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.

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.)

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.)
MICRO-SCENARIO-BASED LEARNING

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.

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:

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