Scenario-Based Learning

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About ID
Models vs. Strategies

• ID Model: Guidelines an instructional designer uses to approach, structure, and design a course. Concrete ID principles – ADDIE, SAM, GAGNE, Dick and Carey.

• ID Strategies: High-level approach. The methods, techniques and devices used to teach the learners. Subject matter, audience, overall learning environment.

Scenario-based Learning

CommLab India: Instructional Design Strategies – Design Learner-centric E-Learning Courses
What are we going to learn?
Learning Objectives

• Describe and define scenario-based learning.
• Recognize when to use scenario-based learning.
• Identify and use the five rules for creating scenarios.
• Explain the different ways to measure the outcomes of scenario-based learning.
• Construct a scenario-based learning example.
Types of ID Strategies

- Guided learning
- LEAD (learning through exploration and discovery)
- Case Studies
- Storytelling
- Simulations
- Game-based learning

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Why use Scenario-based Learning

• Learning that puts the learner in different situations/challenges.
• Breaths life into dull content
• Real-life situations
• Motivates and engages learner
• Builds critical-thinking skills
• Perform instead of inform
• Example of Scenario-based Learning (Matthew Guyan – E-Learning Heroes)
Scenario-based Learning
Decision 1

Choice A

Decision

Choice 1
Choice 2

Decision

Choice 1
Choice 2

Decision

Choice 1
Choice 2

Decision

Choice 1
Choice 2

Decision

Choice 1
Choice 2
Examples

- Grumpy Customer at a Bank
- Choose a Different Ending
Whys to Create Scenarios

- PowerPoint
- Authoring tools
When to Use Scenario-based Learning

What do I do first if I am sexually harassed?

Decide best course of action.

How do I ensure privacy according to the hospital’s policy?

Apply rules or policies.

How is a gas leak going to impact this job?

Prepare for encounters that are uncertain.
Types of Training

- Compliance
- Sales training
- Code of conduct training
- Procedure training
Steps to Building a Scenario-based Learning Course

1. Identify your target audience and their needs.
2. Identify learning needs and outcomes.
3. Formulate a situation for the scenario.
4. Choose the appropriate scenario structure.
5. Design your scenario.

Gutierrez, K. (2015). A 5 step-plan to create your own scenario-based elearning course, Sh!ft Learning
Five Rule for Creating Scenarios

1. Identify your training goals
2. Create realistic characters
3. Make your story come to life
4. Be emotional
5. Leave them wanting more
Rule #1

Most important step for creating scenarios.

Questions to ask:
• What skills do the learner need to build?
• Are there any performance gaps?
• What challenges do the learners face that prevent them reaching their professional goals?
• Are you going to text existing knowledge? Or help the learner explore and discover the knowledge themselves?
Rule #2

“Scenarios create lasting impact and inspire positive change ONLY IF they are REALIST.” ~ Karla Gutierrez

- Conduct a thorough audience analysis
- Basing your character – real life job
- Detail each character first, then script
- Personality the learner can relate to – no superhero, etc.
- Character interact with the audience
Rule #3

Have a scenario that narrates a story and that is visual.

- Choose a topic – story tell non-routine tasks
- Identify the “trigger” or “challenge”
- Lots of details
- Use very graphical elements for visually appeal
Rule #4

“Information that evokes emotions in us is more powerful and is retained for longer periods than cold, hard facts.”  ~ Karla Gutierrez

- Use media, images, sounds and videos
- Videos (short) with real actors
- Scenarios about realities
- Have the “do” something
- New clips and case studies
Rule #5

A good scenario is like a good story that leaves them wanting more.

- Plot – starts in the beginning
- Middle – instructional material
- End – ties up
How do we know if it worked?

• Skill – based: Can they do the job? Reduction/increase/task

• Problem/Issue – based: Do they know what to do?

• Game – based: How did the game end?

• Speculative: What are they thinking?
Your Turn

1. Get into a group
2. Come up with target audience
3. Come up with learning goals
4. Formulate a situation
5. Determine type of scenario: skill, problem/issue, game, speculative
6. Design your scenario
7. Tell how you will assess
Questions

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Morning Humor

Working with authoring tools.

“My course lacks interactivity and it has no point. I assumed the software would take care of that!”

Working with SMEs.

“I know nothing about the subject, but I’m happy to give you my expert opinion.”
Great Blog

Karla Gutierrez

http://info.shiftelearning.com/blog