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(IJMOE)**www.gaexcellence.com/ijmoe**A NARRATIVE REVIEW OF MICROLEARNING FOR
INFORMATION LITERACY INSTRUCTION IN
ACADEMIC LIBRARIES**

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Abstract:

With digital learning and the changing needs of students, information literacy instruction in academic libraries has evolved. Microlearning is consists of short and targeted learning units to support this development. This narrative review covers the characteristics, applications, benefits, shortcomings and future directions of microlearning for information literacy instruction. A broad and iterative search of scholarly literature was undertaken to identify relevant studies, which were then synthesised to identify common themes and research gaps. The findings suggest that microlearning facilitates flexible and learner-centred instruction and is especially valuable for specific, task-oriented Informa literacy skills. But its effectiveness depends on proper instructional design and not just on brevity or technical quality. The major challenges are fragmented learning, instructional continuity, sustainability and limited application of learning theories. Current research also relies heavily on learner perceptions and offers little evidence of actual learning outcomes. Microlearning should therefore supplement rather than replace comprehensive information literacy instruction. Future research should also strengthen the evaluation of the learning outcomes and application of instructional design theories.

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Academic Libraries, Digital Learning, Information Literacy, Instructional Design, Microlearning



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Introduction

Information literacy has become fundamental competency in higher education, especially when it continues to undergo rapid digital transformation (Jones-Jang et al., 2021). In navigating diverse digital platforms, students are not only expected to access information, but also to critically assess its credibility, relevance, and reliability. Therefore, information literacy has evolved beyond a library-specific competency into a quality that supports students' academic success, lifelong learning, informed-decision making, and responsible participation in knowledge-based societies (Tachie-Donkor & Ezema, 2023).

This has significantly changed the roles of academic libraries. Traditionally, academic libraries focused primarily on providing access to resources and physical instructional workshops to familiarize students with library searching and information retrieval techniques (Tomaszewski, 2021). However, advances in digital technologies, together with changing student learning behaviours, have expanded the educational responsibilities of academic libraries, positioning them as active partners in teaching and learning and in developing students' information literacy competencies (Martzoukou, 2020; Mullins & Boyd-Byrnes, 2024).

Learning management systems, institutional repositories, online databases, virtual reference services, and multimedia technologies have enabled academic libraries to extend instructional support beyond the physical library regardless of time or location (Reed et al., 2025; Tsang & Chiu, 2022). These developments have encouraged the development of asynchronous learning approaches, offering more flexibility to students to engage with the instructional materials according to their academic needs (Tomaszewski, 2021).

Even with the advances in technologies, delivering effective information literacy instructions remains challenging. Students today learn in digital environments where they are constantly exposed to large amounts of information, frequent distractions, multiple simultaneous activities, and continuous access to online resources (Svensson et al., 2022). Academic libraries have responded by developing online tutorials, webinars, instructional videos. However, these resources are often lengthy, text-heavy, or primarily designed for information delivery rather than meaningful learning (Park, 2022). This may result in cognitive overload, decreased engagement, and the inability to apply newly acquired knowledge to authentic academic tasks (Hostetler & Luo, 202; Humrickhouse, 2021). This shows that the simple digitization of physical teaching material may not be enough.

Within this context, microlearning has become an instructional approach that is becoming more prevalent. Microlearning is a method of delivering educational content through concise, focused learning units that are designed to address a single learning objective and can be completed within a relatively short period (Monib et al., 2024). Microlearning is not a replacement but an addition to existing instructional strategies by dividing learning content into smaller and more digestible pieces (Díaz Redondo et al., 2020). In academic libraries, microlearning is implemented via brief instructional videos that illustrate practical information literacy skills, including database searching, keyword formulation, source evaluation, and citation management (Monib et al., 2024).

Al-Zahrani (2024) suggests that shorter, more focused learning experiences can improve accessibility, accommodate various educational preferences, and enhance students' engagement. Such findings are especially pertinent when multimedia resources and mobile technologies are utilized. Microlearning allows the instructional contents to be reused, updated efficiently, and delivered consistently to beyond library users. Consequently, microlearning offers academic libraries a modular approach to information literacy instruction in which specific skills can be addressed independently according to students' instructional needs.

Although microlearning is increasingly being used, its contribution to information literacy instruction is not yet fully understood. Existing research is spread across several fields, including library and information science, educational technology, instructional design, multimedia learning, and higher education. This makes it difficult to form a clear understanding of how microlearning can support information literacy education in academic libraries. Many studies focus separately on areas such as student engagement, technology use, or instructional effectiveness rather than bringing these findings together. In addition, existing research often focuses more on the use of digital technologies than on the pedagogical principles that guide effective microlearning design (Monib et al., 2024; Nurul Fitriah Alias & Rafiza Abdul Razak, 2024).

More importantly, a significant gap in the existing literature concerns the limited evidence of actual learning outcomes. Although, many empirical studies provide valuable insights, many of them rely heavily on students' satisfaction, perceived usefulness or usage analytics as indicators of effectiveness (Monib et al., 2024). There is clearly limited evidence of knowledge retention period, skill development, transfer learning, or sustained information literacy competencies. These measures provide useful evidence of learner experiences but do not necessarily demonstrate whether meaningful learning has occurred. Evidence remains limited regarding knowledge retention, skill development, transfer of learning, and sustained information literacy competencies.

In response to these issues, the current literature on microlearning and information literacy instruction needs to be synthesised. This narrative review therefore brings together findings across different studies to identify common themes, areas of consensus and disagreement, and gaps for future research. Particular attention is given to the evidence of educational effectiveness, including the extent to which reported benefits are supported by actual learning outcomes.

Background and Conceptual Context

There are three sections to be discussed.

Information Literacy in Higher Education

The concept of information literacy has evolved significantly together with the changes in how information is created, accessed, evaluated, and communicated. Information literacy is not only concerning finding and retrieving information, but now it involves a broader set of cognitive, ethical and digital skills (Bernard, 2024). This suggests a shift from conceiving of information literacy as a set of procedural skills, toward a broader intellectual and critical practice.

The conceptual shift can be seen in the Framework for Information Literacy for Higher Education Developed by the Association of College and Research Libraries (ACRL) and Panduan Literasi Maklumat developed by the National Library of Malaysia (PNM). Rather than approaching information literacy as a list of skills to be mastered, these frameworks conceptualize the idea using related concepts such as authority, information creation, information value, inquiry, scholarly communication, and information searching (American Library Association, 2015; Perpustakaan Negara Malaysia, 2021). These approaches focus on students' understanding and engagement with information, rather than just locating it. They encourage students to critically evaluate the information, by considering its authority, evidence, and potential bias before using it to make an informed decision.

As digital technologies continue to transform the information environment, these competencies are becoming increasingly important. The rise of generative artificial intelligence, personalized search algorithms, social media platforms, and other digital information systems has influenced how students find, understand and interact with information (Allen et al., 2025; Chaudhuri & Terrones, 2024; Chyne et al., 2023). These technologies allow easy access to information, but they also require critical judgment from students. Students may be confident in employing online search tools, but they may lack the ability to critically evaluate and integrate the information they find into their academic work (Svensson et al., 2022).

These changes have significant implications for information literacy instruction in higher education. Therefore, academic libraries must reconsider the scope of information literacy instruction and how these skills can be effectively developed within the framework of contemporary educational environments.

Evolution of Information Literacy Instruction in Academic Libraries

Changes in higher education and technology have changed the role of the academic library in instruction over time (Krier, 2021). Library instruction used to be more about getting students familiar with catalogues, classification systems, reference collections and bibliographic searching with the help of library staff. These activities reflected the dominance of print collections and focused on helping students to find and retrieve information (Pho et al., 2022).

With the increasing integration of digital technologies into higher education, the goals of library instruction have expanded. The role of academic libraries has changed from teaching students where to find information to promoting their skills to identify, evaluate, interpret, synthesize and ethically use information (Bernard, 2024; Krier, 2021). This shift reflects

approaches to education that emphasize learner-centered education and the development of transferable research skills.

Digital technologies have also transformed the way information literacy instruction is delivered. It is now available in a variety of formats, including face-to-face workshops, online tutorials, LibGuides, webinars, interactive learning objects, and multimedia resources (Humrickhouse, 2021; Reed et al., 2025). These approaches allow students to access instructional resources in different modes with more flexibility (Humrickhouse, 2021; Olsen & Harlow, 2022).

Digital instruction has made possible a more active and independent learning. Students can learn at their own pace and timing, and can return to materials as needed (Humrickhouse, 2021; Olsen & Harlow, 2022). Practicing repeatedly can help develop skills and this can be particularly helpful for specific, task-oriented information literacy skills, including database searching, keyword building, managing citations, and literature searching (Humrickhouse, 2021; Pickard & Sterling, 2022).

Despite these developments digital delivery does not always mean effective learning. Some tutorials remain lengthy, text-heavy, or follow traditional instructional formats. This shows that effective digital information literacy instruction depends on both technology and appropriate instructional design. As a result, academic libraries have started exploring more focused approaches to information literacy instruction (Peacock, 2025; Wegener, 2022).

Emergence of Microlearning as a Digital Learning Strategy

Microlearning is an instructional approach that delivers educational content through brief, focused learning units designed to address a specific learning objective (Monib et al., 2024). Microlearning complements existing instruction by allowing students to acquire knowledge and skills in smaller and more manageable units according to their learning needs (Díaz Redondo et al., 2020; Monib et al., 2024).

Developments in mobile technologies, multimedia and internet access have contributed to the increasing use of microlearning. With these technologies, students can access short instructional resources across different devices and learning contexts. As a result, microlearning has been increasingly adopted to support independent and just-in-time learning (Lee, 202; Monib et al., 2024; Nurul Fitriah Alias & Rafiza Abdul Razak, 2024).

Each learning unit focuses on a defined objective, allowing students to concentrate on one concept or procedure at a time (Monib et al., 2024). This method is applicable to procedural learning, in which complex tasks can be broken down into smaller instructional units to facilitate progressive acquisition of skills.

Microlearning can be delivered in a variety of forms including infographics, podcasts, interactive quizzes, animations, digital flashcards, mobile apps and training videos (Thillainadesan et al., 2022). Short tutorial videos are good for practical skills as they can combine narration with visuals demonstration. Students can see procedure and be guided at the same time.

With microlearning, academic libraries can address specific skills and learning needs by providing short instructional resources (Monib et al., 2024). Nevertheless, effective learning is not guaranteed by brevity alone. Instructional quality, pedagogical coherence, and its integration into broader learning programs are all factors that contribute to its effectiveness (Monib et al., 2024; Nurul Fitriah Alias & Rafiza Abdul Razak, 2024).

A more comprehensive review of the existing literature is therefore needed to understand how microlearning has been applied within academic libraries. The following section synthesizes current research to identify key themes, areas of agreement, limitations, and emerging directions in microlearning for information literacy instruction.

Thematic Literature Review

This section synthesizes current research to identify key themes, areas of agreement, limitations, and emerging directions in microlearning for information literacy instruction.

The Evolution of Information Literacy Instruction through Microlearning

The integration of microlearning into information literacy instruction reflects the growing need for more flexible and learner-centred approaches in academic libraries, especially when information literacy instruction has moved beyond librarian-led demonstrations (Hostetler & Luo, 2022; Monib et al., 2024). Consequently, microlearning has become a complementary approach that allows students to access focused instructional resources according to their learning needs (Díaz Redondo et al., 2020; Monib et al., 2024).

Flexibility in microlearning is frequently identified as a key reason for its adoption in information literacy instruction. It provides such resources on various platforms, including learning management systems, library websites, institutional repositories or mobile devices for students to access and review the relevant materials while they are working on assignments or research activities. Therefore, information literacy instruction can go beyond one-time session and can provide support throughout the learning process (Humrickhouse, 2021; Tomaszewski, 2021).

The literature, however, offers a variety of perspectives on the manner in which microlearning should be used to enhance the current instructional materials. Some research sees microlearning as an extension of face-to-face teaching, where short digital resources help to reinforce concepts introduced in formal teaching (Díaz Redondo et al., 2020). Others, however, believe it to be an independent approach to supporting asynchronous teaching of information literacy (Idleman, 2022; Wegener, 2022). Despite these differences, both perspectives imply that microlearning needs to be embedded in an overall instructional framework and not used in isolation as learning resources.

Overall, the literature indicates that microlearning is a viable method for facilitating information literacy instruction in academic libraries. However, its educational value depends on both accessibility and how microlearning is designed and integrated into the broader instructional context.

Characteristics of Microlearning Supporting Information Literacy

Although definitions of microlearning vary, literature identifies several common characteristics, including brevity, focused learning objectives, learner autonomy, flexibility, modularity, and accessibility (Nurul Fitriah Alias & Rafiza Abdul Razak, 2024). Together, these characteristics support the use of microlearning for information literacy instruction.

The focus on specific learning objectives is particularly relevant to information literacy instruction. Each learning unit typically addresses a particular competency or task (Monib et al., 2024; Thillainadesan et al., 2022). In academic libraries, this can be applied in instructions to database searchings, searching strategies techniques, sources evaluations, or reference management software usage. This allows students to concentrate on a specific skill before progressing to more advanced competencies (Caballero-Mariscal et al., 2024).

Learner autonomy and flexibility are also associated with microlearning. Students can decide the when and how often to access instructional resources according to their learning needs. This encourages just-in-time learning, in which students benefit from relevant instruction while performing specific academic tasks (Monib et al., 2024; Nurul Fitriah Alias & Rafiza Abdul Razak, 2024).

Another important feature is accessibility, as microlearning resources can be accessed through various digital platforms and devices, reducing dependence on physical library spaces and scheduled instruction (Tomaszewski, 2021; Monib et al., 2024). This allows academic libraries to offer instructional support in various learning environments.

But the effectiveness of microlearning is not simply a result of its brevity. Learning resources that are fragmented may promote procedural skills but not deeper understanding or critical thinking, and materials that are overly simplified may omit important concepts (Kohnke & Zou, 2026; Monib et al., 2024). Careful organization and integration within broader information literacy instruction are essential for the successful implementation of microlearning.

Ultimately, the quality of microlearning is determined based upon the manner in which these characteristics are implemented in the instructional design process. These features have also helped to spur the growing use of short instructional videos in academic libraries.

Instructional Videos as Dominant Format for Microlearning

Despite their popularity, the literature is divided on what makes an effective instructional video. Some studies emphasize technical quality, such as audio clarity, visual resolution, and presentation, while others emphasize pedagogical components such as organization of content, signalling, pacing, learner engagement, and instructional sequencing. These findings suggest that technical quality alone is insufficient without appropriate instructional design (Castro-Alonso et al., 2021; Mayer, 2021; Park, 2022).

The literature also indicates that some libraries prioritise information delivery over learning design when producing instructional videos (Johnson-Barlow & Lehen, 2021; Park, 2022). Lengthy screen recordings and extensive narration may provide useful information but can also

increase cognitive demands on students. Therefore, their effectiveness depends on how well the content is organized and presented to support learning.

Overall, instructional videos should not be evaluated solely based on their technical quality or duration. Greater attention is needed to understand how instructional design influences learning outcomes, particularly as this area remains underexplored in information literacy research.

Theme	Areas of consensus	Ongoing debate	Research gap
Evolution of information literacy instruction through microlearning	Microlearning provides flexible, learner-centred support and can complement existing information literacy instruction	Whether microlearning should primarily supplement face-to-face instruction or function independently in asynchronous learning	Limited understanding of how microlearning should be integrated into broader information literacy programmes
Characteristics of microlearning supporting information literacy	Brevity, focused objectives, learner autonomy, flexibility, modularity, and accessibility are commonly associated with microlearning	How to maintain brevity without oversimplifying content or limiting deeper learning and critical thinking	Limited evidence on how microlearning characteristics should be combined and organised to support effective information literacy learning
Instructional videos as a dominant microlearning format	Instructional videos are widely used, but effective learning requires more than technical quality alone	Relative importance of technical quality versus pedagogical and instructional design elements	Limited research on how instructional design influences learning outcomes in information literacy videos

Reported Educational Benefits of Microlearning for Information Literacy Instruction

The literature identifies several benefits of microlearning, especially accessibility, learner engagement, self-directed learning, and support for procedural skills. However, evidence for these benefits is often based on learners' perceptions rather than direct measures of the learning outcomes (Cronin & Durhma, 2024; Monib et al., 2024).

Learner engagement is commonly report as microlearning benefit. Shorter and manageable learning units may encourage students to complete instructional resources and make the content more approachable (Monib et al., 2024). Studies have reported positive levels of learners' satisfaction, motivation and willingness to use microlearning resources (Monib et al., 2024). However, engagement is measured differently across studies, including satisfaction surveys, completion rates, viewing frequency, and self-reported motivation. These measures provide

useful insights into learning behaviour but offer limited evidence of deeper learning or improved information literacy competencies (Rof et al., 2024).

Microlearning can also support self-directed learning by allowing students to access relevant instruction according to their academic needs (Dennan et al., 2024). This is useful when students require guidance in searching databases, evaluating sources, or completing academic tasks. Similarly, specific, task-oriented information literacy skills can be divided into focused learning activities that allow students to practise specific tasks (Caballero-Mariscal et al., 2024).

Despite these reported benefits, the current evidence provides a stronger indication of positive learner experiences than of actual learning outcomes. Satisfaction, motivation, engagement, and willingness to use microlearning provide valuable insights into students' experiences, but these measures do not necessarily demonstrate improvements in information literacy competencies. Comparatively less evidence is available regarding knowledge retention, skill development, and the transfer of learning to authentic academic tasks. This distinction represents an important gap in the current literature and limits conclusions about the educational effectiveness of microlearning for information literacy instruction.

Challenges and Limitations of Microlearning

Microlearning has several limitations that may affect its effectiveness for information literacy instruction. The literature identifies concerns related to fragmented learning, limited conceptual understanding, instructional continuity, sustainability, and pedagogical design (Kohke & Zou, 2026; Monib et al., 2024; Nurul Fitriah Alias & Rafiza Abdul Razak, 2024).

Microlearning divides content into focused learning units, which may result in fragmented learning. Therefore, students may find it difficult to understand relationships between different concepts (Kohke & Zou, 2026). This is particularly important for information literacy, which involves not only procedural skills but also critical evaluation, ethical information use, and reflective thinking. These competencies require deeper discussion and analysis that are difficult to achieve through short and segmented learning resources (Bernard, 2024; Kohke & Zou, 2026).

Another limitation is continuity of teaching. Sometimes microlearning resources are created independently to address specific learning needs, which can result in disconnected tutorials with no clear sequencing (Diaz Redondo et al, 2020). Without effective progression, it may be difficult for students to link the individual skills to the wider information literacy process. This points to the need to integrate microlearning in a structured instructional program.

Academic libraries also encounter sustainability challenges, as the development and maintenance of microlearning resources necessitate staff expertise, multimedia production, accessibility considerations, and planning (Herzberg, 2025; Peacock, 2025). Staff may also be required to update the microlearning resources on a regular basis due to modifications to digital interfaces, databases, and discovery systems. It is necessary to maintain institutional, and staff support to sustain microlearning.

Another limitation is the relatively limited application of instructional design theory in existing research. It is common for studies to concentrate on the development and implementation of microlearning resources without providing a clear explanation of the pedagogical principles that underpin their design (Johnson-Barlow & Lehnert, 2021; Keshmiri et al., 2025). Research is focused primarily on technology, learner satisfaction, and implementation and offers little insight into how instructional design influences learning outcomes or why certain designs work.

These limitations generally suggest that microlearning development should focus not only on the creation of short digital resources but also on pedagogical design and integration within broader information literacy instruction.

Emerging Research Trends and Future Directions

The most significant gap identified in the current literature concerns the limited evidence of actual learning outcomes. Although positive learner perceptions, satisfaction, and engagement are frequently reported, these indicators provide limited evidence of whether microlearning improves students' information literacy competencies. Future studies should therefore examine knowledge acquisition, retention, skill development, and the transfer of learning to authentic academic tasks. Experimental, longitudinal, and other outcome-focused research could provide stronger evidence of whether the reported benefits of microlearning translate into sustained improvements in information literacy competencies.

The contribution of instructional design to microlearning needs to be further investigated. Theories of learning and instructional principles could be tested and applied to determine the effects of such things as content organization, pacing, signaling, and sequencing on learning outcomes. This would provide stronger pedagogical guidance for the development of microlearning resources in academic libraries.

Emerging technologies offer an additional direction for future research. Studies could be performed on how artificial intelligence, learning analytics, adaptive learning, and personalized technologies can support microlearning according to students' learning needs and progress. Such research should consider technological possibilities and educational value in information literacy instruction.

Table 2: Benefits and Challenges of Microlearning for Information Literacy Instruction

Dimension	Benefits reported	Challenges identified	Evidence gap
Learner access and autonomy	Supports accessible, self-directed, and needs-based learning	Effectiveness varies according to learner needs and learning context	Further evidence is needed across different learners and learning contexts
Learner engagement	Positive satisfaction, motivation, willingness to use, and completion	Engagement is measured inconsistently and often through learner perceptions	Objective measures are needed to determine whether engagement leads to deeper learning

Information literacy skills	Supports focused practice of procedural skills	Fragmentation may limit conceptual understanding and higher-order competencies	Research should examine retention, skill development, transfer, and deeper learning
Instructional integration	Allows specific learning needs to be addressed through focused resources	Disconnected resources may lack sequencing and progression	Research should examine integration within structured information literacy programmes
Sustainability	Digital resources can provide continuing instructional support	Development, maintenance, updating, and staff expertise require institutional support	Long-term sustainability requires further investigation
Instructional design	Appropriate design can strengthen microlearning	Limited theoretical grounding in existing research	Learning theories and instructional design principles should be applied and tested
Emerging technologies	AI, analytics, adaptive learning, and personalisation offer new possibilities	Educational value within academic libraries remains unclear	Future studies should examine both technological potential and learning outcomes

Discussion

The findings of this review suggest that the central issue surrounding microlearning in academic libraries is no longer whether it can be used for information literacy instruction, but how it can contribute to meaningful learning. Current studies have demonstrated considerable progress in the development and implementation of microlearning resources, yet evidence of their educational effectiveness remains less established. In particular, the literature provides stronger evidence of learner satisfaction, engagement, and perceived usefulness than of measurable improvements in information literacy knowledge and skills. This distinction is important because positive learner experiences cannot by themselves demonstrate that meaningful learning has occurred. The limited evidence of actual learning outcomes therefore represents a key finding of this review. This suggests the need to shift attention from the availability and use of microlearning towards the quality of learning it supports.

The relationship between the broader objectives of information literacy and the focused nature of microlearning is a critical factor to consider. Microlearning is good for procedural work, but information literacy also encompasses critical, ethical, and reflective skills that call for learners to link and use knowledge across contexts. Therefore, microlearning is more beneficial when it is tied to a larger instructional framework. The challenge is to determine which competencies are appropriate for microlearning, and how individual units contribute to the overall development of information literacy.

The results also suggest that microlearning in academic libraries should increasingly be seen as an instructional design issue and not primarily a digital resource development activity. Its educational value depends on how the contents is selected, organized and linked to broader learning objectives. This means that academic libraries have to pay attention to pedagogical principles in addition to technological and practical considerations in developing microlearning resources. It also emphasizes the importance of collaboration between librarians and professionals who are experts in instructional design and educational technology.

The review concludes that the future value of microlearning lies not only in the production of short instructional resources but also in the design of purposeful, connected and pedagogically informed learning experiences. This would situate microlearning within a larger framework of information literacy learning and not as an alternative format for library instruction delivery.

Limitation of The Review

This narrative review has some limitations. First, a search strategy was developed and applied to identify relevant studies, but selection and interpretation involve the judgment of the authors. Some pertinent studies may be excluded, especially those using different terminologies and indexed outside the chosen databases.

Second, the review mainly focused on peer-reviewed publications in English, and thus, may also exclude relevant studies published in other languages, as well as gray literature such as institutional reports, conference proceedings and professional guidelines.

Third, research on microlearning is spread across a variety of disciplines, such as library and information science, educational technology, instructional design, higher education, and multimedia learning. Hence, differences in terminology, concept and research approaches may affect the comparison and interpretation of findings.

Finally, microlearning and digital education continue to develop rapidly. Emerging technologies and new instructional approaches may introduce evidence that extends or challenges the findings of this review. Therefore, subsequent reviews may be needed as the field progresses.

These limitations notwithstanding, this review offers a synthesis of existing research on microlearning for information literacy instruction and points to areas for future research.

Conclusion

This narrative review explores the role of microlearning in information literacy instruction in academic libraries. The results indicate that microlearning is a viable means of delivering targeted information literacy instruction, particularly for procedural skills. However, its contribution to broader information literacy development depends on appropriate pedagogical design and integration with other forms of instruction.

Current evidence remains insufficient to determine whether the reported benefits of microlearning translate into measurable and sustained learning outcomes. Although positive learner experiences are frequently reported, there is limited evidence concerning knowledge retention, information literacy skill development, and the transfer of learning to authentic

academic tasks. Future research should therefore prioritise outcome-based evaluation to strengthen evidence of the educational effectiveness of microlearning in academic libraries.

Ultimately, the value of microlearning is not in making instructional videos shorter but in making focused learning experiences educationally meaningful.

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