Elearner Engaged

The Scenario Mastery Blueprint

Suffer The Consequences in Elearning, Reap the Rewards in Real Life.

The 6 BIG Breakthroughs of Scenario Design and Development

☆ Solid Goals

☆ Situations That Inspire Action

☆ Simulate Real Actions or Decisions

☆ Consequences Conducive to Real Life

☆ Give Little Info

☆ Seek Novice & Expert Advice

What is a LEARNING SCENARIO? A description of a **realistic problem situation** which is accompanied by a **questions and decision points** that challenge your learner to respond to some aspect of that situation. The result of their decision is a **consequence** and (when necessary) **instructive feedback.**

Why should you use scenarios in your eLearning projects?

1. _____
2. _____
3. _____
4. _____
5. _____

What are your biggest obstacles to using scenarios in your eLearning projects?

1. _____
2. _____
3. _____
4. _____
5. _____

Action Step: Create a bulletproof plan to overcome your obstacles.

1. Solid Goals

Design challenges you'd actually be interested to tackle.

For the elearning designer, solid learning goals give ultimate clarity and drive the development of instructional interactivity—including your scenarios.

For the learner, solid learning goals are meaningful. In other words, each goal is useful and can be applied in their workplace or life—beyond the eLearning interaction.

Ultimate Clarity - Six months after a learner takes your elearning, imagine you get to observe
them make the very decisions your scenario trained them on.
What are they doing differently compared to an individual who didn't take your elearning?
What specific actions can they do now? (Are they more efficient or effective?)
Are they communicating more effectively with coworkers or customers?

Six months from now, what key behaviors or actions has your learner developed because of your elearning scenario?

_____

_____

_____

_____

Why are your learners not performing these behaviors or actions right now? What's missing?

_____

_____

_____

_____

What obstacles are standing in your learner's way to implement this behavior and actions?

_____

_____

_____

_____

Is an elearning scenario the right approach? If it's skills or knowledge that's missing,

scenarios might be a good fit. If it's poor resources, no consequences for poor performance, or workplace culture issues, consider an alternative solution to an elearning scenario.

Solid Goals continued...

Distill Key Decisions and Actions You Want Learners to Make to One Word. To make this work within the constraints of an elearning activity, think about the decisions your learners will have to make.

	Examples:
1. 2. 3. 4. 5.	Persuade Sell Motivate Discipline Create Rapport Review Recommend Inquire Help

State the action that needs to be performed like a challenge—or a worthy cause. Your statements should comfortably finish this line, "Your challenge, if you choose to accept it, is to…" Write your challenges for your learner below.

1. _____

2. _____

3. _____

SECOND: What is the Solid Goal of the scenario/activity?

_____
_____

Think like a designer - **What kinds of elearning interactions will help someone practice this goal?**

_____
_____
_____
_____

Think like a learner - **What will I be able to do better in my life because of this eLearning scenario (i.e. goal)?**

_____
_____
_____
_____

2. Situations That Inspire Action
Extremely Contextual or Personally Rewarding (or Both)

If your situations are not compelling—or there is nothing at stake—it will not motivate a learner.

What's at stake? What's the consequence or worst case scenario? Paint pictures of the stress and anxiety that can be felt if situations go wrong.

People will get hurt

You'll lose a great friend

You'll miss the promotion

Your company gets sued

You miss your baby's birth

Are your situations compelling? Or is there nothing at stake? Motivate them to go through. What's the worst case scenario? If you fail, what's at stake?

What are the consequences of failure in my scenario?

Scenario Action:_____

Consequence/Worst Case Outcome: _____

Is it compelling? Will it matter to my learner? Why?_____

_____

Scenario Action:_____

Consequence/Worst Case Outcome: _____

Is it compelling? Will it matter to my learner? Why?_____

_____

Scenario Action:_____

Consequence/Worst Case Outcome: _____

Is it compelling? Will it matter to my learner? Why?_____

_____

3. Simulate Real Actions or Decisions

Simulate actions that the learner will relate to in real life or where the learner will be in real life when they apply. You want your learner to make new decisions their default—or a learned action. Attempt to replicate situational decisions and a way of thinking, *how to think.*

To help recall make the scenario contextual. For example, language used, time constraints, noise. You can reinforce the auditory and visual cues the learner may experience in real life—show an image or video of the place the situation will happen.

Where will the learner be applying this new skill? What are the situations they will be in? (How to think, how to make a decision) List all the places and how it will help them:
1. _____
2. _____
3. _____

How have I represented the application environment in my scenarios? Visually and verbally?
1. _____
2. _____
3. _____

What kind of language do my learners use when they solve these problems or make these decisions? How have I ensured I am using the same language?

_____

_____

*"You can't control where the application environment will ultimately be. So, focus on the **thinking** you want the learner to do in that environment. Make it a default–an automatic skill they can fall back on."*

- *Anna Sabramowicz :)*

4. Consequences Conducive to Real Life

Share Insight. Amp it Up to the Next Level (No Spoon Feeding Please!)

Don't give the lesson away in the consequences—show the consequence. When consequences are conducive to real life—when the learner actually figures it out on their own—it makes a great learning experience.

Make it hard—Make it uncomfortable—Make the fail a REAL fail!

Struggle creates emotions, satisfaction creates emotions.
More Emotions = More Learning

List situations where you are letting learners draw their own conclusions:
_____
_____
_____

What are the emotions they should feel when they experience these consequences? Or experience when a character (protagonist) in your scenario goes through these consequences? Go beyond sad and happy.

Good feelings: certain, thrilled, amazed, confident, satisfied, elated, clever, challenged
Unpleasant feelings: dissatisfied, pained, scared, worried, weary, appalled, offended
_____
_____
_____

Mastery needs to be systematic: Ideally, you want your learner to go through your scenario 2 to 3 times. Don't worry about being repetitive—context drives learner desire to practice.

Write the processes or steps that should be practiced over and over. Sales process or steps? Critical or creative thinking or inquiry process? Referencing resources to make decisions or to follow a protocol?

_____
_____
_____

5. Give Very Little Information

Ask yourself: How little information do you need to provide for the learner to figure the situation out on their own? What resources are already available to learners in their environment?

Match the resource to your Action/Decision.

Action/Decision Sentence:

_____

_____

Essential Resource for my Scenario:

_____

_____

Is the learner able to locate this on their own? Does it exist in their environment already?

_____

_____

Only introduce a resource if it is filling a gap the learner can't fill on their own or find in their environment.

Only give learners a small bit of guidance (or a little push) to get them started or to take risks. Instead of a large chunk of content to read, maybe only provide a subtle hint?

Do you tell your learners what they need to know or do you leave them to figure it out on their own?

Three places I let my learners draw their own conclusions:
1. _____
2. _____
3. _____

Do your learners get to practice many times and get meaningful feedback during EVERY interaction? Make each interaction a way for your learners to gain mastery and challenge them - that will ensure they have reviewed the essentials you've included.

If you are selective in what you include in your eLearning scenario resources, your learners will take what you DO provide more seriously and will be more inclined to read it.

6. Seek Novice & Expert Advice

Avoid the curse of knowledge. Experts often forget the latticework of supports and experiences that got them to where they are.

Seek individuals who recently learned your material. If novices aren't available, maintain a "novice status" yourself by not overlearning scenario material.

Ask questions on behalf of your learners.

Questions to Get You Started:

What actions should our learners be able to take after the learning event?
What is this scenario getting them ready to do?
How can they continue to learn on their own, keep their learning fresh?
What tools can we introduce to the learner during training they can then use on their own time, or later in the situation?
What are common situations where people make mistakes?
What are plausible assumptions novices make that are not necessarily true?
What situations do they happen in?
What are the consequences of these actions?
What does success look like?
How will the learner prove their success?

Tips to Capture Insights:

Use a recorder to tape your conversations
Use templates to help streamline the process
Show examples of other scenarios you like
Be respectful of their time

What other steps can you take to get your SME's to open up and share the juicy scenario stories? Create rapport?
Steps you will take to get more SME and Novice involvement in your scenario project:
1. _____
   _____
2. _____
   _____

Storytelling

Balance:
The "trick" to creating world class elearning experiences is balancing four elements: **Learning Mechanics, Technology, Aesthetics, and Storytelling**. All four elements influence each other, and will influence your decisions.

Powerful Questions: (Don't think about Storytelling alone.)
Q1. Am I considering all four elements?
Q2. Is my e-learning taking full advantage of each element?
Q3. Do all four elements support the same learning goal?
Q4. Which elements make the learner experience enjoyable?
Q5. Which elements take away from the learner experience?
Q6. Which elements would I change to improve the learner experience? How?
Q7. Should I get help or feedback in any area?

Identification:
Identification—*or Meaning*—is trying to make your learner say, "THAT COULD BE ME." Identification automatically evokes EMOTIONS!

Write down 5 ways your learner will identify with your scenarios, characters, or situations:

1. _____
2. _____
3. _____
4. _____
5. _____

Transformation:
A promise of an extreme transformation creates suspense and is a way to draw in your learner—ENGAGE by giving them an itch to scratch!

Describe your learner's Ordinary World (mundane, rut & routine) before their new skill:
_____
_____
_____

Describe why your learner can't wait for a call to action? What is it that the learner values that the elearning promises to deliver?
_____
_____
_____

The Best Stories:
The best stories are personal emotional journeys—they bristle with authenticity, evoke feeling, and are not afraid to be intimate AND PROVOCATIVE.