MICRO-SCENARIO-BASED LEARNING

UNIVERSITY OF WISCONSIN
extended campus

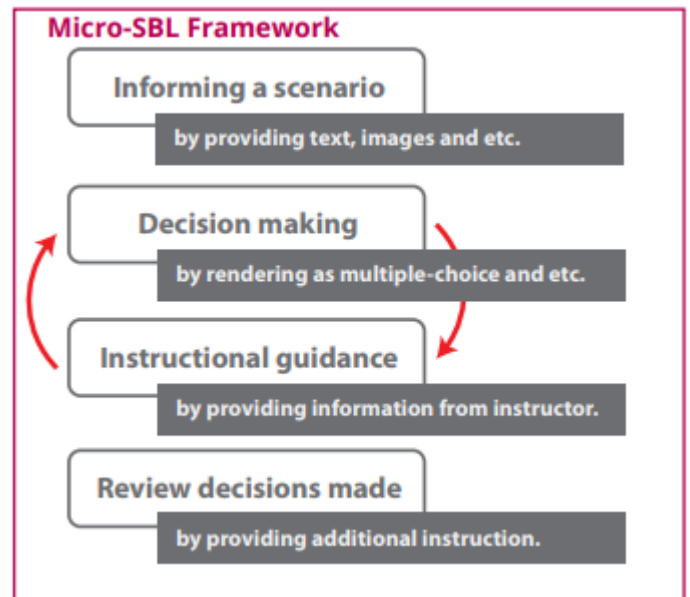## INTRODUCTION

Micro-scenario-based learning (Micro-SBL) is a way to organize instructional materials with chunked scenarios that learners are efficiently able to learn. Micro-SBL is different from traditional scenario-based learning (SBL). Traditional SBL has a scenario with decision trees for learners to select through, whereas Micro-SBL has chunked scenarios within a primary scenario. Instructional guidance for learners to easily follow is embedded in the Micro-SBL modules. Micro-SBL provides activities that are similar to traditional course activities, such as multiple-choice, true/false, short-answer, and multiple-select assessments so that the instructor does not have to convert the existing instructional materials to a new format. Micro-SBL, in addition, supports just-in-time learning materials such as pictures, charts, graphs, and so forth to help students easily understand and apply the acquired information to a real setting.

Micro-SBL Framework

Informing a scenario
by providing text, images and etc.

Decision making
by rendering as multiple-choice and etc.

Instructional guidance
by providing information from instructor.

Review decisions made
by providing additional instruction.

A CLOSER LOOK

1. Here are the key elements and processes to build a prototype of Micro-SBL for your course:
   A. Write a scenario first (e.g., making a peanut butter sandwich).
   B. If the scenario you wrote above is too complex, write multiple scenario modules that would satisfy the scenario you wrote in step A. (For example: 1. In the kitchen, take out the bread and peanut butter. 2. Spread peanut butter on the bread. 3. Clean up the countertop.)

Example: The highlighted lines are the smaller module scenarios.

> **Title of scenario: Mr. Rand Case - Part 1: Admission**
>
> **Overview of how the case is structured:**
>
> This interactive case has been developed to help you understand and strengthen your clinical reasoning skills. In this case you are the nurse caring for Mr. Rand. You will get to know Mr. Rand's history and clinical situation, and work to deliver quality care to him.
>
> The case is set up in chronologically ordered parts, "Admission" (Part 1), "Hospital Days 3-4" (Part 2), and "Team Consult" (Part 3). In each part, clinical information will be given and you (as the nurse) will need to analyze the situation and answer questions. As you answer questions, feedback will be given to you.
>
> Take notes as you move through the case, just as you would in a clinical setting. You will have the chance to re-check the information on the patient's chart (on the next slide) in Parts 2 and 3 of the case.

2. Collect instructional materials you already have for each scenario if you have chunked scenario modules. (For example, copy instructions on how to make a peanut butter sandwich from the internet and a recipe you follow.)

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If the scenarios include any instructional materials you present in your course modules, collect the materials and organize them according to the scenario modules. (For example: 1. I have recipe guidance on what utensils I need for preparing a peanut butter sandwich. 2. I have a recipe for spreading peanut butter and jam well on bread. 3. I have a guide on how to clean jam from a countertop.)

Example: The highlighted lines are the links to the materials.

Background and clinical scenario

Mr. Rand is a 74-year-old man admitted to the g. Oncology consulting.

insert Pt1attachMan_and_dog, with caption

Click here for the chart you have to work from. li

Click here for a CT scan taken when Mr. Rand wa words

3. For each chunked scenario, think about how many steps students will have to go through. (For example, making a peanut butter sandwich has five steps.)

    A. Write assessments. For each step, include different types of questions (i.e., multiple-choice, true/false, fill-in-the-blank, and short essay. (For example: 1. What is the first step in making a peanut butter sandwich?)
    B. Write instructions for each step that transition to the next step. (For example: To spread peanut butter with no missed spots on a piece of bread, you will have to use a jam knife.)

Example:

Slide 1

Overview of how the case is structured:

Slide 2

Background and clinical scenario

Slide 3

What types of information are missing from the above clinical information? set this up as a pass/fail short-answer question, with window for entering answer, and any answer counting as a pass, and with the following feedback view appearing when student submits answer

Feedback:

Thanks for thinking about what types of information are missing (you get credit just for your thinking)! Important information missing from the record includes:

- Past medical history: hyperlipidemia and hypertension

Did you consider all of these areas?

Slide 4

What is abnormal in the clinical assessment, labs, and diagnostic studies? Check all that apply (this answer is scored).

Feedback:

The correct answers are:

- Fatigue and shortness of breath with exertion and occasional cough
- Skin color

Slide 5

insert question-mark clip art – adjust size for balanced look!!

ADDITIONAL RESOURCES

- 7 Examples of Scenario-Based Learning (SBL) for Formal and Informal Learning by EI Design
- Scenario-Based Learning by Massey University
- How to Engage Learners with Scenario-Based Learning by Learning Solutions