days, and the sources 17 numbered sources, every one with a link	26

00

We build these courses. Here is what we learned.

This is not a book about micro-learning in general. It is the method we use when a company sends us a long induction and asks for something their people will actually finish.

We make short courses for people who work standing up: port and terminal staff, deck officers, surveyors, site and warehouse crews. They learn on their own phones, often in English or Vietnamese that is not their first language, and rarely with a good signal. Most of what follows we learned the plain way: someone opened a lesson on a cheap phone in a noisy place and told us what was wrong with it.

Where a claim comes from research, it carries a number and the study is listed at the back with a link you can check. Where it comes from our own work, we say so. Where it is only our opinion, it sits in a box marked **Our view**.

Three courses come back in these pages

ENGLISH · SHIP AND SHORE

Say It So It Cannot Be Mistaken

The IMO Standard Marine Communication Phrases, for ratings, cadets and junior crew. Twelve lessons and four quizzes, with recording tasks.

AMLA · PORTS

The Port of Antwerp, and the world it works in

Built for AMLA, the Africa Maritime & Logistics Academy. 24 short lessons, with Marcus, an AI presenter, as the guide.

AMLA · MARINE SURVEYS

The survey tracks for Africa

A free introduction, an initiation exam, then Bunker, Draught and Dry Bulk, and Port State Control, each at junior and senior level.



01

Why the long course fails on the shop floor.

Picture the usual induction. A room, a projector, forty slides, two hours. Everyone signs the sheet at the door, and the trainer goes home believing the job is done.

Then the shift starts. The new forklift driver has heard the rule about the pedestrian lane once, at slide 23, between the company history and a photo of the canteen. Nobody checked that he understood it. Nobody will ask him again until something goes wrong.

The stakes are not small. The International Labour Organization estimates that in 2019 around 2.93 million workers died from work-related causes, and more than 395 million had a non-fatal injury at work.¹ Training is not the only cause of those numbers, and nobody serious says it is. But it is the part a training manager controls.

The research on lecturing is not kind either. A review of 225 studies in university science teaching found that students in traditional lectures were 1.5 times more likely to fail than students in classes where they had to do something: average failure rates were 33.8% with lecturing and 21.8% with active learning.² That is a classroom, not a warehouse. We think the gap is wider on the shop floor, where the room is noisier and the slides further from the job.



¹ International Labour Organization (2023). *A call for safer and healthier working environments*. ilo.org/publications/call-safer-and-healthier-working-environments

² Freeman, S. et al. (2014). Active learning increases student performance in science, engineering, and mathematics. *PNAS* 111(23). doi.org/10.1073/pnas.1319030111

Three things the long course gets wrong

1

Everything at once

Two hours of new rules on day one, then nothing. Chapter 2 shows what memory does with that.

2

Nothing to do

People watch and listen. Nobody has to find the hazard, choose the step or say the phrase.

3

No proof

A signature proves who was in the room. It does not show who can do the job.

None of this is the trainer's fault. The format asks one person to get a year of rules into one afternoon, for people who would rather be working. The fix is not a better speaker. It is a different shape: lessons short enough to finish in a break, spread over weeks, each one ending on something the learner has to do.

That is all we mean by micro-learning. It is not a trend and it is not an app. It is the old advice from memory research, packaged so it fits a shift.

FROM OUR BUILD

The first screen says what is coming.

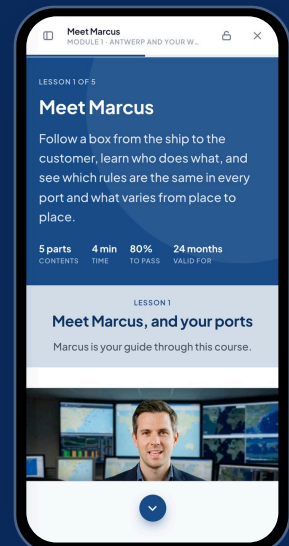
Every course we make opens the same way: what it is, who it is for, how long it takes, and how to pass. In the Port of Antwerp course, the first lesson card reads: five parts, four minutes, 80% to pass, a certificate valid for 24 months.

People who know the course is short are more willing to start it. We have watched them check the minutes before they tap.

24 lessons

3 to 5 minutes each

English



Real screen, lesson 1

**An attendance sheet proves who was in the room.
It does not prove that anybody learned the rule.**

OUR VIEW



02

Short, spaced, tested.

Most of what a new hire hears in a two-hour induction is gone by the next week. That is not a complaint about workers. It is how memory works, and it has been measured since 1885.³

Hermann Ebbinghaus learned lists of nonsense syllables, then timed how long it took him to learn them again. The time he saved on the second go shrank fast: 58% after twenty minutes, 34% after a day, 21% after a month.³ In 2015 two researchers in Amsterdam repeated the whole experiment and found the same curve.⁴

What is left to save

FIG. 2.1



Relearning savings, in percent, from Ebbinghaus's own summary table.³ He thought the one-day value was a little too high. Drawn by SkillTeam.

The fix is old too. Spread the same study time over days and people keep more of it. A 2006 review pulled together 839 comparisons from 317 experiments and found the effect again and again.⁵ One long session is the worst way to spend a training budget.

In 2013 five psychologists rated ten popular study techniques against the evidence. Only two earned their top rating: practice testing, and spreading practice out over time. Rereading and highlighting were among the five rated low.⁶ A typical two-hour induction uses neither of the top two.

³ Ebbinghaus, H. (1913, first published 1885). *Memory: A Contribution to Experimental Psychology*, chapter 7. psychclassics.yorku.ca/Ebbinghaus/memory7.htm

⁴ Murre, J. M. J. and Dros, J. (2015). Replication and analysis of Ebbinghaus' forgetting curve. *PLOS ONE* 10(7). doi.org/10.1371/journal.pone.0120644

⁵ Cepeda, N. J. et al. (2006). Distributed practice in verbal recall tasks. *Psychological Bulletin* 132(3). doi.org/10.1037/0033-2909.132.3.354

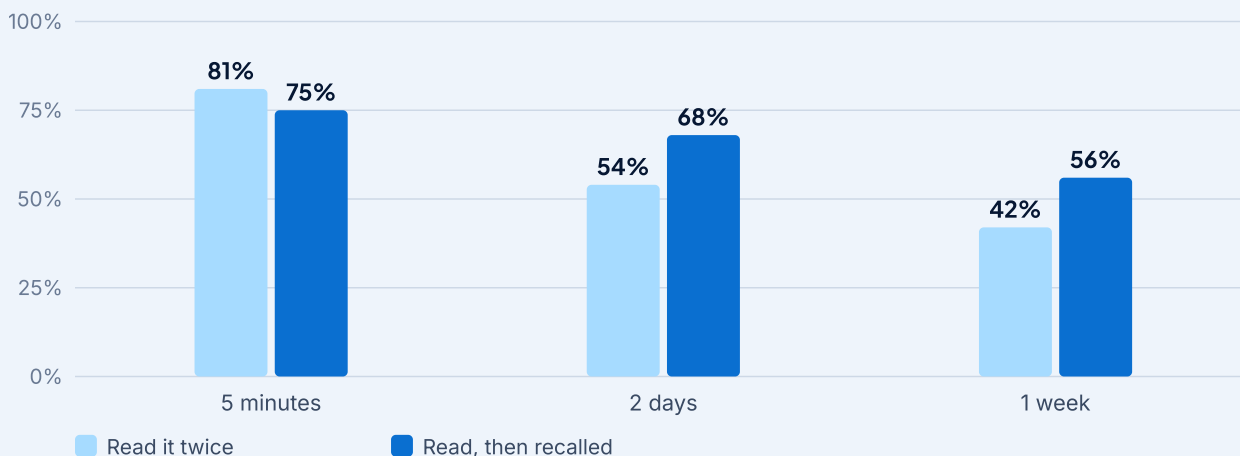
⁶ Dunlosky, J. et al. (2013). Improving students' learning with effective learning techniques. *Psychological Science in the Public Interest* 14(1). doi.org/10.1177/1529100612453266

Testing beats re-reading.

Students who read a passage and then tried to recall it remembered more a week later than students who read it again. Five minutes after studying, re-reading looked better. Two days later the order had flipped, and after a week the tested group recalled 56% against 42%.⁷ Recalling is the practice. Re-reading only feels like it.

Recall, by time since studying

FIG. 2.2



Roediger and Karpicke (2006), Experiment 1.⁷ Drawn by SkillTeam.

A later study pushed the point further. When students kept being tested on word pairs, they recalled about 80% a week later. When items were dropped from testing once learned, recall fell to 33 to 36%, even if people kept studying them.⁸

FROM OUR BUILD

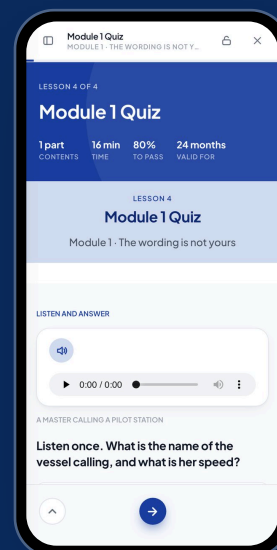
Every lesson ends on a question.

In our Maritime English course every teaching lesson ends on something to do, every module ends on a quiz, and the course ends on a final assessment: questions you answer by ear, a recording and a dictation. Pass at 80% for the certificate.

16 lessons

80% to pass

Certificate, 24 months



Real screen, module 1 quiz

If a lesson cannot end on a question, it is probably two lessons.

OUR VIEW

⁷ Roediger, H. L. and Karpicke, J. D. (2006). Test-enhanced learning. *Psychological Science* 17(3). doi.org/10.1111/j.1467-9280.2006.01693.x

⁸ Karpicke, J. D. and Roediger, H. L. (2008). The critical importance of retrieval for learning. *Science* 319. doi.org/10.1126/science.1152408

How far apart?

Spacing works, but the right gap depends on how long people need to remember. In 2008 a team taught more than 1,350 people a set of obscure trivia facts, varied the gap before a second session, and tested them up to a year later.⁹ The best gap grew with the test delay, while shrinking as a share of it: roughly 20 to 40% of a one-week delay, down to 5 to 10% of a one-year delay.⁹

The best gap they found

FIG. 2.3

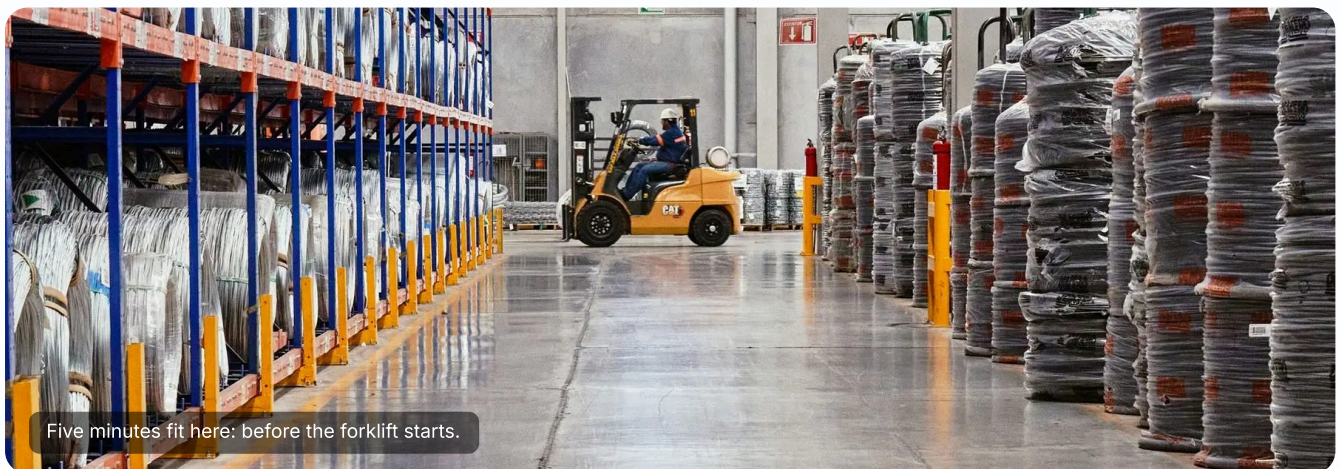
PEOPLE MUST REMEMBER IT FOR	BEST GAP BETWEEN THE TWO SESSIONS, AMONG THOSE TESTED
1 week	1 day
5 weeks	11 days
10 weeks	21 days
1 year	21 days

Cepeda and colleagues (2008), recall results.⁹ Facts learned in a lab, not work skills, so read it as a direction, not a timetable.

A safety rule has to last for years, not a week. So do not stop at one review. A 2016 summary of the research for policy makers puts it plainly: spreading repeated practice over time gives stronger long-term learning than massing it, helps with problem solving and with using knowledge in new situations, and costs little to do.¹⁰

What this means for a training manager

- **Cut the session into lessons** of four to six minutes, each about one thing.
- **Spread them out** over weeks, not one afternoon. Chapter 6 has a schedule.
- **End each lesson on a question**, and end each week on a short challenge.
- **Come back** to the rules that matter most: in later lessons, in the final challenge, and in a refresher months later.



⁹ Cepeda, N. J. et al. (2008). Spacing effects in learning: a temporal ridge line of optimal retention. *Psychological Science* 19(11). doi.org/10.1111/j.1467-9280.2008.02209.x

¹⁰ Kang, S. H. K. (2016). Spaced repetition promotes efficient and effective learning. *Policy Insights from the Behavioral and Brain Sciences* 3(1). doi.org/10.1177/2372732215624708

03

One lesson, one job: cutting a topic to five minutes.

The hard part of micro-learning is not making things short. It is deciding what to leave out, and then leaving it out.

Richard Mayer's research on multimedia learning gives two rules we lean on every day. People learn more deeply when a lesson comes in segments they move through at their own pace, rather than as one continuous stream: the effect held in all ten experiments reviewed in 2014.¹¹ And they learn more deeply when material that does not serve the goal is left out, however interesting it is: 23 out of 23 tests.¹²

Film follows the same logic. In an analysis of 6.9 million video sessions on online courses, the median time people watched was at most about six minutes, however long the video was.¹³ Their advice was to cut videos into chunks shorter than that. Ours is shorter still: an AI presenter film of 25 to 35 seconds, then something to do.

The shape of one lesson

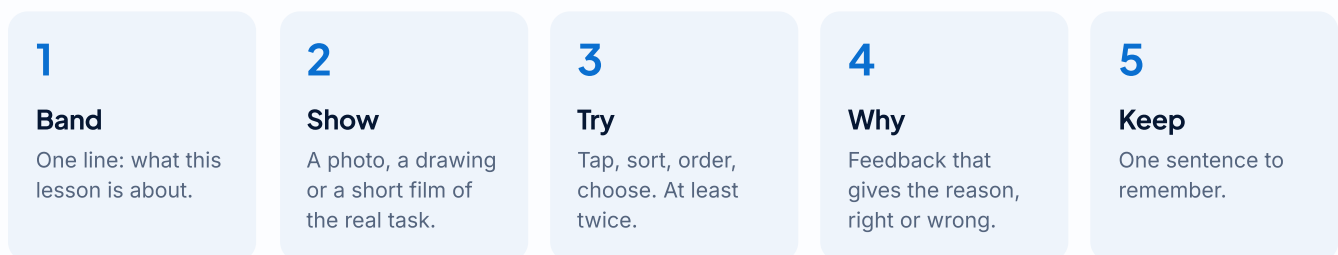
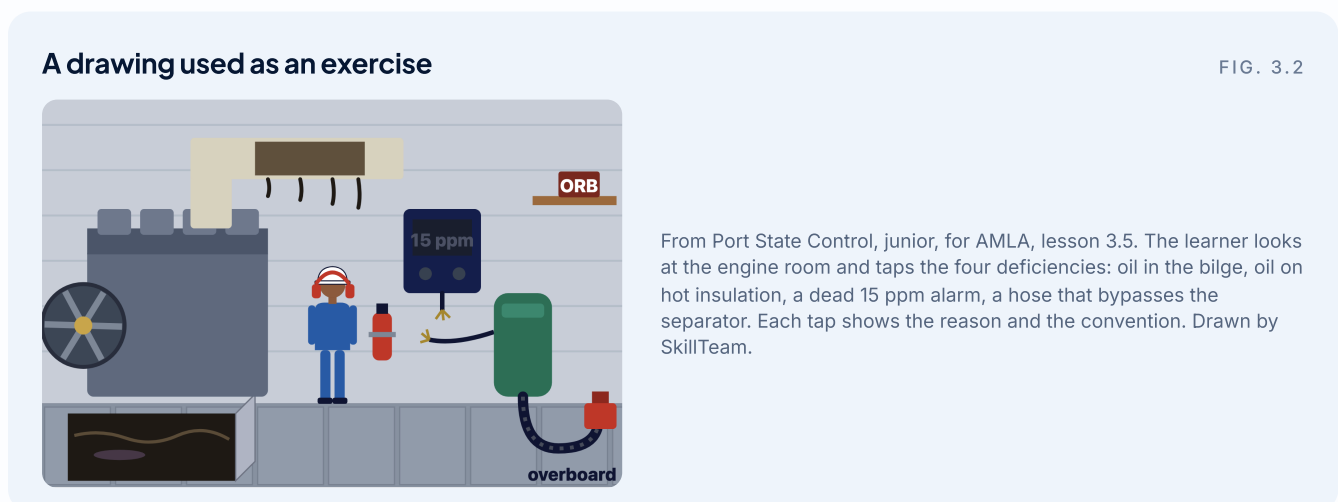


Fig. 3.1 · The lesson shape we use in every course. From the SkillTeam course standard.



¹¹ Mayer, R. E. and Pilegard, C. (2014). Principles for managing essential processing in multimedia learning. In *The Cambridge Handbook of Multimedia Learning*, 2nd edition. doi.org/10.1017/CBO9781139547369.016

¹² Mayer, R. E. and Fiorella, L. (2014). Principles for reducing extraneous processing in multimedia learning. In *The Cambridge Handbook of Multimedia Learning*, 2nd edition. doi.org/10.1017/CBO9781139547369.015

¹³ Guo, P. J., Kim, J. and Rubin, R. (2014). How video production affects student engagement. *Proceedings of ACM Learning at Scale*. doi.org/10.1145/2556325.2566239

The cut list.

We run every induction we receive through the same three questions. What must people do differently on Monday? What do they get wrong today? What will they only ever look up? The answers sort the material into three piles.

PILE	WHAT GOES IN IT	WHERE IT ENDS UP
Keep	Anything people must do on the job. The step most people get wrong. The reason behind a rule, when knowing it changes what people do.	A lesson of its own, with a question at the end
Move	Tables, codes, phone numbers, sizes. Things people look up, not remember.	A card, a poster, or the handbook. Linked from the lesson.
Cut	Company history. Policy text nobody acts on. A second idea squeezed into a lesson about something else.	Out. If it matters later, it gets its own lesson.

Our numbers

40

words at most in one block of reading, about 25 on a screen.

2+

things to do in every lesson, never two reading blocks in a row.

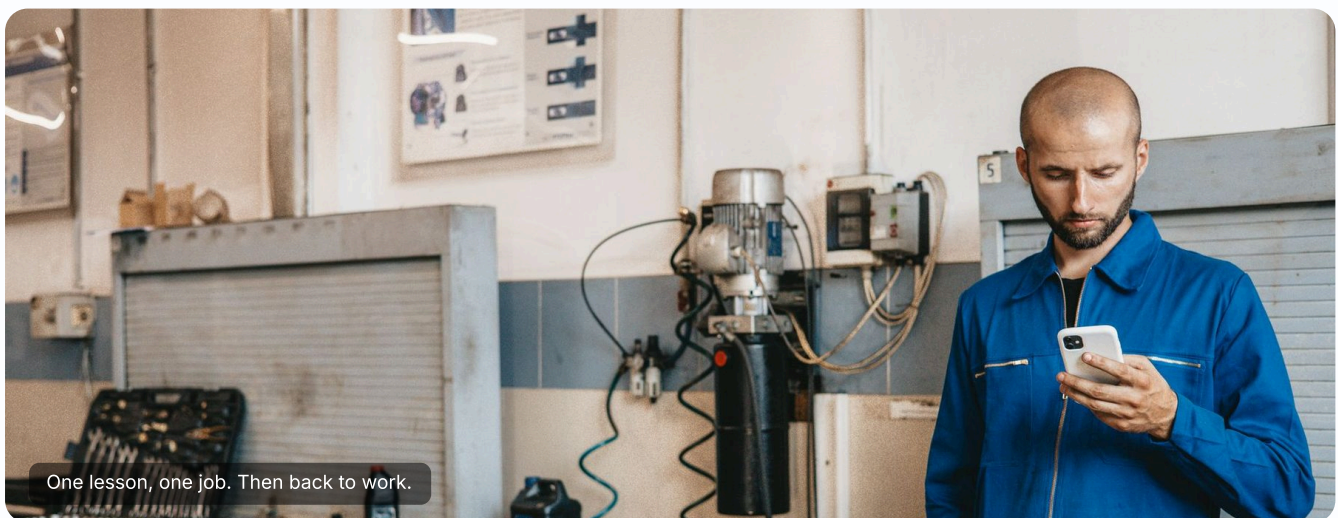
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outcomes on the cover. Each one taught, practised, then checked.

These come from our own course standard, the page every course is checked against before anyone sees it. They are rules of thumb, not findings. They have held up across languages and trades.

If the outcome is "refuse an unsafe job", the practice cannot be "remember the name of a form".

OUR VIEW



One lesson, one job. Then back to work.

FROM OUR BUILD

A port course, cut to four-minute lessons.

The first two modules of the Port of Antwerp course, lesson by lesson. Notice that no kind of activity repeats inside a lesson, apart from the checks, and that no lesson runs over five minutes. All 24 lessons together take about 85 minutes.

The Port of Antwerp course, modules 1 and 2

FIG. 3.3

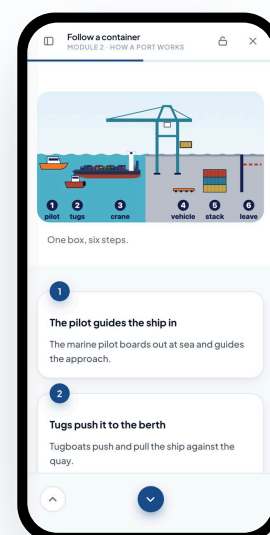
NO.	LESSON	MIN	WHAT THE LEARNER DOES
1	Meet Marcus, and your ports	4	film photo cards think about it true or false
2	TEU, the unit every port counts in	4	guess first check true or false
3	One port, two sites, in numbers	4	guess first match think about it
4	Biggest, or best connected?	4	guess first odd one out
5	Challenge, module 1	3	swipe check match true or false two truths and a lie
6	Quay and berth: where the ship stops	5	photo with pins photo cards match true or false
7	Six terminals, six kinds of cargo	3	photo cards sort check
8	The machines, and what each does	3	photo cards match true or false
9	Follow one container	3	six steps put in order check
10	Leaving the port	5	photo cards guess first true or false think about it
11	Challenge, module 2	3	put in order swipe sort check true or false

From the course file of The Port of Antwerp, and the world it works in, built for AMLA, as published on the SkillTeam platform.

One port, and home

The course is about one port, but the people taking it work in Lagos, Abidjan, Mombasa and Dar es Salaam. So it keeps pointing home: their ports are on the map in the first lesson, and the last module asks which rules are the same in every port and which vary from place to place.

Before release we checked 44 facts in it against public sources and gave every figure its year. A port changes fast, and a figure without a year cannot be checked.



Lesson 9: one box, six steps, then put them in order.

04

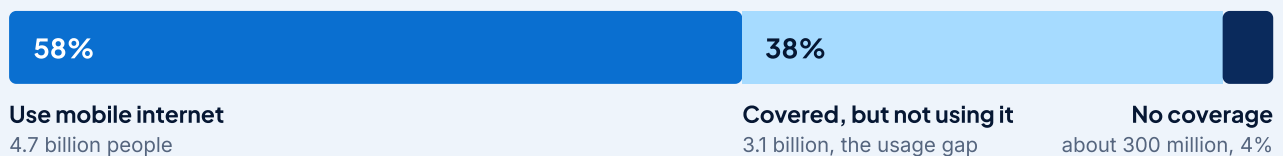
Phones, shifts and no signal: designing for the real day.

Frontline people already carry the device. What they do not have is a desk, a quiet hour or a reliable connection.

The GSMA, the mobile operators' association, reports that 4.7 billion people, 58% of the world, now use mobile internet on their own device. Coverage is no longer the main gap: 96% of people live where a mobile network reaches. The bigger gap is people who are covered and still do not use it, 3.1 billion, or 38%.¹⁴

The world's population and mobile internet, end 2024

FIG. 4.1



GSMA, State of Mobile Internet Connectivity 2025.¹⁴ Drawn by SkillTeam.

Cost is part of the reason. Across low- and middle-income countries, an entry-level phone that can go online costs about 16% of average monthly income, and 48% for the poorest fifth of people.¹⁴ So we design for the phone people already have, which is often old, small and nearly full, and for data they pay for themselves.

What that means in practice

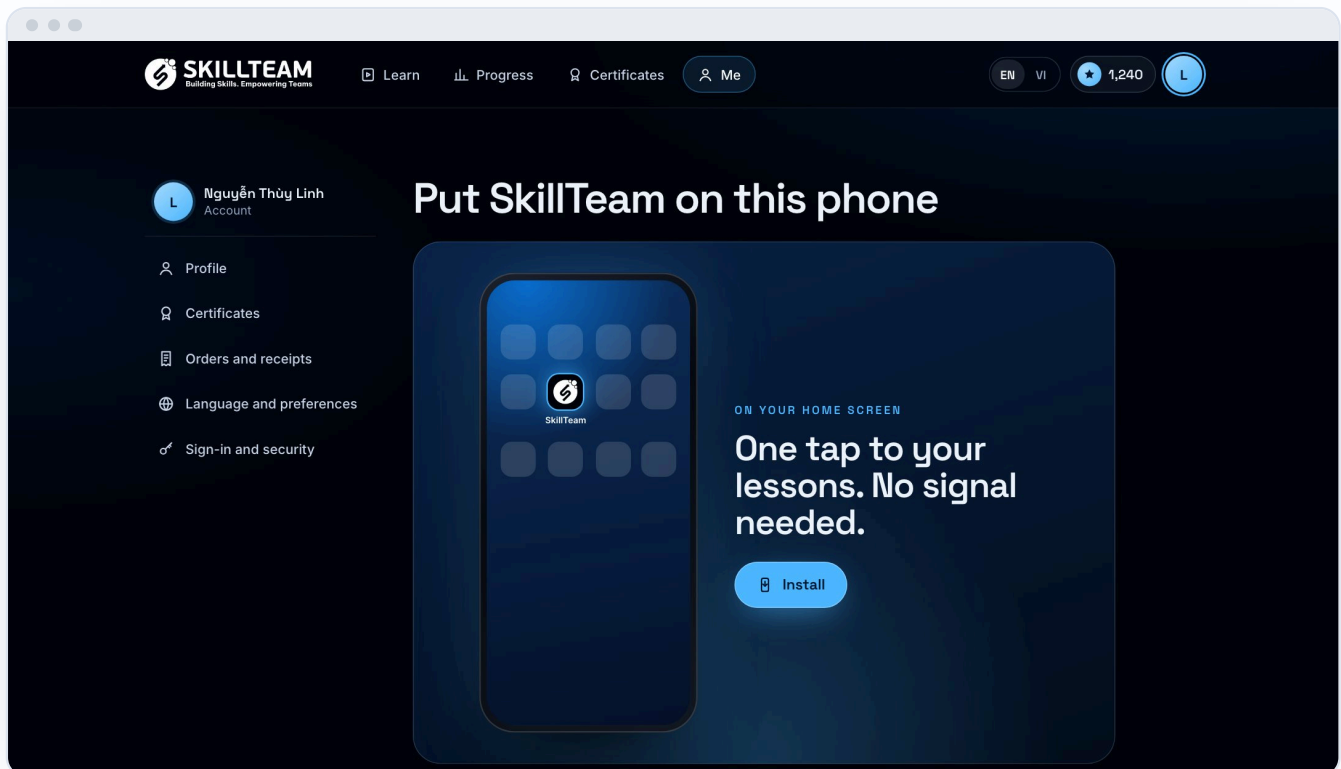
- **Small screens first.** We check every lesson at 375 and 393 points wide, the size of a small and a standard iPhone, and only then on a desktop.
- **Thumbs, not mice.** Every task can be done with one thumb: tap, swipe, drag in order.
- **Light pages.** Films have a still poster and only load when tapped. Pictures are sized for a phone, not a cinema.
- **Sound optional.** Nothing is lost if the learner is on a bus with the sound off, except where hearing is the skill.

¹⁴ GSMA (9 September 2025). Press release on *The State of Mobile Internet Connectivity 2025*. Figures for end 2024. [gsma.com/newsroom/press-release/gsma-calls-for-renewed-focus-on-closing-the-usage-gap-as-more-than-3-billion-people-remain-offline-despite-available-mobile-internet-services/](https://www.gsma.com/newsroom/press-release/gsma-calls-for-renewed-focus-on-closing-the-usage-gap-as-more-than-3-billion-people-remain-offline-despite-available-mobile-internet-services/)

Load once, learn anywhere.

Ports, ships, mines and warehouses are full of steel, and steel eats signal. A lesson that needs a connection for every screen will fail in exactly the places people have time to learn: the crew room in the basement, the cab of a truck, the cabin at sea.

So the SkillTeam app installs on the phone's home screen like any other app, straight from the browser. A learner can keep a course on the phone. The lessons are stored on the device, answers given offline wait in a queue, and they are sent when the phone finds a network again. Courses a company assigns are saved on the phone automatically when it is on wifi.



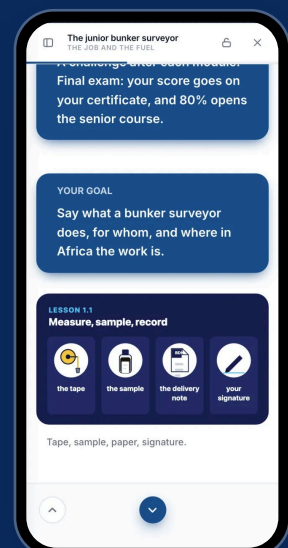
My learning, the learner's side of the platform: putting SkillTeam on the phone. Design for the new release, sample learner.

FROM OUR BUILD

We test on a bad connection on purpose.

Before a course goes out, a script opens every lesson in a phone-sized browser on a slowed-down network, close to a weak 4G signal, with the processor slowed four times to stand in for an older phone. Anything that takes too long to appear gets fixed or cut.

It is not glamorous. It is the difference between a lesson that opens in the break and one that is still loading when the break is over.



Real screen, Bunker Survey

Fit the lesson to the shift, not the shift to the lesson.

Ask the supervisors, not the head office, when people have five minutes. The answers are rarely the same twice, and they are always more useful than a calendar invite. Here is where lessons fit on the sites we know.

THE MOMENT	WHAT FITS
Before the shift briefing	One lesson on the hazard of the day. The supervisor asks one question from it at the briefing.
The break	One lesson and its questions. Never two: the second one is where people start skimming.
Waiting time	A truck late, a ship not yet alongside, a machine being changed. The weekly challenge fits here.
Off shift, at home	Optional. Some people like it. Do not plan on it, and in many places you should not ask for it unpaid.

Before you send a lesson to a phone

- ☐ Open it on the oldest phone you can find, not on your own.
- ☐ Turn the sound off and go through it. Is anything lost?
- ☐ Go somewhere with a weak signal, a stairwell or a basement, and open the next lesson.
- ☐ Time it. If it takes more than six minutes, split it.
- ☐ Give it to one person from the team and watch, without helping. Write down where they stop.



**Design for the phone
in the worker's pocket,
not the laptop on the
training manager's desk.**

OUR VIEW

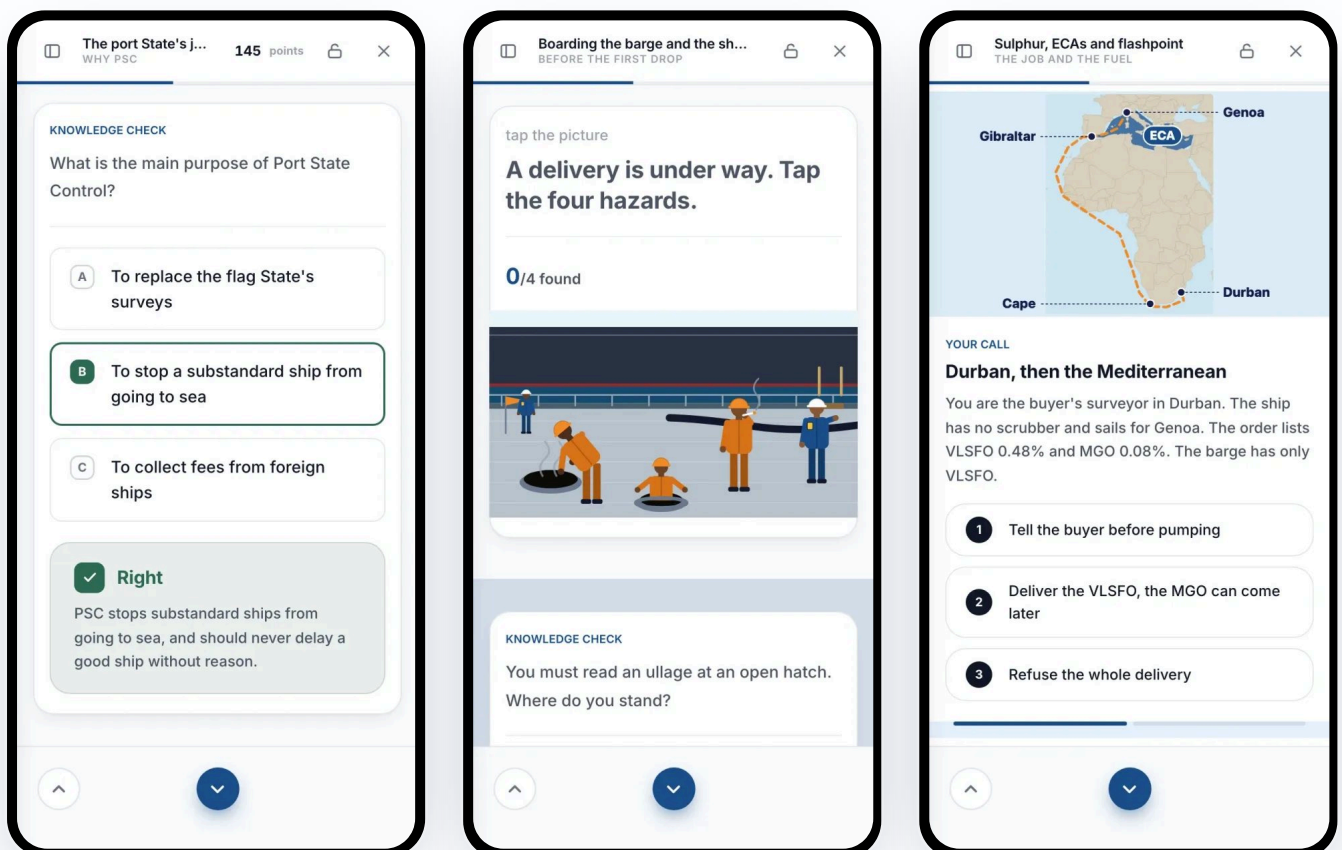
05

Questions that teach: checks, scenarios, recordings.

In a short course, the questions are not the test at the end. They are most of the teaching.

Chapter 2 showed why: recalling something strengthens it more than reading it again.⁷ But a question only teaches if it asks for the right thing, and if the feedback explains. A review of the research on feedback found that telling learners why an answer is right or wrong generally helps more than just marking it.¹⁵ So every option in our courses carries its own reason, shown after the tap.

Wrong options matter too. A meta-analysis of 80 years of research on multiple-choice questions concluded that three options are optimal: more three-option questions fit in the same time, with no loss in quality.¹⁶ We use at least three, and we would rather write three good ones than five padded ones.



Check. Port State Control, junior. The feedback gives the reason, not just "right".

Hotspot. Bunker Survey, junior. Tap the four hazards on the barge.

Scenario. Bunker Survey. "You are the buyer's surveyor in Durban." Three ways to go.

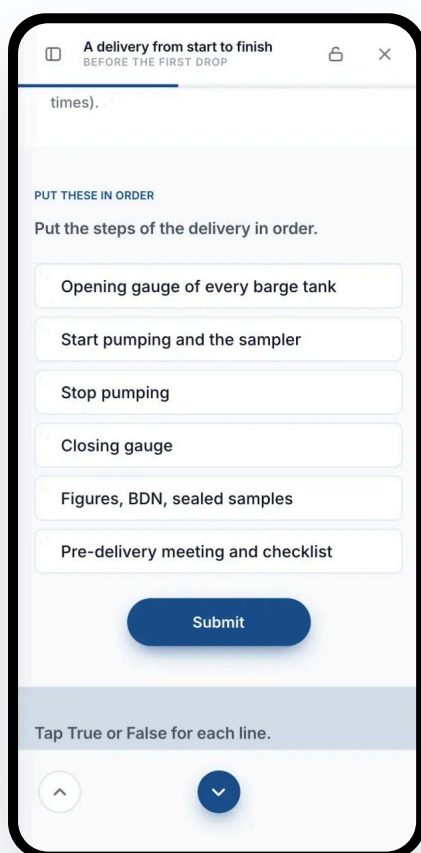
⁷ Roediger, H. L. and Karpicke, J. D. (2006). Test-enhanced learning. *Psychological Science* 17(3). doi.org/10.1111/j.1467-9280.2006.01693.x

¹⁵ Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research* 78(1). doi.org/10.3102/0034654307313795

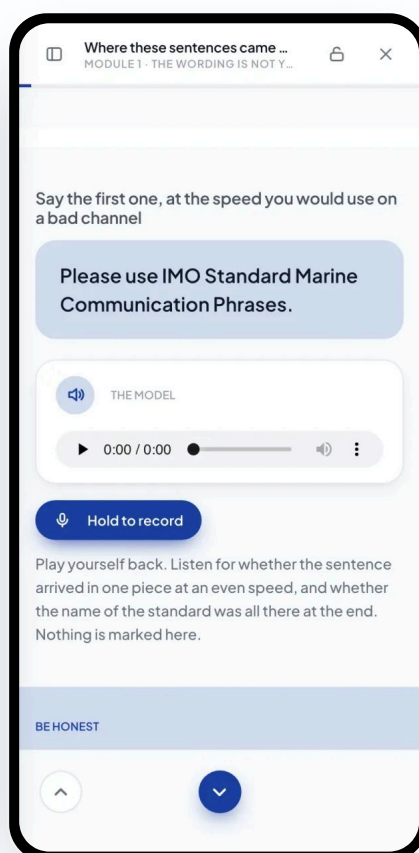
¹⁶ Rodriguez, M. C. (2005). Three options are optimal for multiple-choice items. *Educational Measurement: Issues and Practice* 24(2). doi.org/10.1111/j.1745-3992.2005.00006.x

Our rules for a fair question.

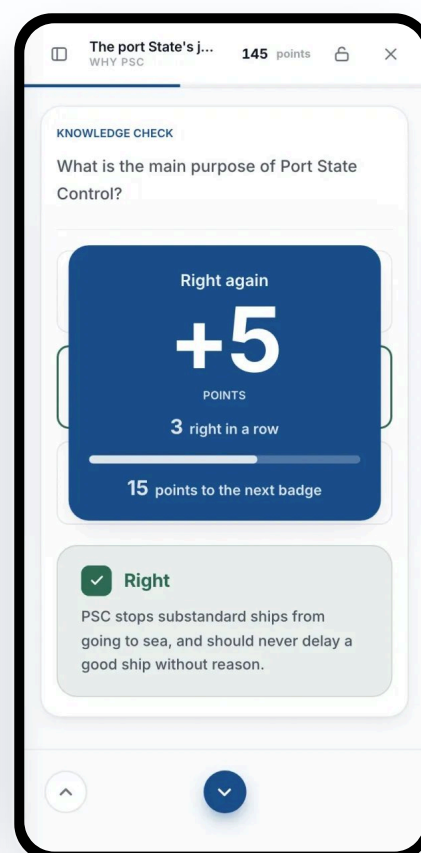
- **One plain instruction.** "Tap the right answer." "Put these in order." Never clever.
- **Answerable from the lesson.** Nothing is checked that was not taught.
- **Three options or more,** all plausible, all about the same length.
- **The reason lives in the feedback,** for right and for wrong. An option never explains itself.
- **Move the right answer around.** If it always sits first, people learn the position, not the rule.
- **A guess is labelled as a guess** and never marked. It is there to make people curious.
- **Put people in the situation.** "The davit is seized and the ship sails at 18:00" beats "What is rule 3.4?"
- **Vary the kind.** No activity type twice in the same chapter, apart from the checks.



Order. Bunker Survey, junior. The delivery, step by step.



Record. Maritime English. Say it at radio speed, play yourself back.



Points. Three right in a row. Small, but people notice.

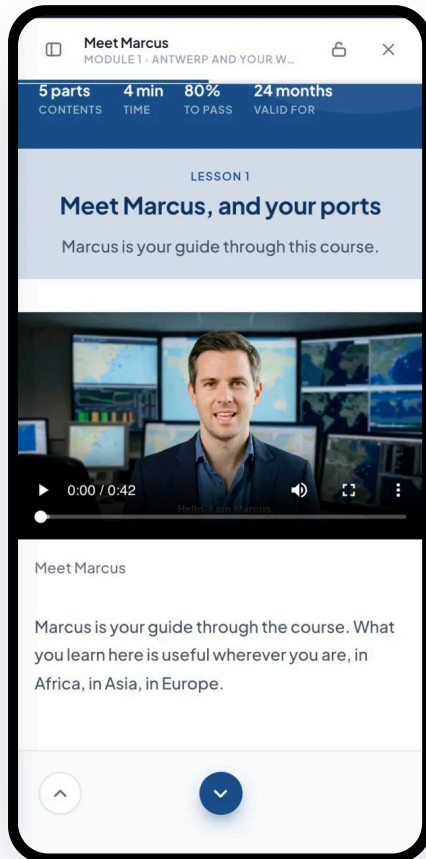
A question with a hint in the wrong answer is a free point, not a lesson.

OUR VIEW

FROM OUR BUILD

The Port of Antwerp course, for AMLA.

AMLA, the Africa Maritime & Logistics Academy, wanted a first course on how ports work: one port in depth, Antwerp, and what carries over to ports in Africa and Asia. Marcus, the course's AI presenter, opens it on film.



Lesson 1: "Meet Marcus, and your ports."

Lessons 24, in four modules

Challenges One after each module, then a final challenge

Pass mark 80%, certificate valid 24 months

Questions 16 checks, 11 true or false, 9 matching, 7 guess-first, 6 sorting, 5 swipes, plus ordering, odd one out, scenarios

Media 36 drawings and photos, 8 photo carousels, AI presenter films

The three outcomes on its cover: follow a container from the ship to the customer and name who does what; use the words of ports correctly; and tell which rules are the same in every port and which vary.

Every challenge says before the first question how many questions there are, what the pass mark is, and that you can try again.

A LESSON WE LEARNED

Where the right answer sits.

Our course player shows options in the order they are written. Writers, us included, tend to put the right answer first. A course built that way can be passed by tapping the top option every time, without reading a word. For the AMLA courses, a script now moves every right answer to a varied position before the course is saved; in other courses we vary it by hand and check it. It is a dull fix, and it matters more than most clever ones.

06

The rhythm: a nudge a day, a check a week.

Spacing only works if people come back. The schedule is where most programmes quietly fail.

The research in chapter 2 says spread the learning out and test it.^{5,10} In a company that turns into a calendar. Here is the one we suggest for an induction of eight to twelve short lessons. Copy it, then change it to fit your shifts.

A four-week schedule

FIG. 6.1

	MON	TUE	WED	THU	FRI
Week 1	Lesson 1, how it works	Lesson 2	Lesson 3	(rest)	Challenge 1
Week 2	Lesson 4	Lesson 5	Lesson 6	(rest)	Challenge 2
Week 3	Lesson 7	Lesson 8	Review: the 3 most missed questions	(rest)	Challenge 3
Week 4	(rest)	Lesson 9	(rest)	(rest)	Final challenge

One lesson a day, never two. A short challenge each Friday that mixes the week's lessons with earlier ones. A refresher months later, before the certificate runs out. Our suggestion, not a study's.

Small rules that keep it running

- **One reminder a day at most**, at a time the supervisor chose. More than that and people mute it.
- **Mix old into new**. Weekly challenges should reach back to earlier weeks. That is the spacing doing its work.
- **Let people catch up**, but not race ahead by ten lessons in one sitting. That turns it back into a two-hour induction.
- **Name a person**. Someone on site who looks at the list on Friday and talks to the three people who are behind.

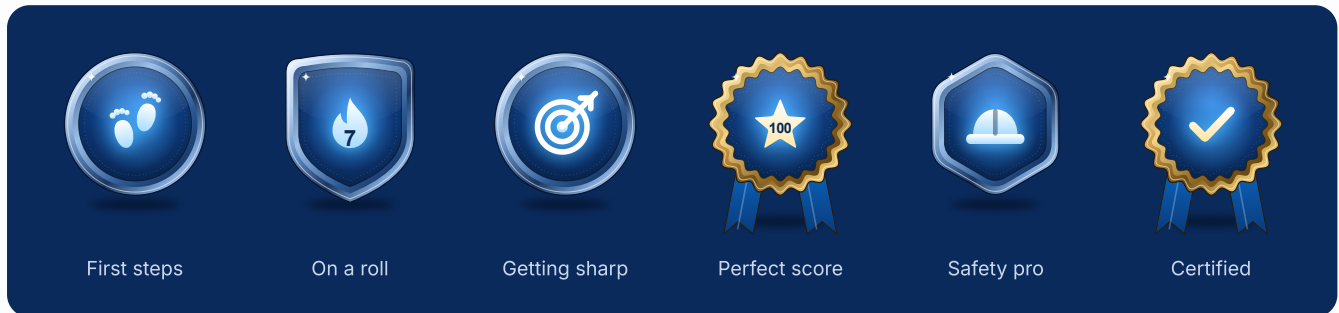
⁵ Cepeda, N. J. et al. (2006). Distributed practice in verbal recall tasks. *Psychological Bulletin* 132(3). doi.org/10.1037/0033-2909.132.3.354

¹⁰ Kang, S. H. K. (2016). Spaced repetition promotes efficient and effective learning. *Policy Insights from the Behavioral and Brain Sciences* 3(1). doi.org/10.1177/2372732215624708

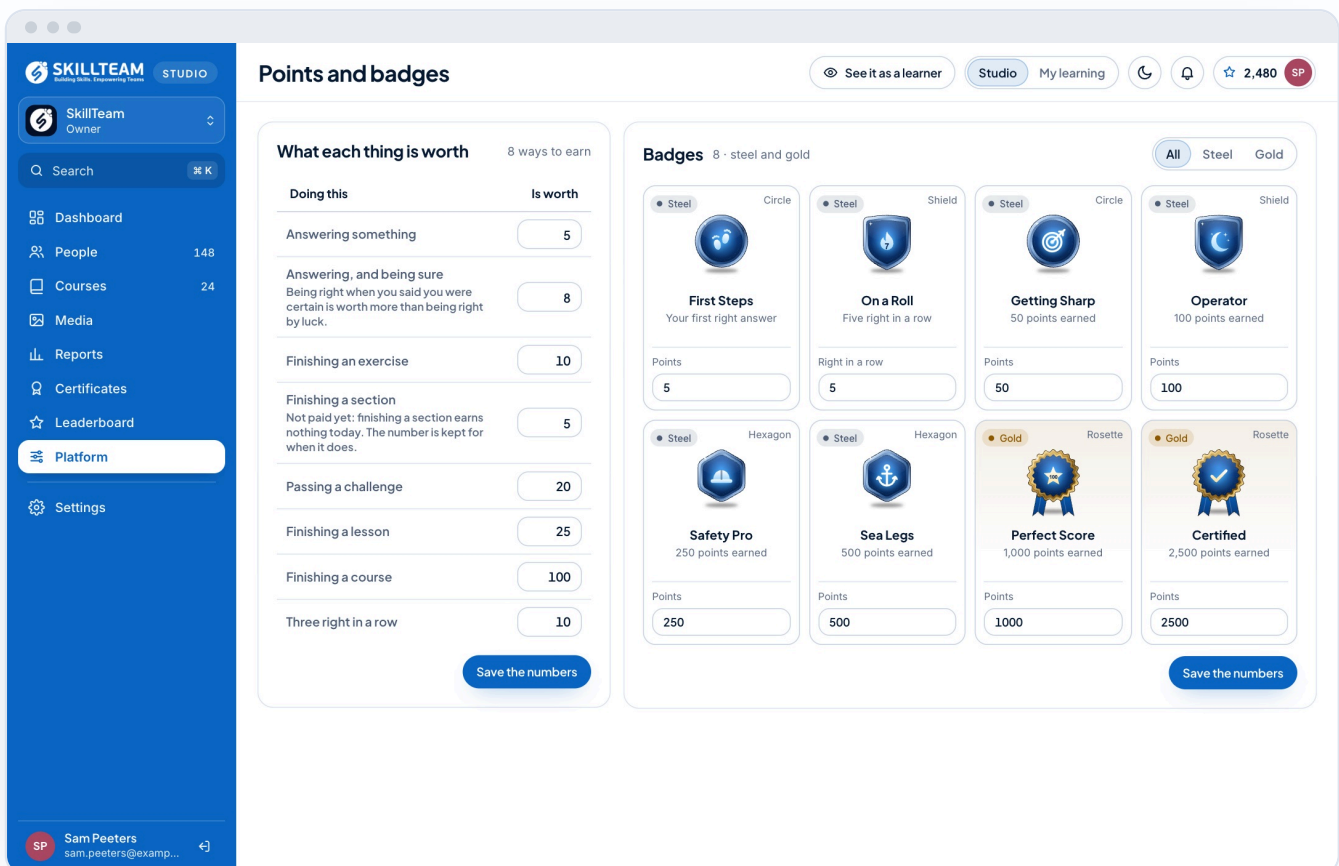
Points and badges, used lightly.

Our courses give points for answering, for getting it right, and for finishing a lesson, a challenge or a course. Badges mark the first lesson, a run of days, a perfect score. Each company decides what each thing is worth.

We are careful with this. We have no study to quote that says badges make people learn more, and we would be wary of one that claimed too much. We use them for a smaller reason: they give people a reason to open the next lesson tomorrow, and tomorrow is where the spacing happens.



Six of the SkillTeam badges. Shape shows the family, the rim shows the level.



The Studio, points and badges: what each thing is worth, set per company. Design for the new release.

Never let points decide who passes. The pass mark is about the job; points are about coming back.

OUR VIEW

07

Proving it worked: the first 90 days.

Every training budget gets the same question in the end: did it change anything? Decide how you will answer it before the first lesson goes out.

The most widely used frame is Kirkpatrick's four levels: how people reacted, what they learned, whether they behave differently on the job, and what results followed.¹⁷ Most programmes report the first level and stop. A phone course makes the second level cheap, because every answer is recorded. Levels three and four still need the people on site.

Four levels, and where the numbers come from

FIG. 7.1

1 · Reaction

Did they finish? How long did lessons take? A two-question rating after the course.

2 · Learning

First-try scores per question and per lesson, from the platform. This is where a phone course shines.

3 · Behaviour

Supervisor spot checks against the three outcomes on the cover. Five minutes, once a month.

4 · Results

Your own numbers: near misses reported, audit findings, rework, time to work alone. Compared with the 90 days before.

The four levels as named by Kirkpatrick Partners.¹⁷ What to measure at each level is our suggestion for a phone course.

Three numbers to watch from day one

COMPLETION

Finished, of assigned

Per group and per site. A low number is usually a schedule problem, not a content problem.

FIRST-TRY PASS RATE

Passed first time, of those who tried

After retries almost everyone passes. The first try shows what was actually learned.

TIME TO FINISH

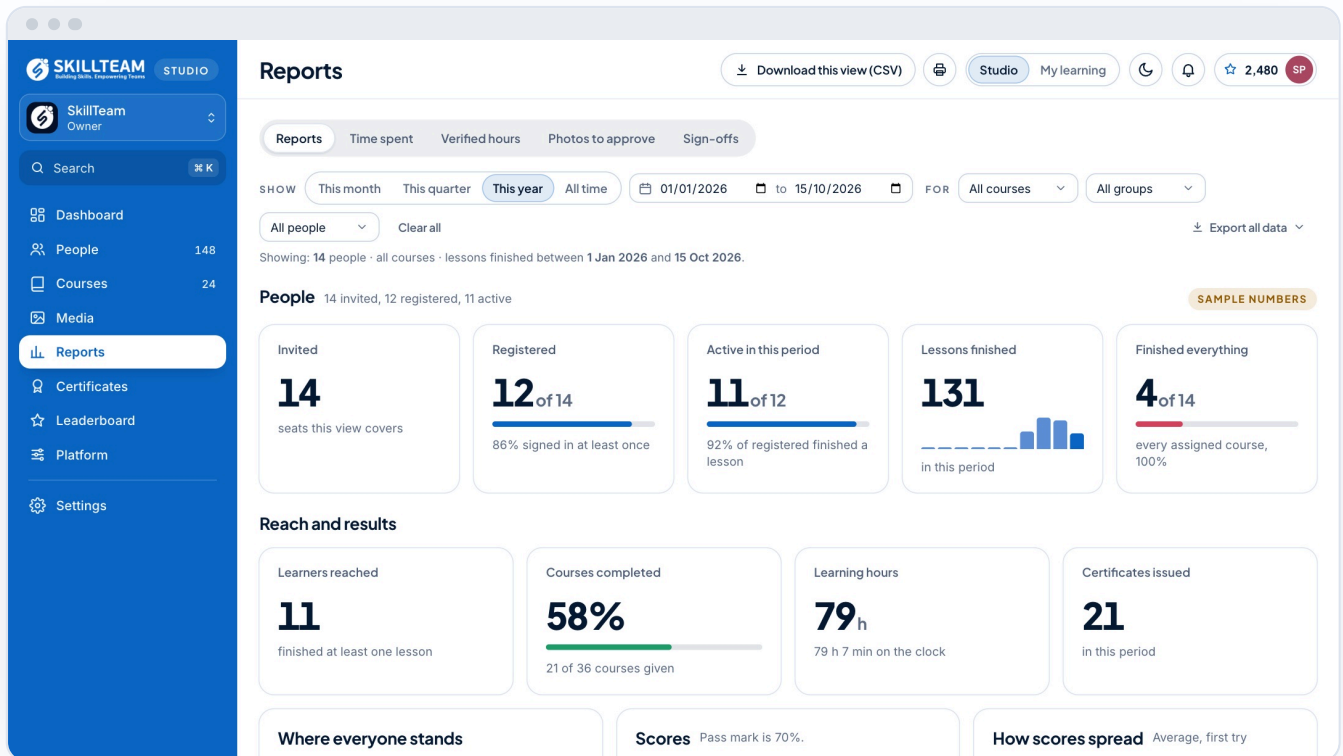
Days from assigned to done

If it is far longer than the plan, the lessons are too long or the moments too few.

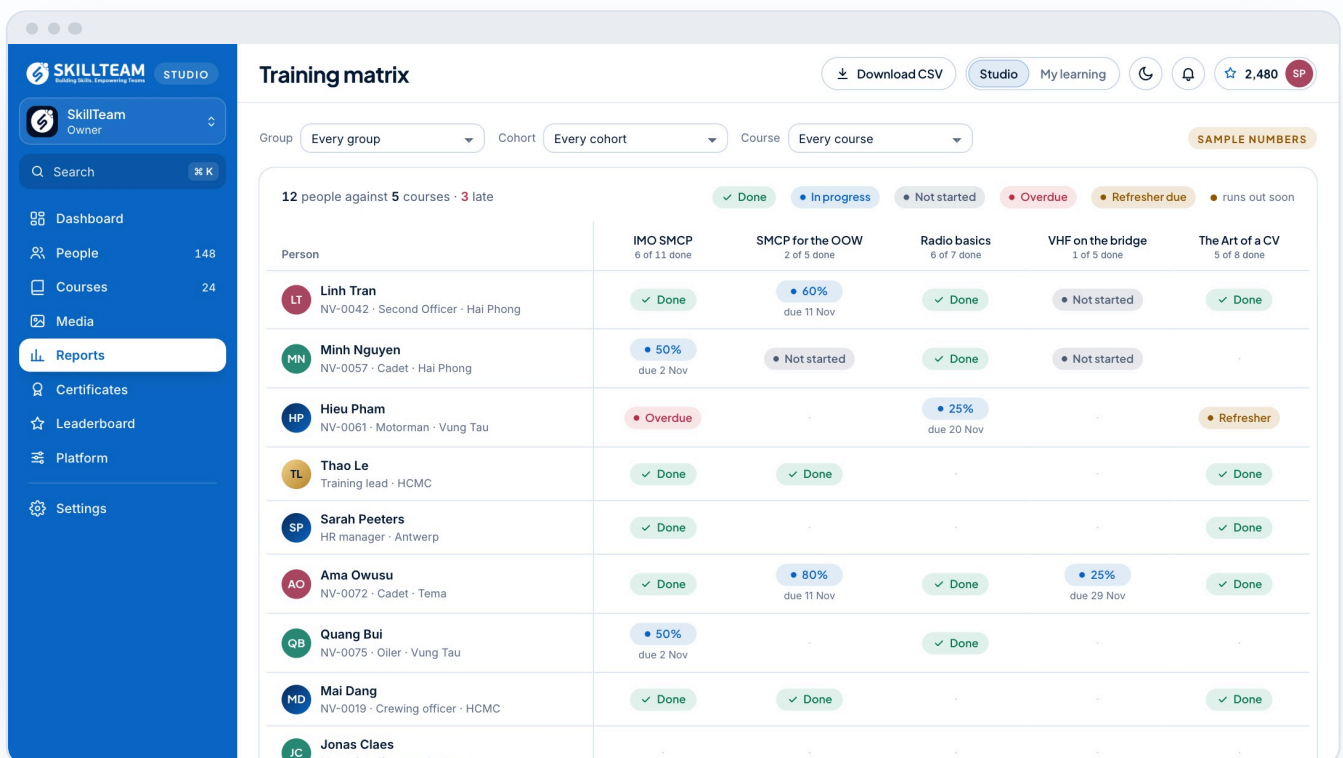
¹⁷ Kirkpatrick, J. D. and Kirkpatrick, W. K. (2016). *Kirkpatrick's Four Levels of Training Evaluation*. ATD Press. kirkpatrickpartners.com/the-kirkpatrick-model/

Read the lowest score first.

The most useful screen in a report is the list of lessons sorted by first-try score, lowest at the top. A lesson where most people fail the first time is telling you something. Either the lesson does not teach what the question asks, or the question is unfair, or the rule really is hard and needs a second lesson. All three are worth knowing in week two, not at the annual review.



The Studio, reports: where everyone stands, scores on the first try and after retries, and the score per lesson with the lowest first. Sample numbers.



The training matrix: people against courses, with what is done, overdue, or due for a refresher. Sample people and numbers.

A 90-day plan you can copy.

WHEN	LOOK AT	WHO	DECIDE
Day 0	Your own baseline for the 90 days before: incidents, near misses, audit findings, time until a new hire works alone.	HSE lead, operations	Which one or two numbers this course should move.
Week 1	Who has opened lesson 1. Who has not.	Site supervisor	Talk to the people who have not started. Fix the moment, not the person.
Week 2	The three lessons with the lowest first-try score.	Training manager	Rewrite the lesson, the question, or both.
Day 30	Completion and time to finish, by site.	Training manager	Move lessons to better moments in the shift.
Day 60	Supervisor spot checks against the three outcomes.	Supervisors	Which outcome is not showing up on the floor.
Day 90	Your baseline numbers again, next to day 0.	Management	Keep, change, or roll out to the next team. Book the refresher.

Be honest about what 90 days can show. Learning scores move in weeks. Behaviour takes a few months. Incident rates are small numbers that jump around, and on one site a quarter is rarely enough to prove anything. Report them anyway, next to the learning numbers, and say how sure you are.

FROM OUR BUILD

Records an auditor can check.

Each certificate the platform issues carries a code. Anyone holding it can check it on a public page: the person, the course, the date passed and how long it stays valid. The matrix shows who is due for a refresher before a certificate runs out. Auditors ask for exactly this, and they ask for it on the day.

A dashboard nobody opens is not evidence. Name the person who reads it, and the day.

OUR VIEW

08

From our build: AMLA's survey tracks for Africa.

AMLA asked us for something harder than an induction: a path into marine surveying, for people in African ports, on the phone.

Marine surveyors measure what was delivered, loaded or found on board, and sign for it. Their figures settle disputes worth a great deal of money. The work is technical, the rules are international, and most training for it happens on the job, if at all. AMLA wanted a way in for port, agency and terminal staff, and a path up for people already doing the work.

The series, step by step

FIG. 8.1

Free

Marine Surveys and Inspections in Africa

14 lessons. Who measures the fuel, the cargo and the ship, and how.

Exam

Initiation Exam

24 questions on the free course. Pass at 80%.

Bunker Survey

Junior 37 lessons · Senior 43 lessons

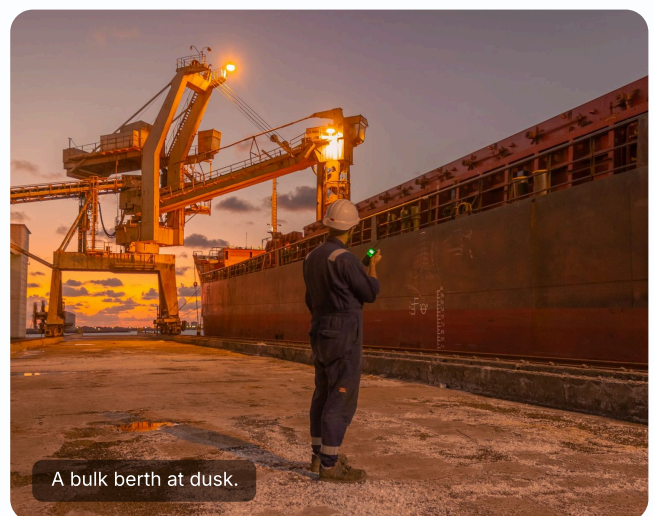
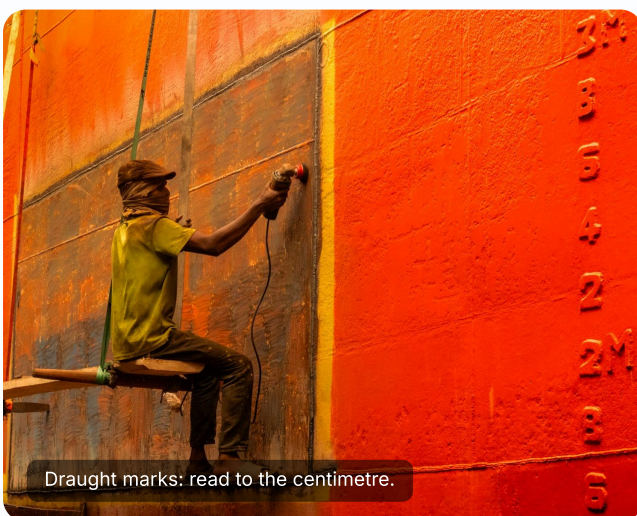
Draught and Dry Bulk Survey

Junior 38 lessons · Senior 37 lessons

Port State Control

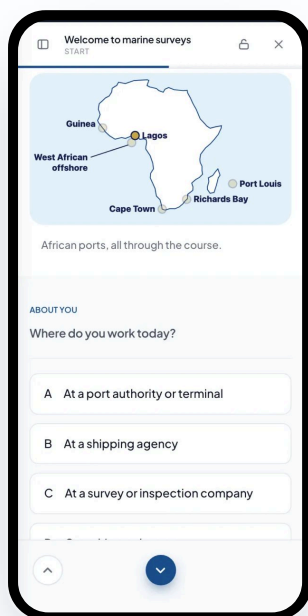
Junior 29 lessons · Senior 39 lessons

The AMLA survey series as built on the SkillTeam platform. Each junior course ends in a final exam: the score goes on the certificate, and 80% opens the senior course.

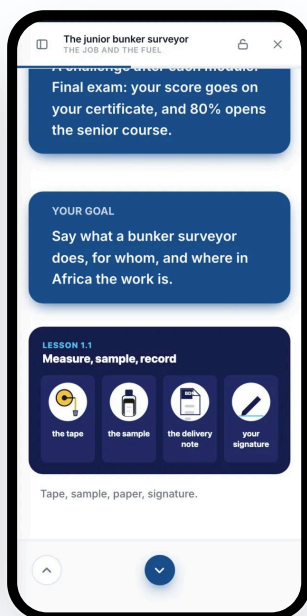


Micro-learning for a technical trade.

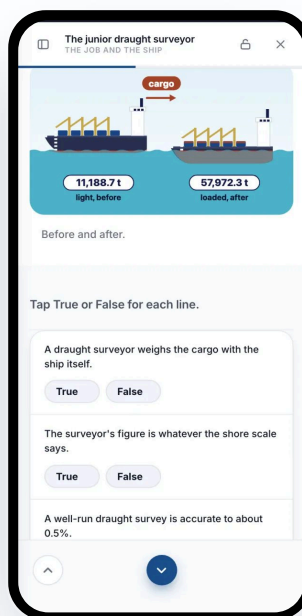
Short lessons are easy to sell for an introduction to ports. Can they carry a draught survey, where one mistake in a correction moves the cargo figure by tonnes? We think yes, if the lesson stays built around one task at a time. The junior draught course, for example, has a lesson for each step a surveyor takes: reading six draughts, dock water density, the trim corrections, deductibles, light ship and constant.



The free course: African ports, all the way through.



Bunker, junior: the goal on screen, then the tools.



Draught, junior: a ship is a scale.



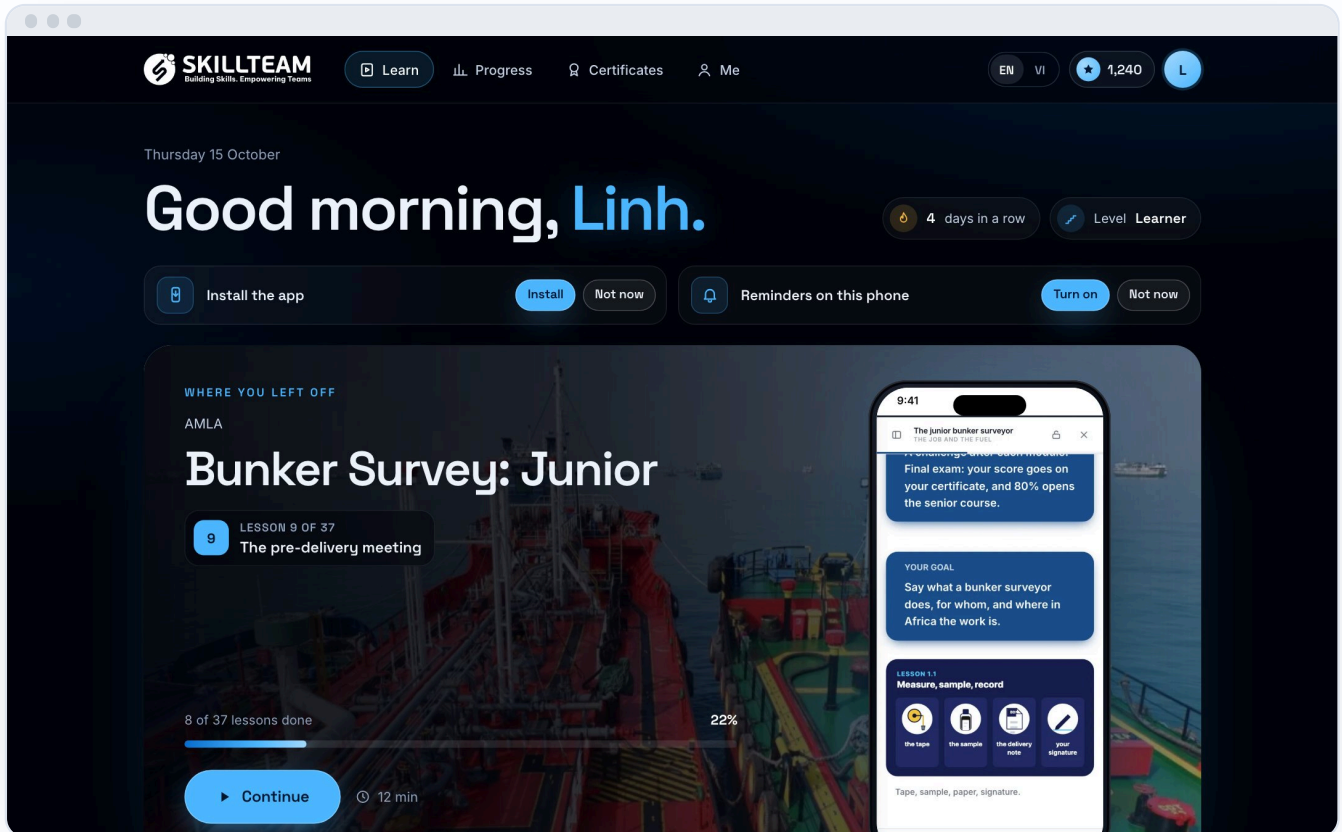
Port State Control, junior: four layers.

What worked

- **Worksheets as lessons.** "One tank, start to finish." "Coal at Richards Bay." "A delivery at Port Louis." Real places, numbers to work through, one step at a time on the phone.
- **African ports all the way through.** Lagos, Abidjan, Durban, Douala, Port Louis. People learn faster from places they know.
- **Current rules, checked first.** Every rule and standard was checked against its current edition before a lesson was written, from the fuel standard to the inspection campaigns.
- **The goal on screen.** Each lesson opens with "Your goal" in one sentence, so the learner knows what the next five minutes are for.

One learner, one phone, one path.

On the learner's side it looks simple, and it should. My learning opens on the course in progress: where you left off, how far you are, how long the next lesson takes. The certificates sit in their own tab, with a code an employer can check.



My learning: picking up Bunker Survey, junior, at lesson 9 of 37. Design for the new release, sample learner.

What we would tell another academy

Start free and small. A free first course and a cheap exam let people find out whether the trade is for them before they pay for a full track.

Make the score count. The junior exam score goes on the certificate, and it decides who moves up. People take it seriously.

Keep the senior course for judgement. Junior teaches the method. Senior is case files: what to do when the figures disagree, the fuel is off spec, or someone asks for a favour at the gangway.

Have an expert read it. We build to the published rules. A working surveyor sees what the rules leave out.





Your first 30 days, on one page.

You do not need a platform to start. You need one induction, one team, and a month.

Week 1 · Choose and cut

- ☐ **Pick one induction** that matters and that people complain about.
- ☐ **Write three outcomes**, each something people will do at work.
- ☐ **Run the cut list** from chapter 3: keep, move, cut.
- ☐ **Write down your baseline numbers** for the last 90 days.

Week 2 · Make five lessons

- ☐ **One job per lesson**, four to six minutes, a picture before the words.
- ☐ **Two things to do** in each, and feedback that says why.
- ☐ **A short challenge** at the end, with the pass mark stated.

Week 3 · Test it on phones

- ☐ **The oldest phone**, the worst signal, the sound off.
- ☐ **Three people from the team**, watched, not helped.
- ☐ **Fix what they tripped on**. Then fix it again.

Week 4 · Run it

- ☐ **One lesson a day**, at a moment the supervisor chose.
- ☐ **Friday challenge**, mixing old and new.
- ☐ **Read the lowest first-try score** and rewrite that lesson.
- ☐ **Book day 60 and day 90** in the calendar now.

IF YOU WOULD RATHER NOT DO IT ALONE

Send us the induction. We send back a course.

This is the work we do every week: from your procedures to a phone course your people open on Monday, in their language, with the records your auditors ask for. Our next e-book, No. 02, shows how, day by day. Write to info@skillteam.asia or start at skillteam.io.

SOURCES

Every claim, checkable.

Each number in this book points here. Links were checked in October 2026. Where we read a figure in a table or a results section rather than the abstract, the entry says where.

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Photos and screens

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screens are real screens from SkillTeam courses, captured on the SkillTeam platform. Studio and My learning screens show the design of the new release with sample people and numbers. Drawings and charts by SkillTeam. AMLA courses shown with AMLA's permission.

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