

The Art of Scenario-Based Teaching Online

**A co-production of the
ILCCO Learning Academy and The Performance Group**

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ION Faculty Summer Institute 2004
Springfield, IL
Wednesday, May 26, 2004



Session Plan



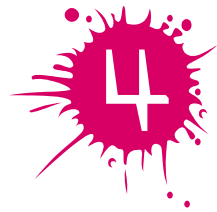
REVIEW the basics of story-telling



CONSIDER the case for scenario-based e-learning



EXPLORE models of scenario-based teaching



DESIGN a scenario-based activity

The FSI Dilemma

Describe a specific session, conversation or experience at FSI that has inspired or challenged you to do something new in your teaching/learning.

Think.

Write.

Share.

The Case for Scenario-based e-learning

Learning is no longer about turning pages and taking tests.
From an e-learning perspective, it's a matter of

creating highly engaging learning opportunities that

place learners in a situation that mirrors reality

request the learner to make behavioral choices

cut superfluous *information* - so that -

learners make the right *decisions*

internalize better performance *behaviors*

Back to Basics

What makes a good story?

A story is a fact wrapped in an emotion that can compel us to take action and so transform the world around us. - Robert Dickman 2003

Bob's 5 Elements of Every Successful Story

Passion "fire"

- **purpose**, vitality, draws in and unifies the audience
WIIFM What's in it for me?

Hero/heroine "earth"

- **persona**, point of view, puts a human face to the issue,
grounded in our reality

Antagonist "air"

- **problem**, rather than creating - clarifies the conflict, inspires
action to overcome, breathes life into the narrative

Awareness "light"

- **principles**, insight, learning, allows transformation to take place,
prepares a new path

Transformation "water"

- **change**, story's moral, move from selfish to selfless, mirrors the
potential in each of us

What makes a good story for teaching and learning?

Think in terms of:

- scenes instead of pages
- stories instead of chapters
- behaviors instead of answers

Design strategies:

- The problem is grounded in intended outcomes
- Ending is left out to foster engagement
- Resources & activities prompt exploration

Many Possible Types of Scenario-Based (e)Learning

This chart is not exhaustive, but shows examples from only two of many possible dimensions!

Time-Revealed: Engagement with learning material is asynchronous, collaborative among a number of learners and spread over an extended period of time.

Short-Duration Lesson: Engagement with learning material is synchronous and experienced (usually) at a single sitting by a single individual.

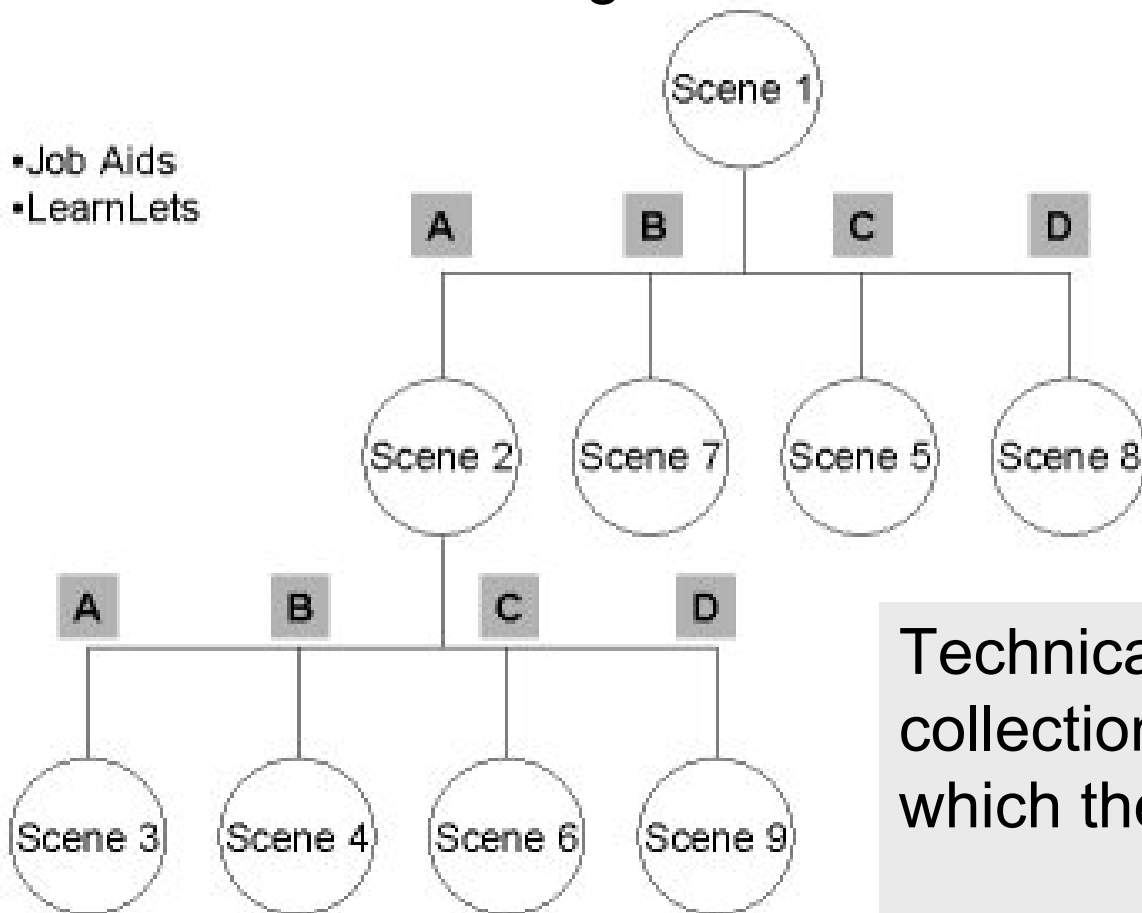
<p>Example 2 <i>Chispa CD</i> Healthcare Interpreter Course 16 weeks (Dan)</p>	<p>Example 1 DHS Adult Care (Randall)</p>
<p>Example 3 <i>Teaching in the Community College</i> Faculty Development Course 8 weeks (Dan)</p>	

Example 1 - Branching Scenario

Designer: Randall Kindley

- Job Aids
- LearnLets

- Characters
1. Abe
 2. Bill
 3. Charlie



Technically, a scenario is a collection of scenes through which the learner travels.

Particular responses (A-D) propel the learner through different paths.



Help Reference

Beginning the Day



Enable
Audio

The day is just beginning here at Goodkempt Care Services, Inc. This is Jane and Valerie's second set of tasks so far, however. Earlier, before attendees of Goodkempt's day session began arriving, they made sure the facilities were ready. Now, Jane and Valerie, Jane's assistant, must begin caring for program consumers. Jane and Valerie see their job as ensuring the safety of consumers and providing an enjoyable and productive experience for each of them. Making sure that happens means trying to understand challenging behaviors and helping consumers evolve better coping and communications strategies.

Please make a selection from the possibilities by clicking on the appropriate option.

- | | |
|---|---|
| ⏏ | Discuss with Valerie the challenging behaviors you can expect to see today. |
| ⏏ | Discuss with Valerie the seating arrangements for the upcoming break. |
| ⏏ | Scan the room for challenging behaviors and prioritize them. |
| ⏏ | Return to your office to complete the paperwork you had started. |





Minnesota Department

Help Reference

Approaching Problems



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Audio

By the time Jane and Valerie have made the necessary adjustments to Jimmy's head guard, things have really gotten out of hand. Annie's plea for the two to return has created even more disquiet and the room is becoming problematic. Clearly this is an emergency, which if not addressed appropriately could result in severe problems and even injury to some of consumers.

Please make a selection from the possibilities by clicking on the appropriate option.

- Jane sees to Annie, while Valerie rushes to the next most disruptive patient.
- Let Valerie see to Annie, while Jane scans the room.
- Jane sees to Annie, while Valerie deals with the patient next to Jimmy.
- Jane stands on a chair and demands quiet.

Response - Microsoft Internet Explorer

Well .. while this is not the best answer, it is better than you see to Annie. This is because Annie's behavior has greater probability of generating additional disruption. Try again!

Response - Microsoft Internet Explorer

Correct!



The Scan



Jane scans the room and notices several things. First, Annie appears to be a bit disquieted this morning. If she gets going, the others will start and then we'll be in trouble. Hmm... seems typical for Mondays. Annie demands attention, and it seems Jane has noticed this is more prevalent immediately after the weekend. She makes a mental note of it. As she moves her eyes from left to right she sees Jimmie. That head guard is also not affixed properly. Is that also a Monday morning thing, just coincidence, or what? In any case, it means trouble if it falls off. He could easily injure himself. Jane also notices that Sam has let out a small shriek and she also makes a mental note of that. Well, that should about do it. Everyone is here, Jane has glanced around and doesn't see any other big problems looming, since everyone is quiet.

Please make a selection from the possibilities by clicking on the appropriate option.

- Discuss with Valerie the challenging behaviors you can expect to see today.
- Prioritize the potential destabilizing situations and select strategies for dealing with them.
- Go see how Sam is doing.
- Give yourself a sigh of relief and get to your office work.

Response - Microsoft Internet Explorer

Exactly! Very Good! It is essential that immediately after you scan the situation for potential problems that you prioritize them, then select the appropriate strategies and techniques with which to deal with them.



This is one of the key learning frames – it poses the correct behavior, ties several paths together at this node, and begins another set of branches

Example 2

Cross-cultural Issues in Health Care Interpreting-English/Spanish

- Designer: Dan Balzer
- 16 week course
- 100% online
- Students are required to be bilingual/bicultural
- [WebCT](#) and CHISPA CD Rom



Why Scenarios?

"..The oldest tool of influence in human history -- telling a good story...is like a mini-documentary of what you have seen so others can see it, too."
- Annette Simmons, author of *The Story Factor*

Source: http://www.storyatwork.com/why_story/why_story.html

Passion

Step 1 Purpose

Passion

What is one of the most important things that you want students to be able to do “out there”?

Task

1. Envision an expert (or student) in the field.
2. Write at least two descriptive statements of their essential skills, behaviors, attitudes.

Consider

Why should the students care about this skill?

Passion

Essential skill 1

Passion

Essential skill 2

Hero

Step 2 Persona

Heroine

What kinds of learners will experience the scenario?

Task

1. Think of two imaginary persons who will experience the scenario.
2. Give each a name and describe them.

Consider

What do they know/don't know, how experienced are they?

Hero

Learner 1's name is _____ (describe)

Heroine

Learner 2's name is _____ (describe)

Step 3 Problem

Antagonist

Antagonist

What's working and what isn't working "out there"?

Task

1. Envision the person(a) in the field. As they go about their daily duties there are things that are working and help them accomplish their goals. There are also things that just aren't working – problems that create bottlenecks or show-stopping issues.
2. List at least 3 items in both columns. Identify the "most severe" in the Not Working column and the "most useful" in the Working column.

Consider

What 'on the job' problems do your learning outcomes address?

Example - Joe's first day on the job.

Antagonist

Antagonist

Example - Joe's first day on the job.

One of your students is on his/her first day at work. The finance officer comes in and says, "Hey, Joe, pop me out an ROI/COO on the networking project for the global shipping and receiving system ... stat ... like tomorrow. Oh ... nice to see you, you're new here, right?".

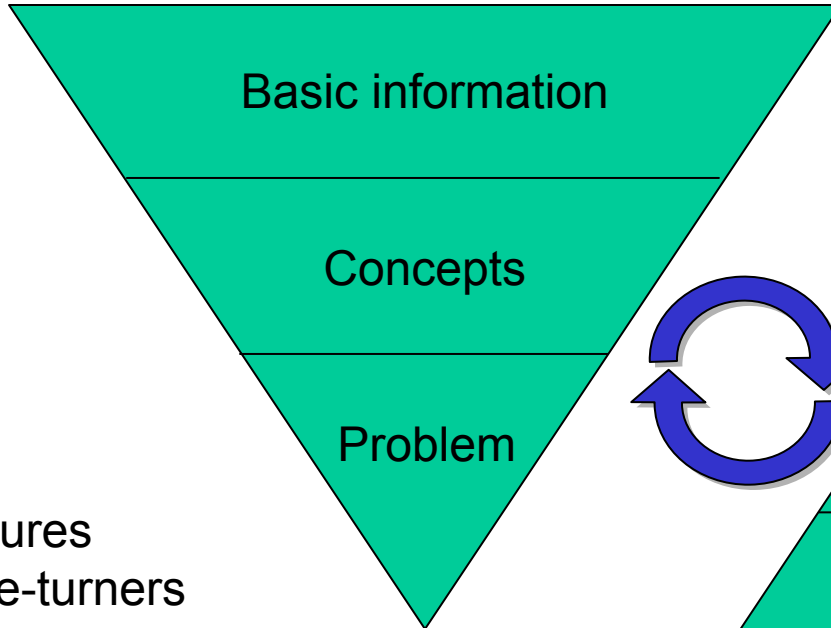
Now what?! What's working might be that Joe has a good head on his shoulders, etc., etc., What's not working may be lots of things ... The scenario's elements should address things that are 'not working' for Joe just now! Basically, the learning process through a scenario is a slow motion version of the reality.

Working

Not Working

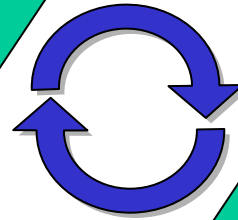
Putting things right side up

Traditional Deductive Approach

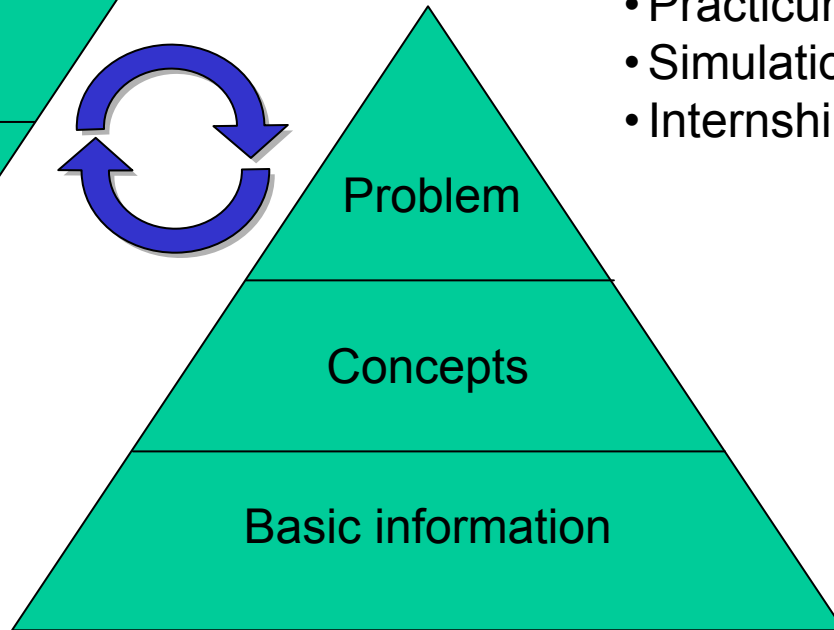


- Lectures
- Page-turners
- Traditional instruction

“Not mutually exclusive, rather mutually supportive”



- Practicum
- Simulation
- Internships



Situational Inductive Approach

Step 4 Principles

Awareness

Awareness

What principles and concepts are part of the solution?

Task

List 3 or 4 key concepts to which you want to expose the student and which you hope they will internalize as guiding principles for their behavior as they work through the scenario.

Consider

A concept helps define a guiding principle that will be employed by the learner to discern an appropriate solution (behavior, attitude, skill).

Example – Joe Again

Joe gulps, getting kind of panicky, palms sweating ... and then asks himself, "What!?! What in the world is an ROI and a COO?!?!?".

Awareness

Awareness

Key Concepts:

1.

2.

3.

4.

Why Scenarios?

"People don't want more information. They are up to their eyeballs in information. They want faith - faith in you, your goals, your success, in the story you tell. It is faith that moves mountains, not facts." -
- Annette Simmons author of *The Story Factor*

Source:<http://www.first-voice.com/main.html>

Step 5 Create the Picture

What do you see in your mind's eye?

Task

1. Remember that we:

Listed a purpose for the scenario,
We imagined some user personas,
Explored what's working and not working
Stated a few key concepts.

2. Select one of the personas you listed above. Close your eyes and let your mind create a picture of the place where the scenario takes place – probably with the persona in the picture - just as if you were watching a movie. That person is standing in/walking into/ or finds him/herself in ...

Now describe this image while it is still fresh in your mind.

Image (please describe)

Consider

What decision (usually requiring a behavior) is being requested of the student to solve the problem?

For a powerful scenario, leave off the solution!

Step 6 Resources/Activities

What activities (discussions, self-quizzes, assignments) and resources (biblio, Internet, people) foster exploration of the problem-solving process?

Task

List 3 specific activities and/or resources.

Example

Joe Again

Example – Joe Again.

The activities might include an exploration of Return on Investment and Cost of Ownership. Students might be given spreadsheet models to play with, etc. Then Joe has to find out what the heck the networking initiative is all about. How does he do that? He should perhaps have a short tutorial on how to gather intelligence about what is going on in the organization, who he can call in IT and in S&R, etc. And on and on this goes until Joe can 'come back to real time' and start doing what he was ordered to do - taking the steps to assembling the research and report.

List 3 specific activities and/or resources.

1.

2.

3.

Transformation

Step 7 Assess the change

Transformation

How will you and the student know that they have learned?

Task

Decide what tool you will use for the student to demonstrate the solution that they have developed.

Example

Panel Presentation

Transformation

Assessment activities:

Transformation

The FSI Dilemma Revisited

How can you ensure that you won't use what you have learned in this workshop or any other workshop here at FSI?

No Transfer

Guaranteed Transfer

Fill out "Transfer Card".

Scenarios in Action

Participate in a 4 week scenario-based faculty development course on “Succeeding with Online Group Projects” June 25 – July 23, 2004

Register at

<http://www.ilccolearningacademy.com/events.php?Display=579>

(630) 466-2724

ilccoacademy@waubonsee.edu

<http://www.ilccolearningacademy.org>

Resources

Bob Dickman - *The Four Elements of Every Successful Story*

<http://www.first-voice.com/main.html>

Problem-based learning articles

<http://www.edu-connect.org/courseinfo.asp>

Wisdom Tools - *Accelerating Insight Through Scenarios*

<http://www.wisdomtools.com/documents/SiegelWhitePaper.pdf>

Will Thalheimer – *Simulation-Like Questions: How and Why to Write*

<http://www.work-learning.com/ma/publications.htm>

*"However beautiful the strategy, you should occasionally
look at the results."*

- Sir Winston Churchill

"He who tells the stories rules the world"
-- Hopi proverb

Source: http://www.storyatwork.com/why_story/why_story.html

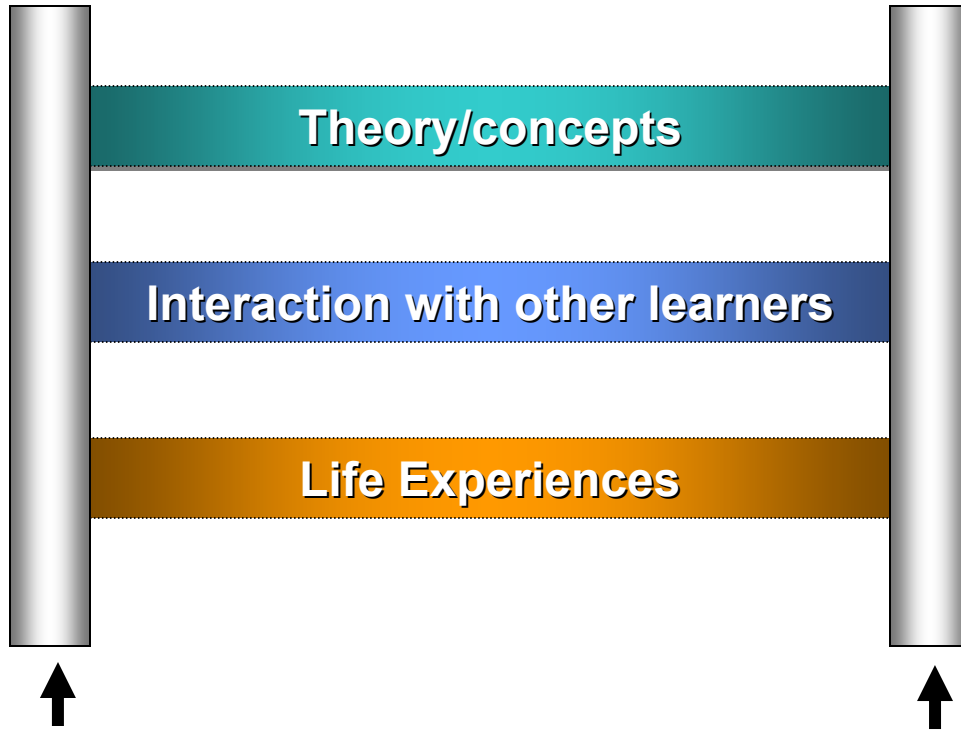
Extra Slides

Behind the Scenes

Learning Activity	Tool	Method
Grapple with the issue/problem	Chispa CD Rom	Immersion in scenario
Connect to community	Field research	Interviews
Explore concepts/theory	Internet	Research, readings, quizzes, discussion
Apply to interpreter setting	Discussion text & audio (WebCT, WIMBA)	Group collaboration
Uncover personal views	Email (WebCT)	Culture journal

Rail Fence Design & Delivery Model

“The best learning moments often result from failure rather than success”.



Facilitator can be live or 'designed in'.

Facilitator role = orchestrating connections at both the design and the delivery stage

Rail Fence Model adapted from Jim Plueddemann 1992

Why Scenarios?

*"The world is nothing but my perception of it. I see only through myself. I hear only through the filter of my story."
– Byron Katie*

Source: http://www.storyatwork.com/why_story/why_story.html