

SCENARIO-BASED E-LEARNING

by Ken Spero



LEARNING TECHNOLOGIES 

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Ken Spero has been designing, developing and delivering simulations both online and in the classroom for over 20 years. Currently, he is the executive director of the new Immersive Learning University. In this role, he is able to continue simulation evangelizing activities by making the creation and use of immersive learning simulations more available to the masses. A faculty member at the University of Pennsylvania’s Penn CLO Doctoral Program, and also the Med Ed Master’s Program for Physician Educators, Ken is a frequent presenter at learning conferences.

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SCENARIO- AND SIMULATION-AUTHORING

This job aid is intended to be used as guidance for designers when working with subject matter experts (SMEs) to author a scenario-based learning program. In order to capture and deploy the most realistic and effective scenario possible, SME knowledge has to be transferred to the designer. This job aid will provide a process to capture and transfer that knowledge, through two design approaches. Approach A is an analytical approach. Answering the questions below will provide enough data to author a scenario. Approach B is a storytelling approach. Simply relate what happens in a typical day in the life of the person whose job is recreated in the scenario. Please note that names, situations, and specifics should be changed to protect the identity of the persons involved, and disguise the real-life situations if they are described to provide insight to the scenario.

You can use either Approach A, Approach B, or a combination of both to prepare for your authoring discussions with SMEs.

Approach A: Analytical

What do you want to accomplish through simulation?

1) What do you want people to learn?

2) What do you want them to do differently?

3) What knowledge do you want to capture?

4) What current behaviors do you want to reinforce?

5) Who is the main character in the scenario?

What are the measurable results?

1) How would you define them?

2) How would you measure them?



Describe the situation that you want simulated in detail. (Please assume that we know nothing and you have to educate us.)

1) Describe the situation.

2) Please indicate the correct, best, or optimal path through the situation to be simulated.

3) Please indicate other paths and the results or consequences of pursuing them during the simulated situation.

4) What happens when things go exactly as anticipated?

5) What happens when things go differently than anticipated?

6) What are the details of potential derailments?

7) How can students recover when they realize that they have made the wrong decision?

Who are the stakeholders in this training initiative?

1) How do they interact with one another?

2) Who do the principal participants interact with on a regular basis?

3) Who do the principal participants interact with on an infrequent basis?

4) How might each stakeholder impact the participant's ability to get the job done?

**Do you have a model, recommended process, or procedure that you want people to follow?**

1) If the answer is yes, please provide a description and example of how it works.

2) If the answer is no, do you have a preferred model, process or procedure that you want us to embed in the scenario; or can we choose generic examples?

Approach B: Storytelling**A Day in the Life:**

1) Describe a day in the life of the person whose job we will simulate.

2) What happens in a typical day?

3) How did the day begin? What happened as the day progressed?

4) How did the person interface with the issue being addressed?

5) Who does the person interact with on a regular basis?

6) To whom does the person report?

7) Who are the person's counterparts in other relevant parts of the organization? What are they doing?

8) How do the person and his or her peers work together?



9) What are examples of situations that have been handled well?

10) What are examples of situations that could have been handled better?

11) How is the team functioning?

Scenario Development Process

Create a first draft of the scenario and forward it to the SMEs for review. Hopefully, the first draft will be in good shape, but don't expect it to be perfect. Hold some follow-up reviews to expand the storyline and ensure that all aspects of the design are accurate. This approach can be used at the start of any training design.