

Scenario-Based Learning

Kendra Barker
Instructional Designer Specialist



THE COLLABORATIVE
COLLABORATIVE FOR EXCELLENCE IN
BEHAVIORAL HEALTH RESEARCH AND PRACTICE

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

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

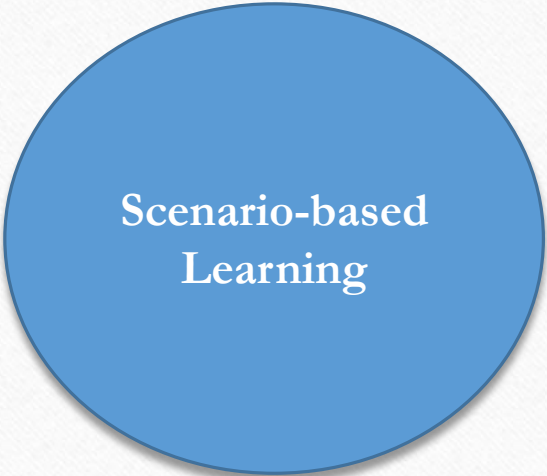
- Guided learning
- LEAD (learning through exploration and discovery)
- Simulations
- Case Studies
- Storytelling
- Game-based learning

Scenario-based Learning

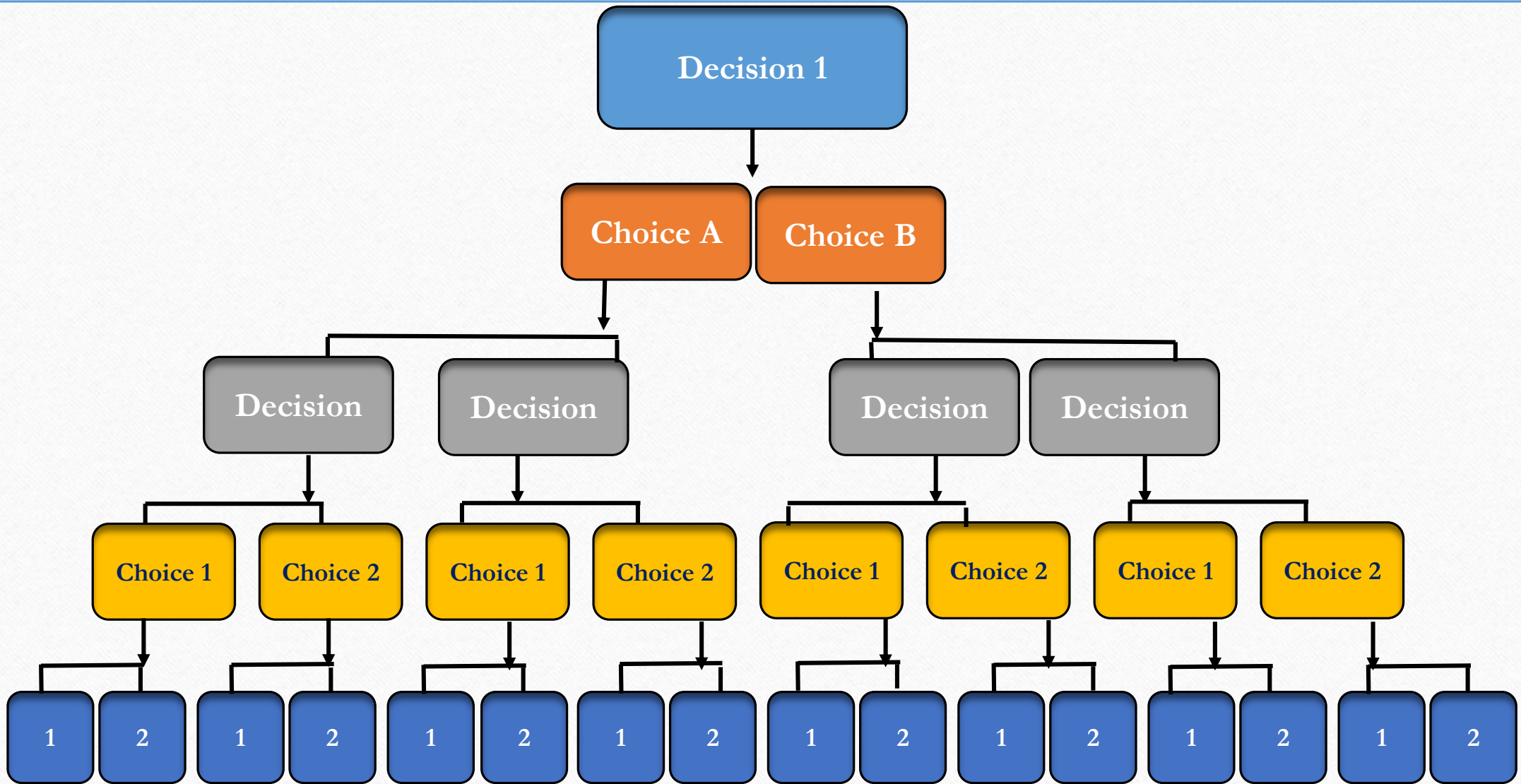
Why use Scenario-based Learning



- 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

- 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

Identify
your
training
goals

Create
realistic
characters

Make your
story
come to
life

Be
emotional

Leave
them
wanting
more

Rule #1



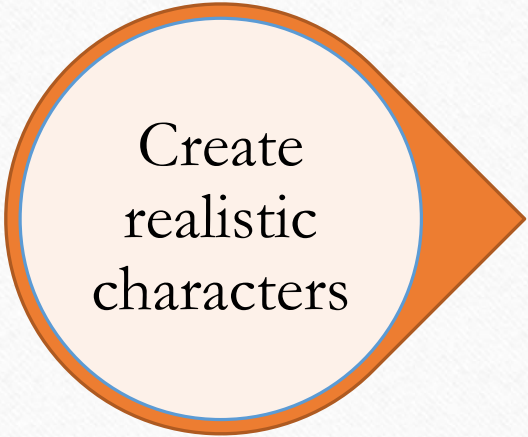
Identify
your
training
goals

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



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



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




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



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?

- 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

-
- 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



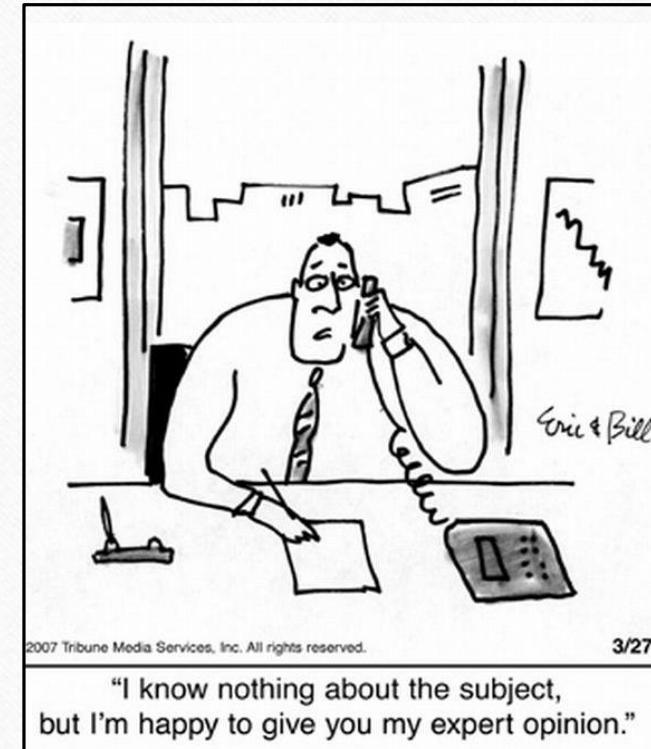
Kendra Barker
Instructional Designer Specialist
barker@umkc.edu

Morning Humor

Working with authoring tools.



Working with SMEs.



Great Blog

Karla Gutierrez

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