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Scenario-Based Learning

Experiencing eLearning
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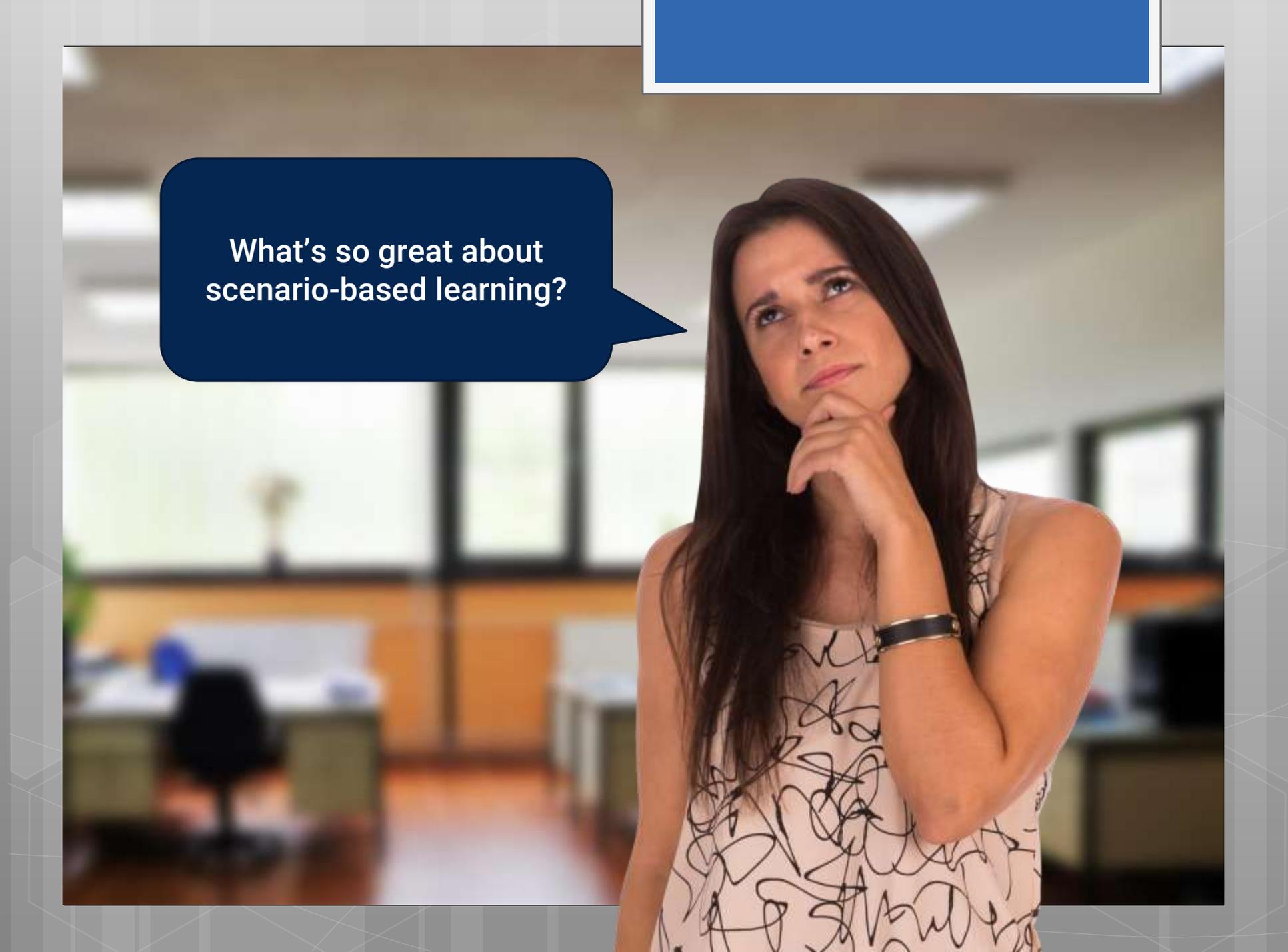
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What is your experience with using scenarios for learning?



Learning through scenarios

A woman with long dark hair, wearing a light-colored dress with a black abstract pattern, is shown in a thoughtful pose. She has her hand resting on her chin and is looking upwards and to the right. The background is a blurred office environment with desks, chairs, and windows. A dark blue speech bubble is positioned to the left of her head, containing the text "What's so great about scenario-based learning?".

**What's so great about
scenario-based learning?**

Example 1

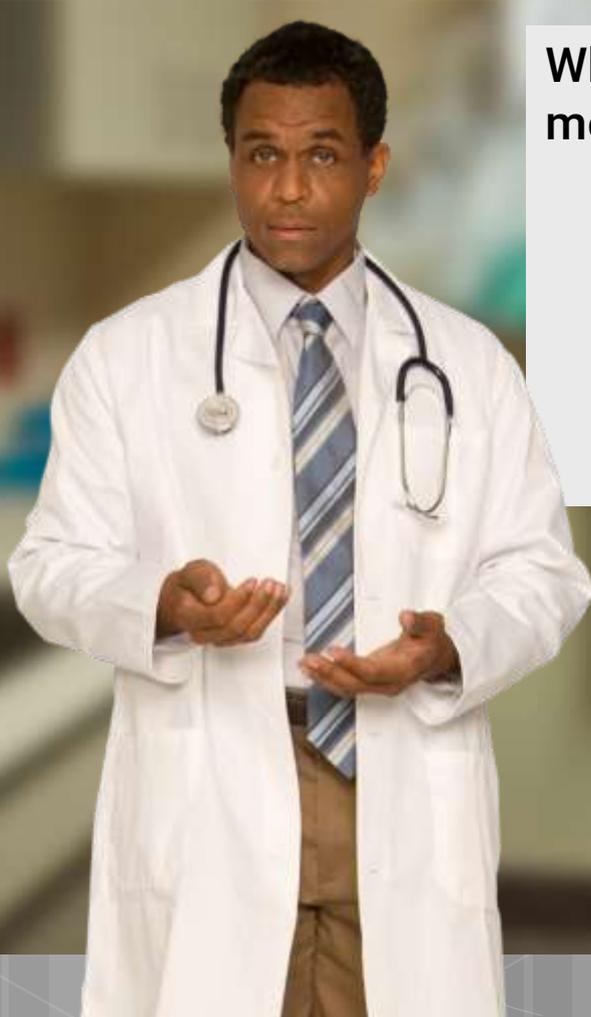
In motivational interviewing, which interaction technique encourages people to explain their perspective, situation, and needs?

- A. Open-ended question
- B. Affirmation
- C. Reflective listening
- D. Summary

How effective is this assessment question?

Example 2

Michael is a doctor working with a 47-year-old male patient, Blake. Blake is diabetic, and his last A1C was 8.4. His blood pressure has been slightly elevated for the past 3 visits. He is providing a brief intervention to encourage healthier diet and exercise choices.



What is the best question to ask, according to motivational interview techniques?

- A. Are you concerned about your A1C number?
- B. What concerns do you have about your diabetes?
- C. Do you understand the connection between your diabetes and blood pressure?

How effective is this revised assessment question?

Why Scenarios?

**Real-Life
Decision-
Making**

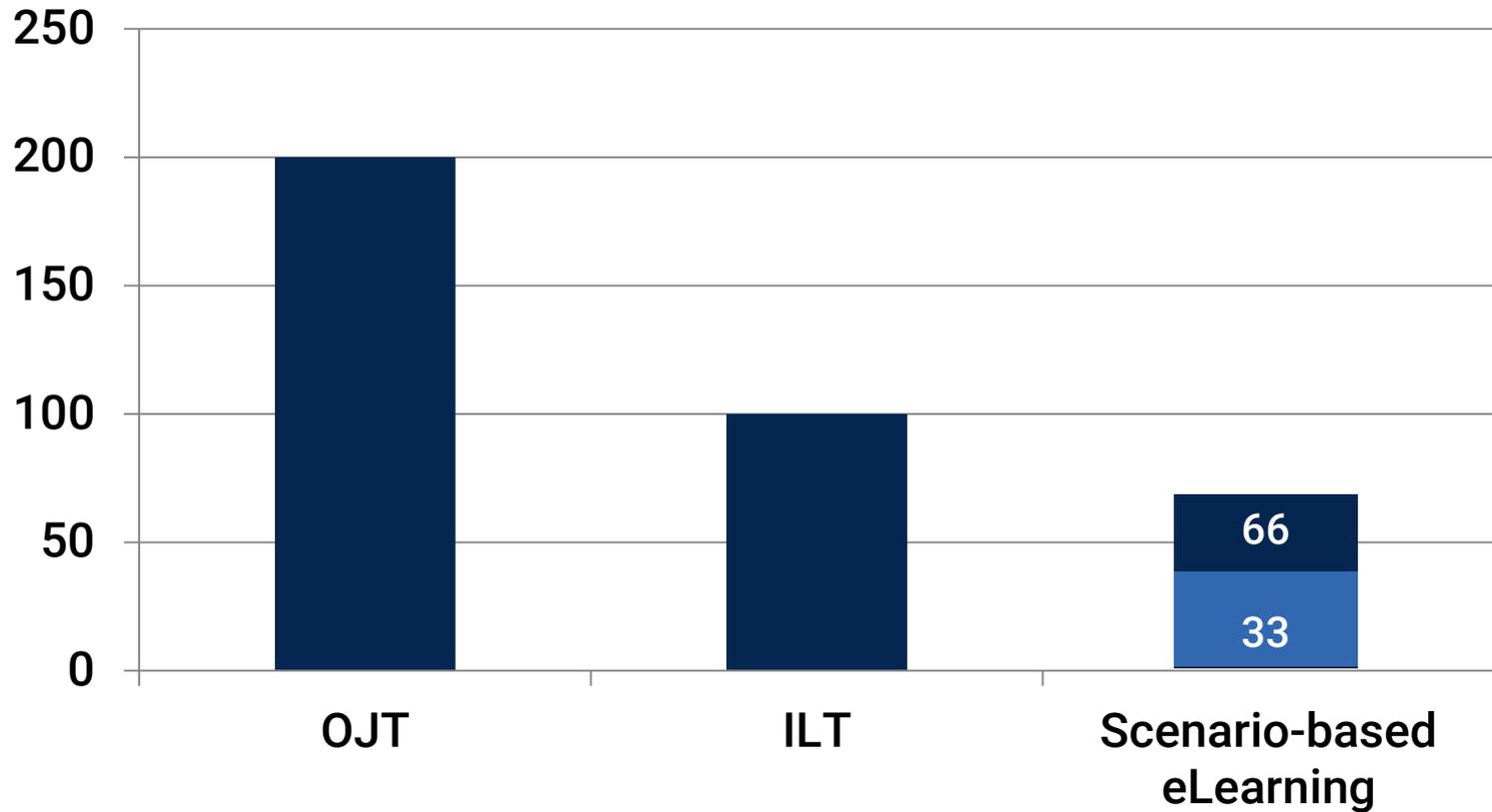
**Safe Space
to Fail**

**Trigger
Memories,
Better
Retention**

**Engage
Emotions**

**Accelerate
Expertise**

Hours for Automotive Technicians to Reach Expertise



“Learners are motivated when they can see the relevance of what they are learning.”

M. David Merrill in “Finding e³ (effective, efficient, and engaging) instruction.”

Range of Options

Provided
Examples

Two
Narrators
with
Decisions

Branching
Scenarios

Mini-
Scenarios

Case
Studies
with
Responses

Role Play/
Simulation

Passive

Active

Two Narrators

The screenshot shows an e-learning interface for 'Coaching and Mentoring'. On the left is a green sidebar menu with the 'INECLT' logo and a list of topics. The main content area features a video with two narrators, a woman and a man, standing in front of a presentation slide titled 'Benefits of Coaching and Mentoring'. The slide text reads 'Values Good Coaching and Mentoring'. The video player includes a progress bar and navigation buttons for 'BACK' and 'NEXT'.

INECLT
CUSTOM LEADERSHIP TRAINING

Coaching and Mentoring Job Aid Exit

Menu **Transcript**

- Introduction
- Splash
- Introduction video
- Course Objectives
- Benefits of Coaching & Mentoring**
- Differences
- Coach or Mentor?
- Activity: When to Coach or Mentor
- Types of Coaches/Mentors
- More Types of Coaches/Mentors
- Activity: What Type Are You?
- Partner Leadership
- Adult Learning Structure
- Demonstrate
- Set Expectations
- Activity: Set Expectations
- Practice
- Feedback
- Activity: Feedback
- The Coaching-Mentoring Plan
- Activity: The

Benefits of Coaching and Mentoring

Values Good **Coaching** and **Mentoring**

< BACK **NEXT >**

Traditional

Here are the reasons coaching and mentoring are important in our organization:

- Employees are more likely to stay if they are supported by managers.
- Developing employee skills reduces employee turnover.
- It helps build our talent pool.
- Building employee skills lets us promote from within.

Two Narrators

Pamela: Michael, as you know, our organization really values good coaching and mentoring. Why do you think we view it as so important?

Michael: Well, it probably helps keep people here in the organization. People are more likely to stay if they're supported by their managers and developing new skills.

Pamela: You're right. It also helps build our pool of talent. We want to promote from within, and that means we need to develop our people so they're ready to move up.

Michael: Right. I wasn't ready for a management position when I started here, but I've developed new skills since then. At least, I thought I had...

When SBL?



Outcomes

- Are the outcomes based on skills development or problem-solving?

Difficulty

- Is it difficult or unsafe to provide real-world experience of the skills?

Prior Knowledge

- Do your students already have some relevant knowledge to aid decision-making?

Resources

- Do you have the time and resources to design, develop, and test an SBL approach?

Longevity

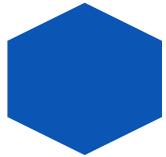
- Will the content and skills remain relevant for long enough to justify the development of SBL?



What do they need to do?



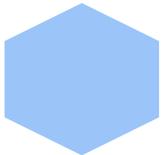
What do people get wrong?



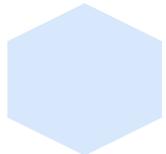
What are the consequences?



What are people confused about?



What happens if they don't do it right?

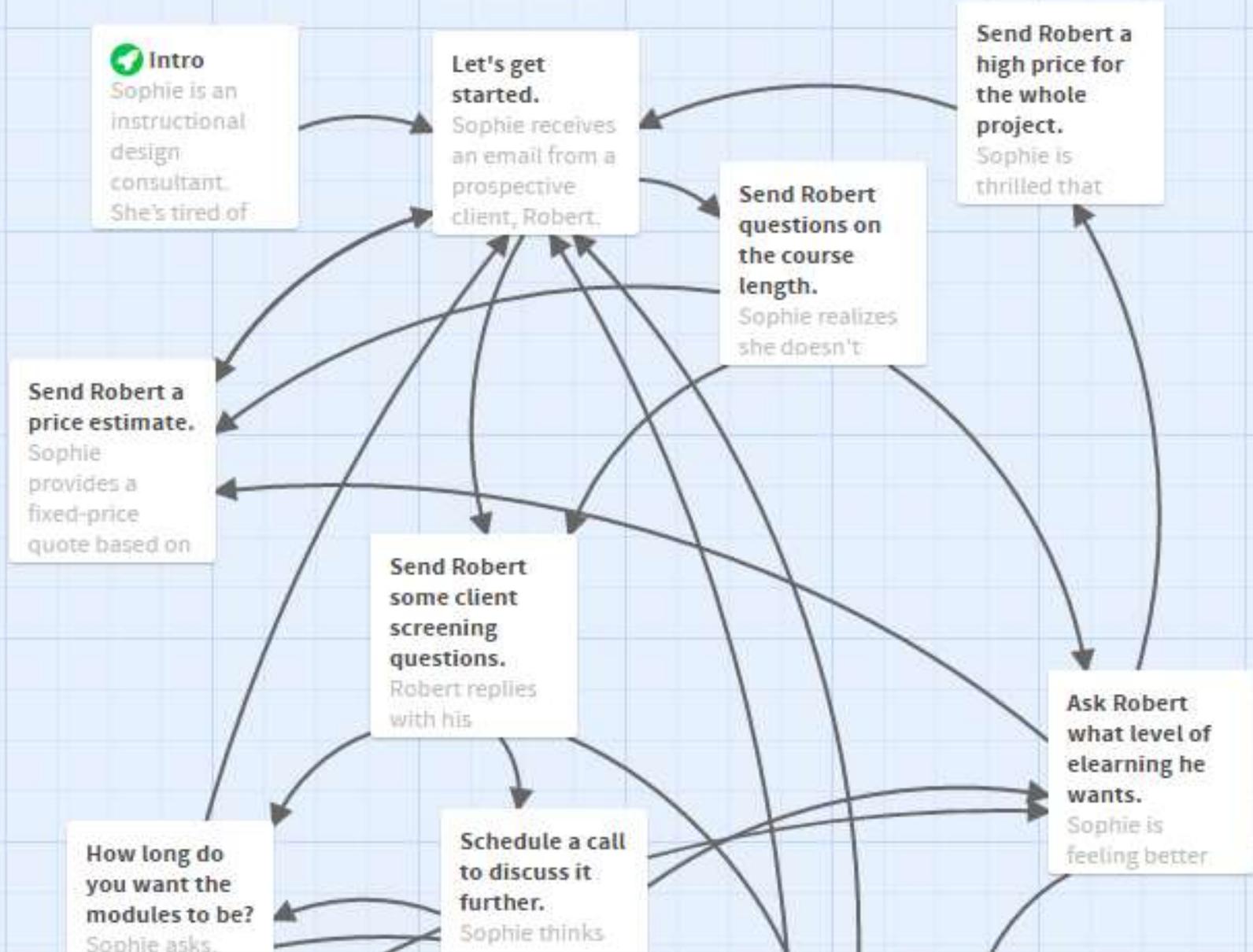


Can you give me an example of when someone used this technique successfully?

Another Tip

Start writing even if it's wrong.

Prototype Early



4 Cs

Characters

Challenge

Context

Consequences

How would you use a scenario for these training examples?

- Excel pivot tables
- Customer objection handling
- Convincing patients to curb binge drinking
- Following safety procedures in a factory
- Creating slack in a project plan
- How to select an LMS
- Your examples?



Read More about Scenarios and Storytelling

ctuckerlearning.com/scenario