Cost-Effective Simulations in the Classroom

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Outline of Session

• Committed Research around Role-Play Simulation
• Opportunities & Challenges in Successful Situational (Role-Based) Simulation
• Current Learner Experience
• Proof of Concept
• Why did it work?
• Simulations Made Easy & How?
• Build Process & Technology
• Summary & Where Next
Benefits of Learning using Role-Based Simulation

• **More effective than other modalities** at communicating complex information and skills.  
  (Leemkuil, de Jong et al. 2003)

• Achieve **improved performance** in a real world setting  
  (Forinash and Wiseman 2001)

• **Greater learner activity and participation**  
  (Gibbons, Fairweather et al. 1997)

• **High Learner motivation** and **scaffolded completion**  
  (Pintrich and Schunk 1996).

• **More effective than immediately placing the learner in the real world**  
  (Alessi 1988).

• Contextualised Feedback provided to the learner during a simulation can also be **unique benefits** to their learning experience  
  (Granland, Bergland et al. 2000).
Some Myths about Role-Based Simulations for Learning

• Simulations are complex and difficult to compose
  (Rocha, Araujo, et al. 2010; Van Joolingen and De Jong 2003);

• Considerable time to develop compared to other eLearning solutions
  (Alessi and Trollip 2001)

• Simulation Content is not typically reusable
  (Rocha, Araujo, et al. 2010; Fish and Harter 1991)

• Deployment is often limited as they are difficult to integrate
  (Rocha, Araujo, et al. 2010; Moreno-Ger, Blesius et al. 2008)

• Computer based simulations rarely offer any kind of adaptivity and rarely customize to learner’s contextual needs (so called personalization)
  (Gaffney 2010)
Current learner experience

- Can attend seminar live or virtually
- Up to 6 hours of content a day
- Straight lecture with minimal interactions
How did we get faculty to move beyond the traditional lecture?
Proof of concept

Reus a single-player game in a large lecture room.

Audience Engagement was remarkable:

“The level of audience participation was better than I have ever seen in a PLI (or any lawyer-led!) session.”

- Lead Faculty for program
Interactive simulations used during a lecture increased learner engagement.
Why did it work?

We didn’t just deliver information, we delivered an experience that simulated real-life decisions and consequences.

http://cathy-moore.com/
Created the “10 Minute Sim”

We wanted learners to experience a complex simulation with branching scenarios.
Demo
Faculty mindset shift from information to experiences led to improved instructional delivery.
A mindset shift from information to experiences

• Shifting from “what to know” to “how to do”
• Translate the process and concepts into a conversation
• Define the scenario optimal path, then come up with distractors
Scenario and character development made the learning more relevant.
Quotable Quotes

• “I had never done an internal investigation before. I want to do one now.”

• “I would pick a sim over a lecture; particularly for a skill topic.”

• “It was fun. That is not something I thought I would say.”

• “It is more valuable to do it vs. hear about it.”

• “It is wonderful to see how it is done. Better than sitting and listening.”

• “The game throws you in.... gives an associate a taste of how things happen.”

• “After the first episode I stopped playing a game and I did it like it was real.”
Summary

What did they think?

- Lawyers (serious professionals) embraced the game approach; they preferred it for skill-related content.
- They thought about the content a lot, i.e. “engaged” with it.
- They remembered key aspects-- at least in the short term.
- They strived to finish.
Evaluation

- **Evaluation Feedback** (- Fortune 1000s & Training Orgs)
  - Between 75% and 90% of learners feel better prepared for scenarios they have explored in a simulation.
  - Approximately 95% of learners recommend simulation as a form of learning
  - 83% of learners feel actively engaged in a simulation, especially when making decision
Simulations Made Easy Easier

• Benchmark:
  - 45+ days to develop Complex e-Learning Simulations (Chapman Alliance)

• PLI:
  – 8 days to create a Complex Branching Simulation with images and audio (10 Min Simulation)

• Build Efficiency (- Fortune 1000s & Training Orgs)
  – Compared to benchmark, the build speed can be reduced from 51% to 75% faster over a number of Simulation builds
  – CLO Award 2014 winner.
Demo
How?

Process

Technology

Per Simulation Build
Focus

Pre-Build → Analysis → Design → Build → Launch & Rollout → Post-Build

Theory ↔ Practical

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Process

Per Simulation Build

Focus

Pre-Build -> Analysis -> Design -> Build -> Launch & Rollout -> Post-Build

12 Weeks

1 -> 3 -> 5 -> 2

Theory <-> Practical
Cloud Based Platform

SME's

ID's

Business Stake Holders
In Summary

• No longer as complex to develop
• Simulation content is reusable
• Integration is easy
• Customizable

• Where Next?