

Designing and Developing Scenario-based eLearning Content

Bucky Dodd
Andrea Stone

Center for Professional and Distance Education
at the University of Central Oklahoma

Hi I'm Professor Jones. The Science Department has had several students recently injure themselves using the lab equipment in the biology lab.

I would like to have each student complete a lab safety course before working in the lab.


Can you help me with this?

Where should you begin?

Review current training procedures

Develop the lesson content



A top-down view of a wooden desk. In the top left is a white coffee cup with a saucer and a spoon. A black keyboard is in the top right. A black mouse is in the bottom right. A Samsung smartphone is at the bottom center, showing the time 3:00 PM. A yellow sticky note with red punch holes is in the center, containing handwritten text. A plain yellow sticky note is to its left. A white lined notepad is in the bottom left.

After reviewing the current training procedures you determine that a self-paced online training module will best meet the needs of the Science Department and the students.

What should you do next?

Create the Content
Write Learning Objectives

- call greg
- submit article for review
- pick up milk

You finished writing the learning objectives and then decided to develop and implement the training. You also conducted an evaluation of student satisfaction and learning outcomes.


Talk With Professor Jones...



I'm very pleased with the results of the training module. Student injuries are down and students seem to be more confident when working around the lab equipment.

[Continue](#)



A top-down view of a wooden desk. In the top left is a white coffee cup with a saucer and a spoon. A black keyboard is in the top right. A black mouse is in the bottom right. A Samsung smartphone is in the bottom center, showing the time 3:00 PM. A large yellow sticky note is in the center, with handwritten text. A smaller yellow sticky note is to its left. A white notepad is in the bottom left.

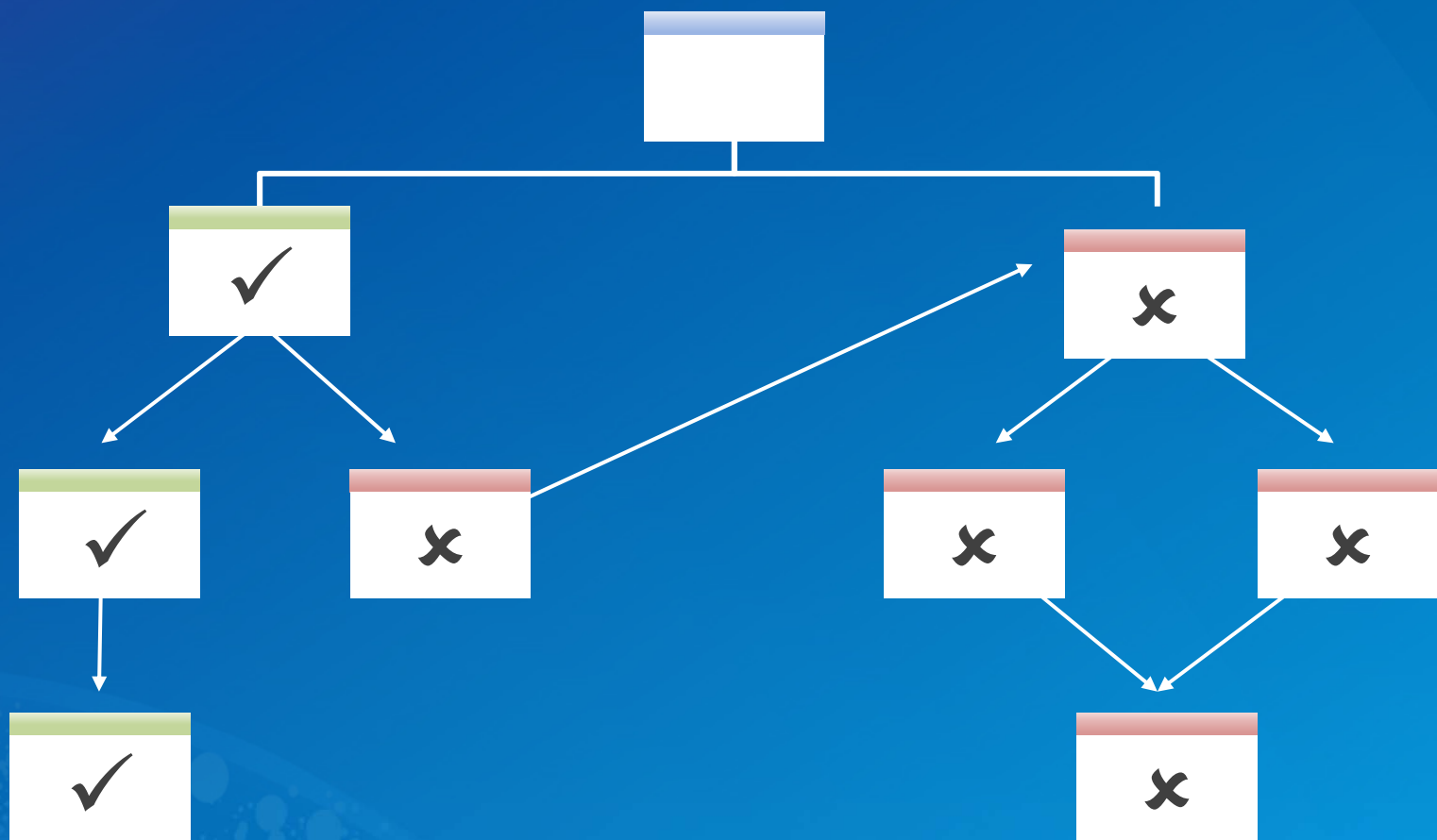
After developing the
content, what should
you do next?

Implement the Course

Write Learning Objectives

After implementing the training,
additional injuries
have occurred in the biology lab.
Please revise the training.

Try Again



Characteristics



Design



Development





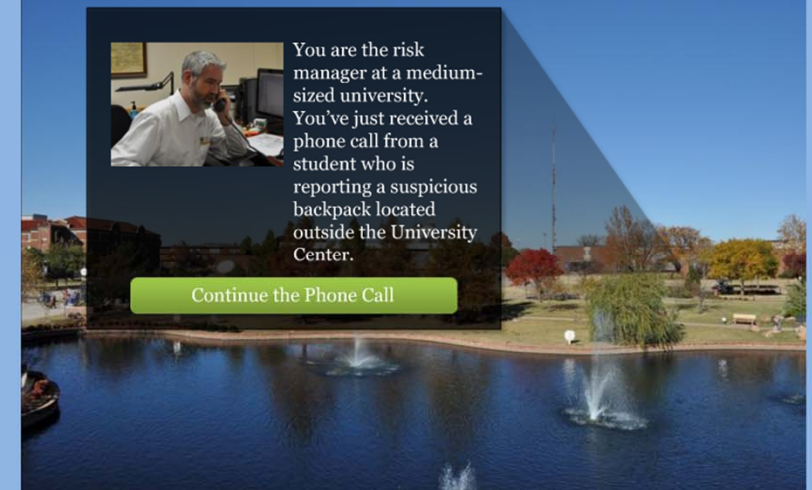
Online Teaching Scenario



Hover over each person to learn more.

Fair Use? You Decide...

Hover over each person to learn more.





Simulations

- Learner assumes a “role”
- No “winners”, the focus is on the experience



Games

- Learner is given criteria for success and a challenge
- There are “winners” or some degree of success



Case Studies

- Learner analyzes and critiques



Experiments

- Learner tests given parameters

What it is...

Intriguing Story

Interrelated
decisions

Interactive

Knowledge
construction

What it isn't...

Boring

Confusing

Passive

Information
transfer

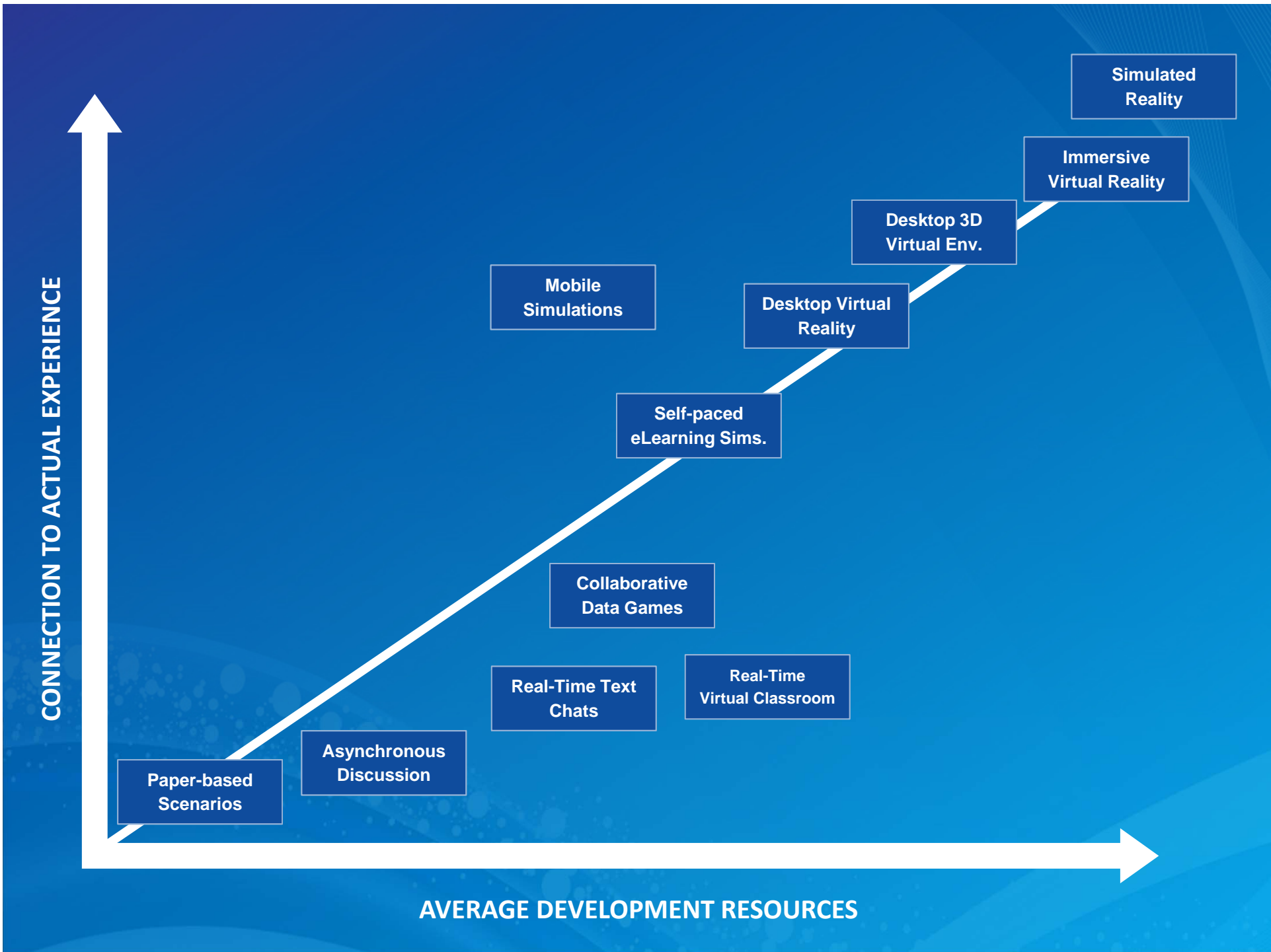
Higher level learning

High risk to people or property

Requires extensive resources

Situation can't be easily replicated





Strategy

Design/Development
Resources

Maintenance

Financial Investment

Connection to
Actual Experience

Scenario-based Learning Comparison Table

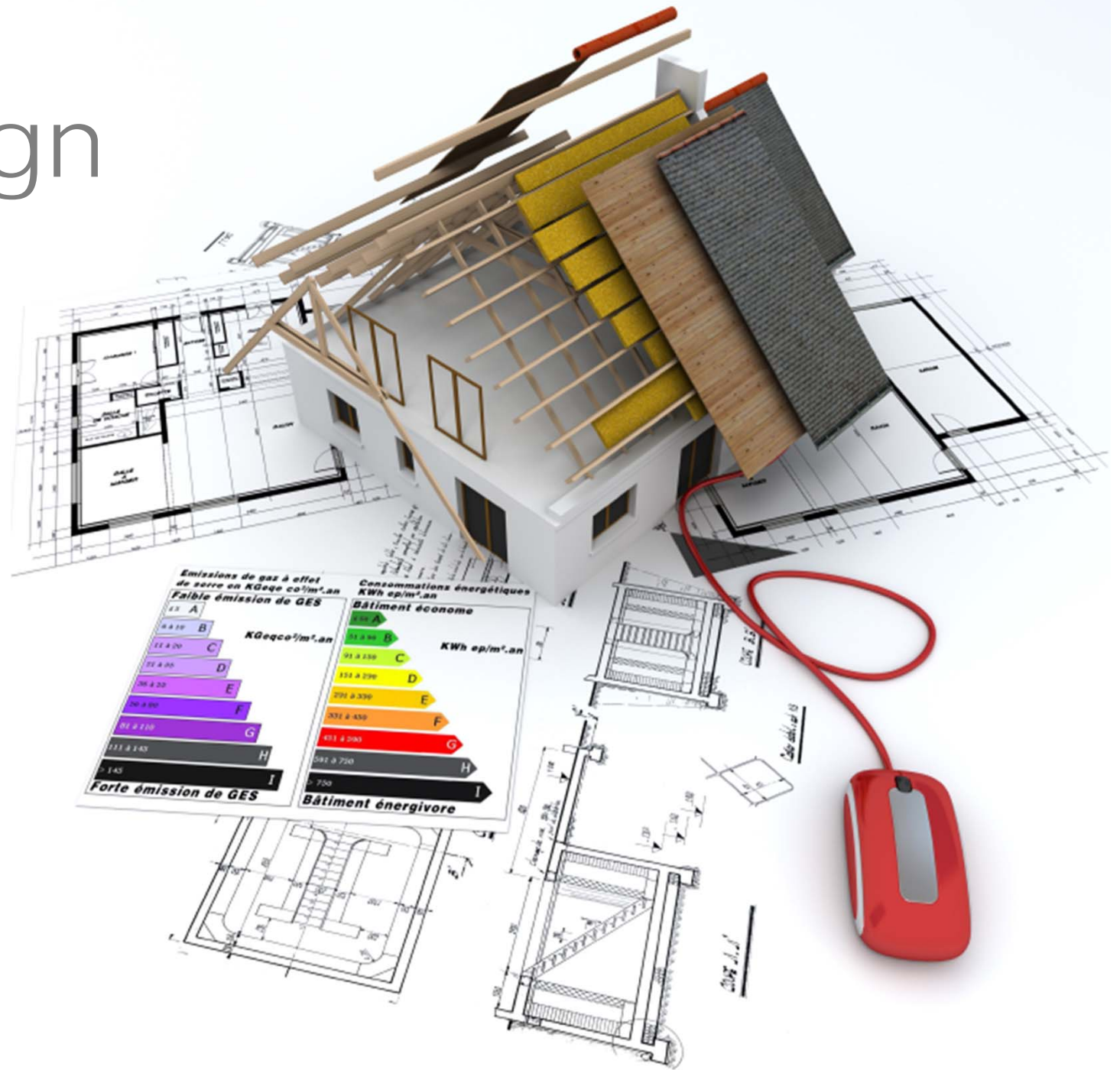
Strategy	Design/Development Resources	Maintenance	Financial Investment	Connection to Actual Experience
Asynchronous Discussion	Low-Medium	Low	Low	Low
Collaborative Data Gaming Systems	Low-Medium	High	Medium	Medium
Desktop 3D Virtual Environments (Second Life)	Medium-High	High	High	Medium-High
Desktop Virtual Reality (Photography-based)	Medium-High	Low-Medium	Medium	Medium-High
Immersive Virtual Reality (Cave Environments)	High	High	High	High
Mobile Simulation Systems (Geo-locating Systems)	Medium-High	Medium	High	High
Paper-based Scenarios	Low-Medium	Low	Low	Low
Real-Time Text Chat	Low-Medium	Low	Low	Low
Real-Time Virtual Classroom Simulation	Low-Medium	Medium	Low	Low-Medium
Self-paced eLearning Simulations (Text, images, audio, video, etc.)	Medium-High	Medium	Medium-High	Medium
Simulated Reality	High	High	High	High

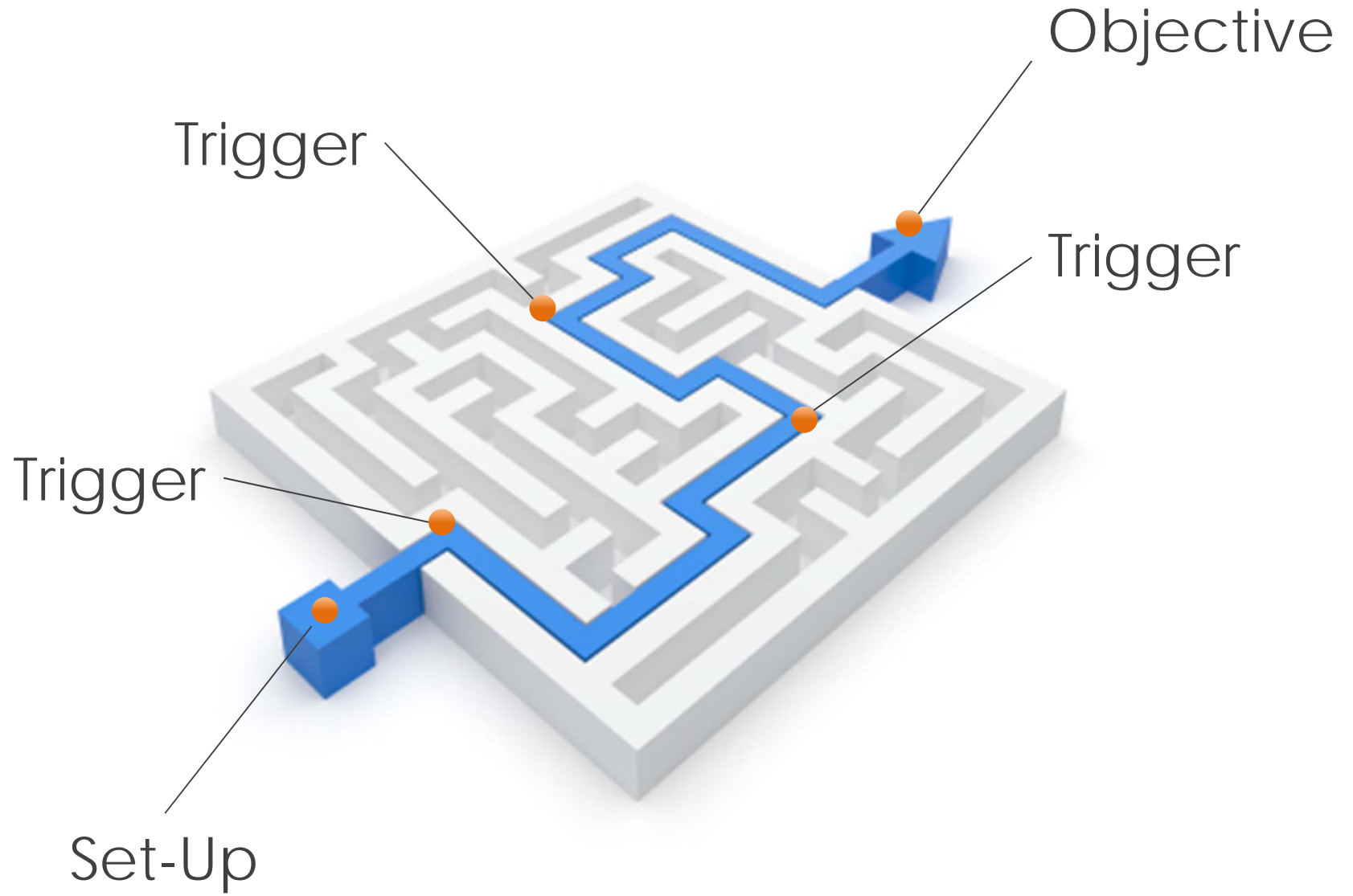


STORYLAND

STORYLAND SERIES

Design





Text

Images



Video

Audio

Online Teaching Scenario



Hover over each person to learn more.

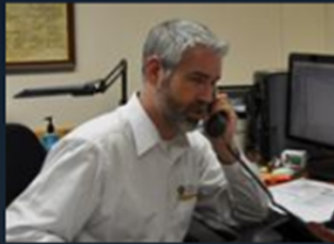
UCO Counterterrorism Certificate Program

The Problem

Gathering

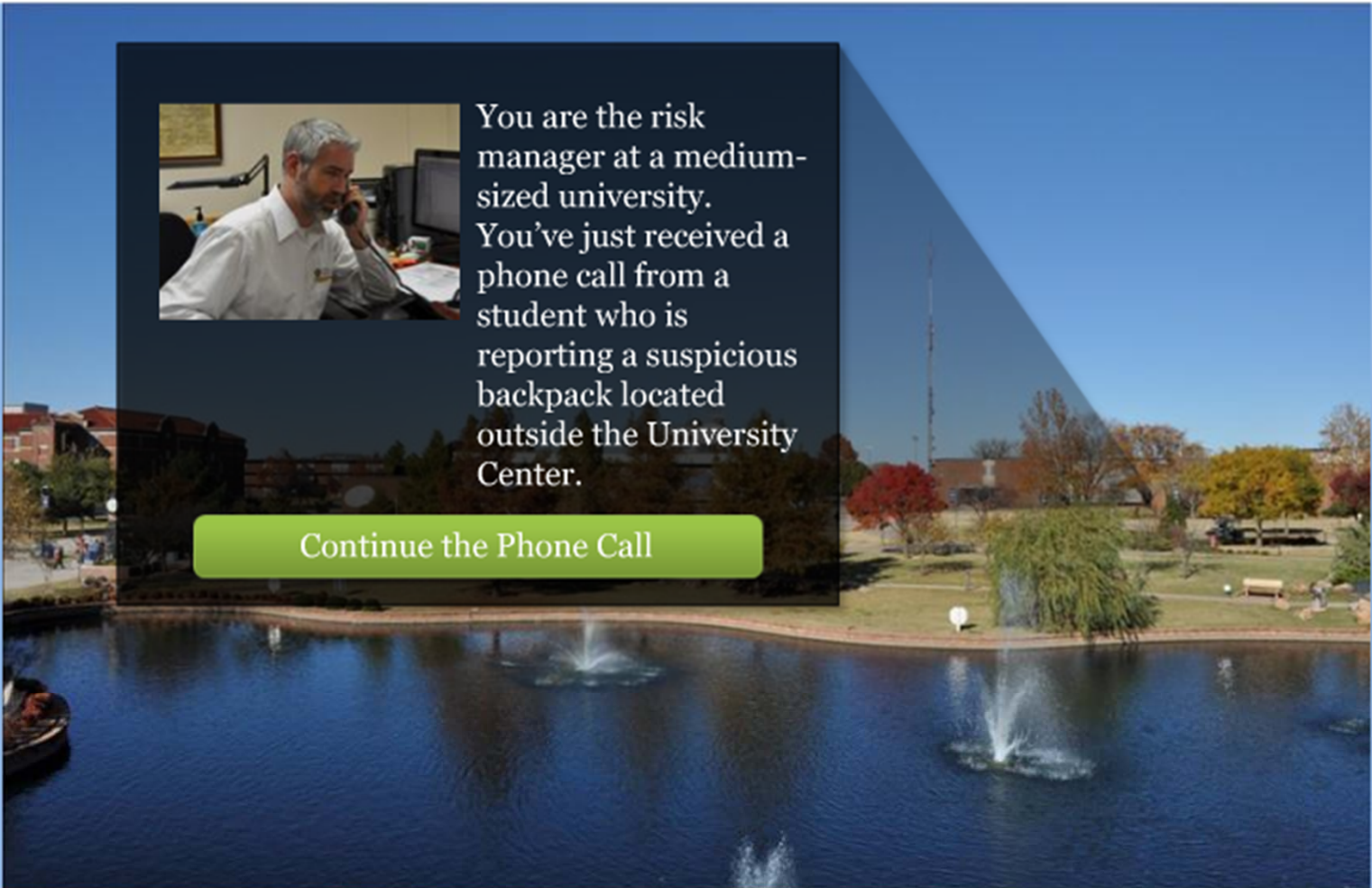
Assessing

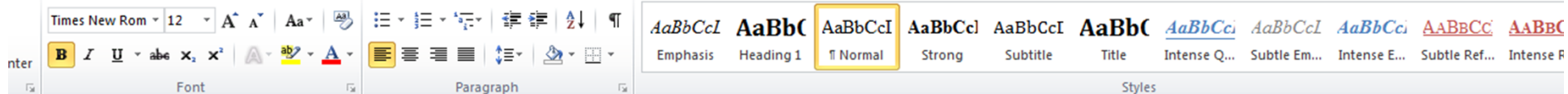
Your Decision



You are the risk manager at a medium-sized university. You've just received a phone call from a student who is reporting a suspicious backpack located outside the University Center.

Continue the Phone Call





University of Central Oklahoma Law Enforcement Certificate Program Online Class Scenario Outline

The scenario will provide the student with foundational first responder situations. The student through the decisions they make, will learn the OneCop 2 Minute Interview technique, the 13 behavioral elements required for submission, as established by National SAR (Suspicious Activity Reporting) Initiative (NSI) and a general understanding of the Information Sharing Environment (ISE).

Initial Choice by the student will be to decide what type of First Responder they will be:

Police Officer
Firefighter
Emergency Medical

Police Officer initial scenario:

Receives a "Call for Service" concerning a Suspicious Person taking video of [CIKR]. The caller advised the 911 dispatcher the person appeared to be a male with dark hair and dark complexion. The vehicle was described as a small white SUV with a rental car sticker on it and an out-of-state license plate.

Initial response

Officer makes contact with the suspicious person & asks for ID – initial questioning to determine the persons reason for being in the location and activity
Basic Checks on person and vehicle

Results of initial queries

.....\Downloads\library building (1).jpg Subject has current out of state Driver's License / no traffic record
Subject has no criminal history
Claims to be a tourist in the area visiting friends
Vehicle is registered to rental car company / Clear stolen check

***Underlying items of interest during questioning

Subject acted "a little" nervous during initial contact
Subject was vague concerning his friends in the area
No apparent "tourist" value of the target of the photography

OR

***These are the type of answers that would indicate a valid reason for the

Comment [B1]: Create random or selected roles

Comment [B2]: Gain points and complete "levels"

Comment [B3]:

- Use the OneCop 2 Minute Interview Technique
- Identify the 13 behavioral elements required for submission.
- Describe the information sharing environment.

Comment [B4]: Add Intelligence Analyst

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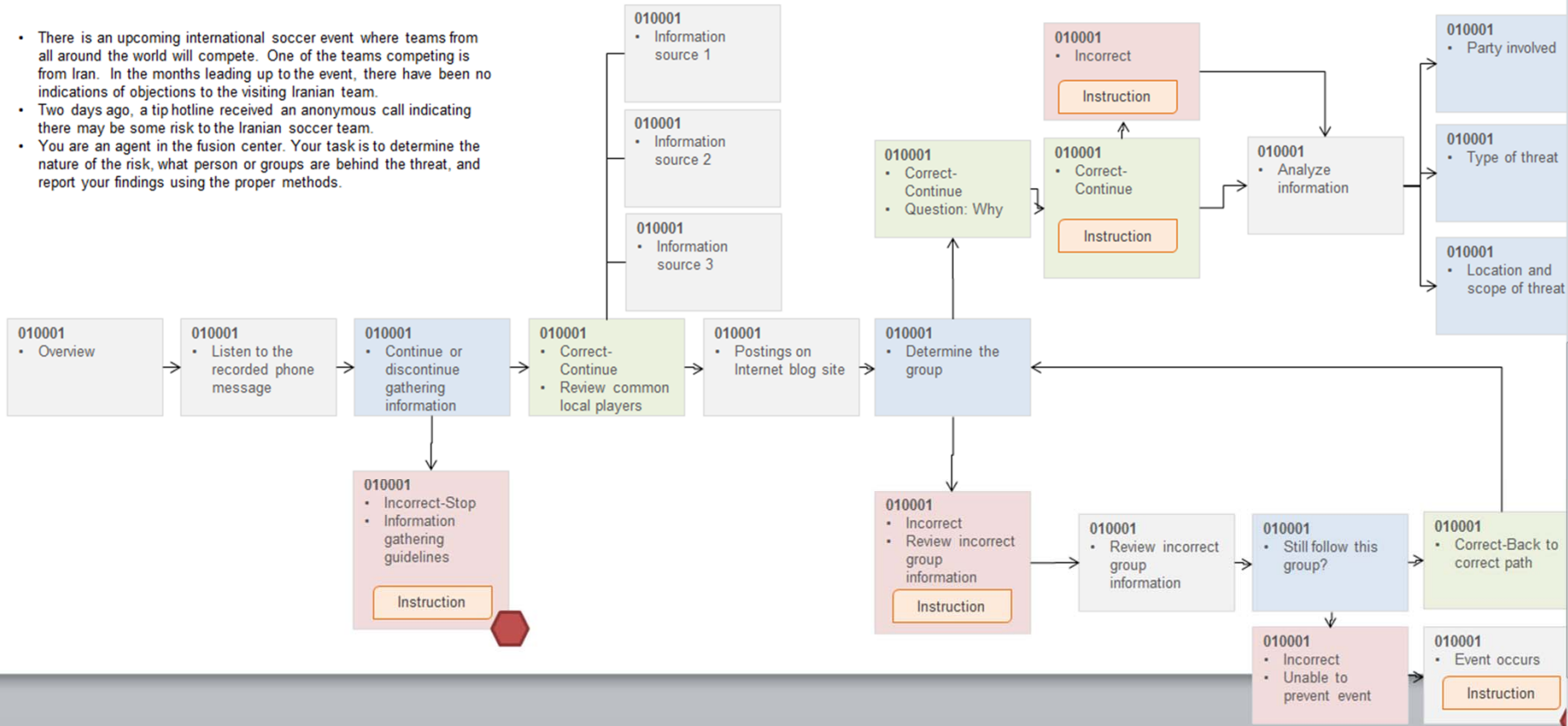
Cut Copy Paste Format Painter Clipboard

Layout Reset Section Slides

Font Paragraph

Drawing Editing

- There is an upcoming international soccer event where teams from all around the world will compete. One of the teams competing is from Iran. In the months leading up to the event, there have been no indications of objections to the visiting Iranian team.
- Two days ago, a tip hotline received an anonymous call indicating there may be some risk to the Iranian soccer team.
- You are an agent in the fusion center. Your task is to determine the nature of the risk, what person or groups are behind the threat, and report your findings using the proper methods.



UCO COUNTERTERRORISM CERTIFICATE PROGRAM

PROGRESS INDICATOR



Now that you have made initial contact with the subject, what should you do next?

Conduct further investigation

Conclude contact with no further investigation



Development



Design



Text →

Video ↙

Files →

← Logic

**Authoring
Environment**

Images ↗

↖ Audio



Published
Output







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Slides Outline

1

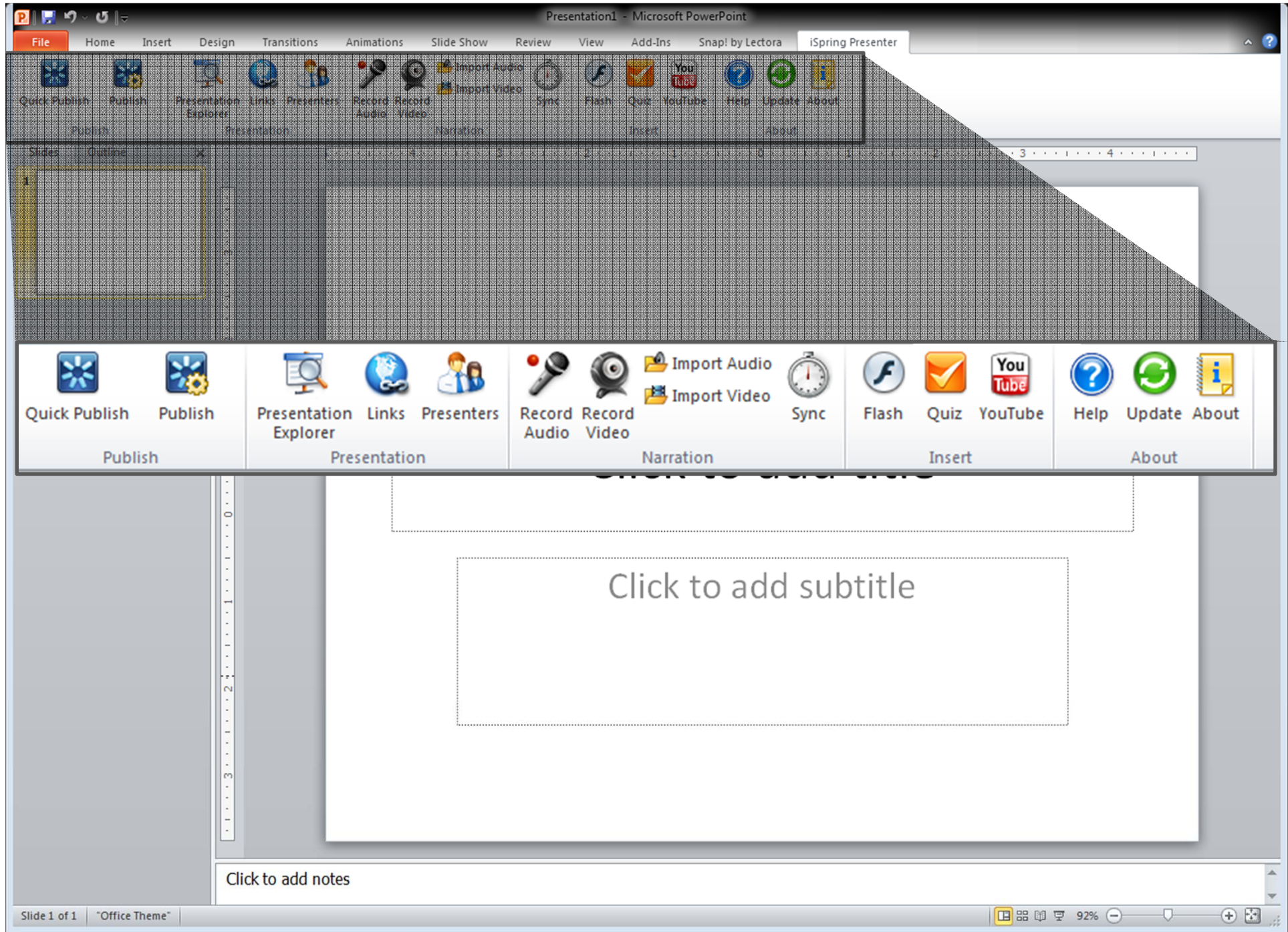
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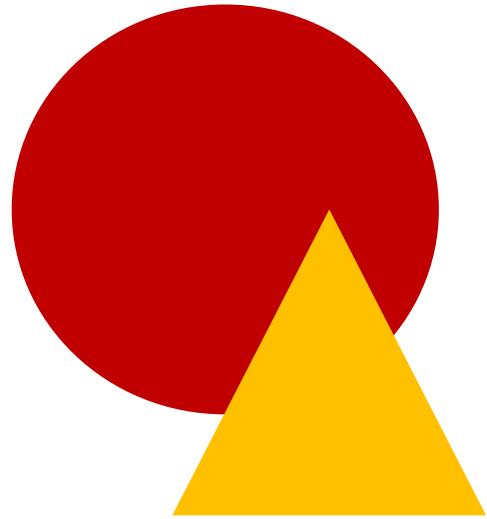
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Click to add notes

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Player: Advanced Glossy



Customize...



Publish

Cancel

How have you used
scenario-based eLearning?

What plans do you have for using scenario-based eLearning?

Resources for Getting Started and Saving Time

<http://cpdeconnect.pbworks.com>

CPDE Connect Wiki

Scenario Templates

URLs

Digital Handouts

Past
Presentations

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