

# Scenario-Based Learning

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# About ID

## Models vs. Strategies

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- 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



# What are we going to learn?

## Learning Objectives

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- 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

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

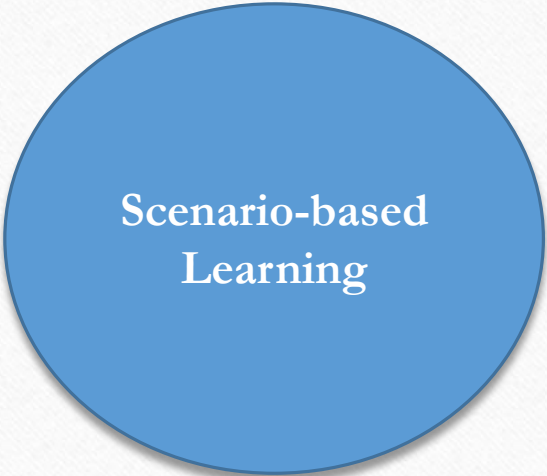
## Scenario-based Learning

# Why use Scenario-based Learning

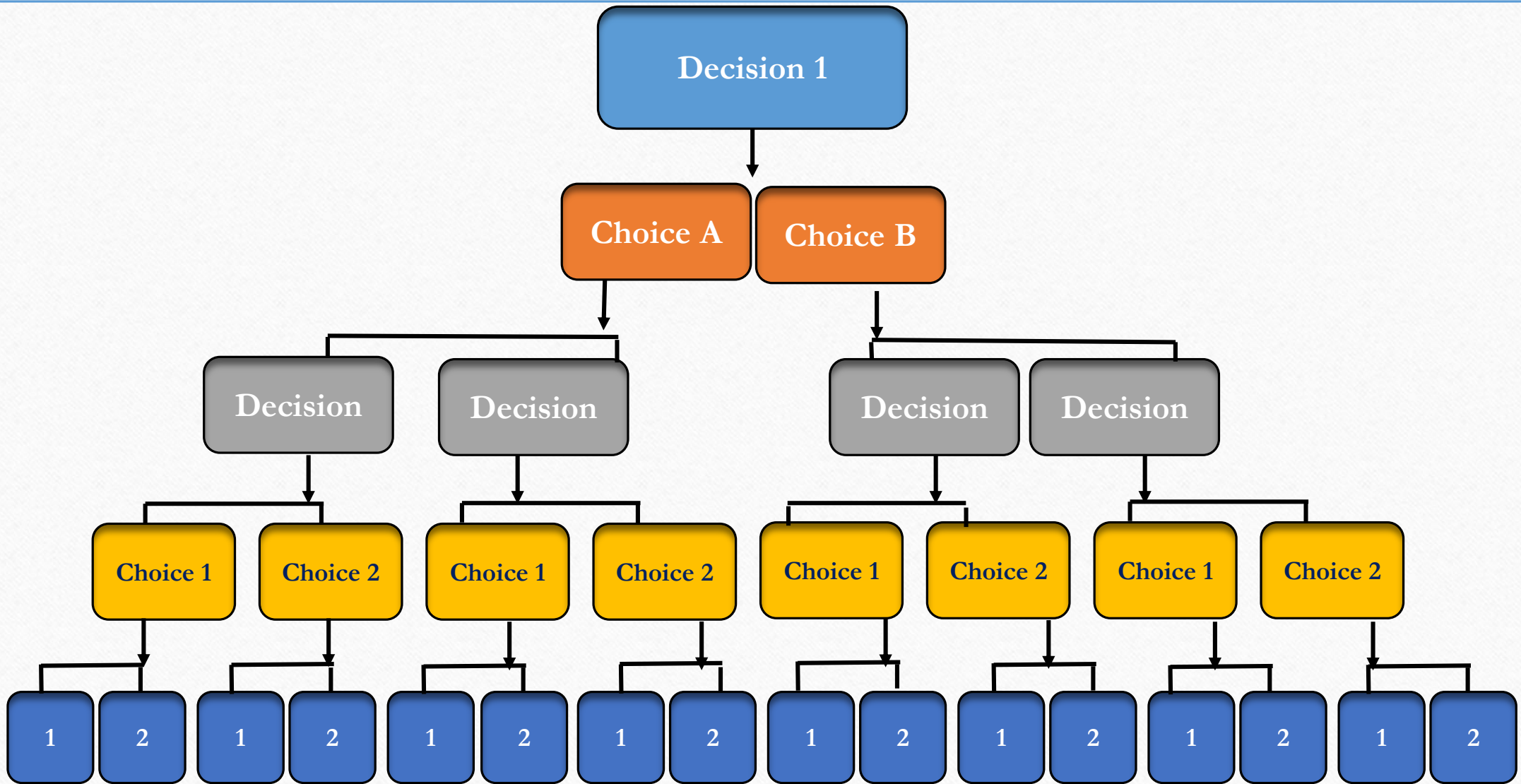


- Learning that puts the learner in different situations/challenges.
- Breaths life into dull content
- Real-life situations
- Motivates and engages learner
- Builds critical-thinking skills
- Perform instead of inform
- [Example of Scenario-based Learning](#) (Matthew Guyan – E-Learning Heroes)





Scenario-based  
Learning



# Examples





# Whys to Create Scenarios

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- PowerPoint
- Quandry - <http://www.halfbakedsoftware.com/quandary.php>
- 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, Shift Learning



# Five Rule for Creating Scenarios

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Identify  
your  
training  
goals

Create  
realistic  
characters

Make your  
story  
come to  
life

Be  
emotional

Leave  
them  
wanting  
more

# Rule #1

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Identify  
your  
training  
goals

Most important step for creating scenarios.

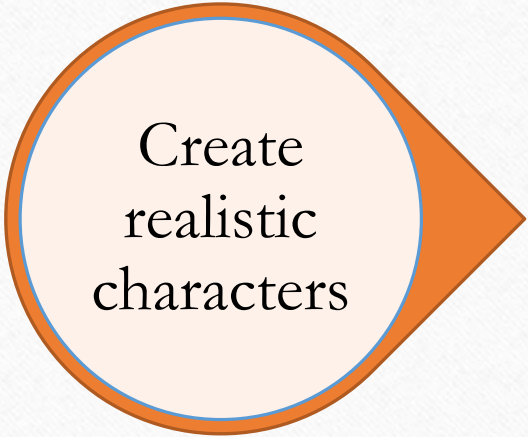
Questions to ask:

- 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 test existing knowledge? Or help the learner explore and discover the knowledge themselves?



# Rule #2

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Create  
realistic  
characters

“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

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Make your  
story  
come to  
life

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

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Be  
emotional

“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

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Leave  
them  
wanting  
more

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?

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- 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

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- Get into a group
  - Come up with target audience
  - Come up with learning goals
  - Formulate a situation
  - Determine type of scenario: skill, problem/issue, game, speculative
  - Design your scenario
  - Tell how you will assess

# Questions

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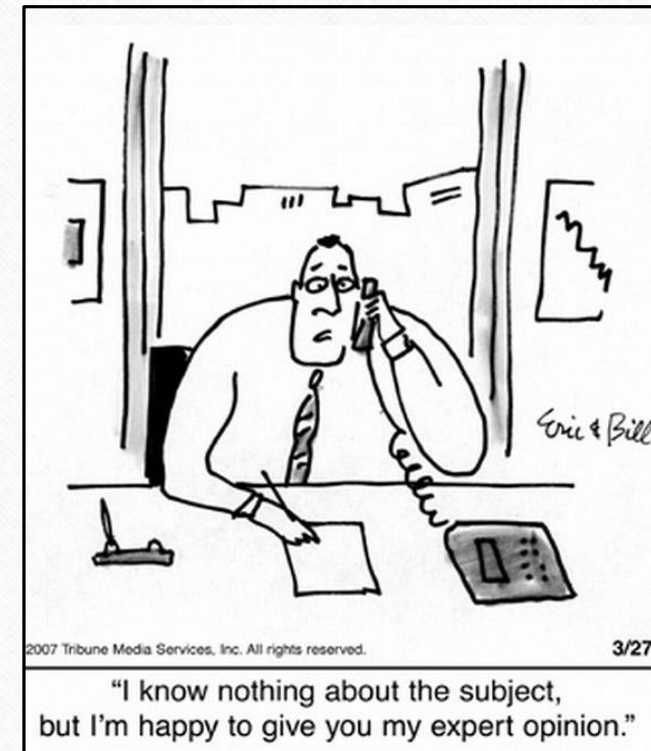


# Morning Humor

Working with authoring tools.



Working with SMEs.



# Great Blog

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Karla Gutierrez

<http://info.shiftelearning.com/blog>