

Curriculum Design Pattern

Global Learning by Design

Name of pattern

Story Games

Quick look

The Story Games activity involves the teacher developing a scaffolded scenario related to the theory content, and each week adding to the scenario based on the theory content that has been learnt during that week. Each week students work on scenario solutions and need to critically reflect their own practice as the scenario builds and shifts in direction.

Rationale

This learning activity provides students with an opportunity to reflect on and apply the theory in a practical situation, thereby promoting reflection and direct application. Scenario-based learning encourages students to take an active, integrated and inquiry-based approach to learning.

Learners/Context

This learning activity is suitable for small collaborative group work. It can be used for postgraduate, graduate and undergraduate courses where key themes / theory are built upon throughout the duration of the course.

Related patterns

Icebreaker 1 -The Story Teller

Related category

Situated learning, self-directed learning, reflective practice, constructive alignment.

Alignment

Story Games gives students the opportunity to scaffold their understanding and analyse theory through storytelling. Closely tied to constructivist learning theory in which blocks of knowledge are used to construct a larger understanding.

Instructions/Process

Facilitation of scenario based learning can be quite complex, as it requires the ability to guide discussion around a wide range of issues, often in situations where information is complex and non-linear and a clear 'answer' often does not exist. The teacher, in the role of facilitator, should encourage students to take responsibility for directing their own learning.

Prior to semester:

1. Identify the learning outcomes you wish to achieve with the ongoing, threaded scenario. The scenario should be linked back to the learning from each week's theory. The outcomes should be based on skills development and/or problem solving.
2. Decide on the format you will use - is the scenario going to be delivered face-to-face in class or online?
Note: The example used in this pattern will be face-to-face delivery.
3. Decide what media (images, video, audio, etc.) will you need to support the scenario.
4. Choose a topic for your "story" - consider subject matter theory, critical incidents, challenging situations, case based real-life examples.
5. Identify the starting point of your scenario. This will help you identify key areas, concepts and decision points for students to focus on in the scenario each week.
6. Build chapters in your scenario, based on subject matter theory, that will be used each week throughout the semester (refer to Resources/Technology). Include questions focusing on key concepts for students to analyse and discuss.
7. Review your scenario - work through the scenario step by step to ensure it flows as expected and that it is designed to achieve the learning outcomes intended.

First class of semester:

8. Communicate the scenario to the students - provide explanation regarding:
 - a. the intention of the Story Games activity
 - b. how the process will operate (group work)
 - c. the specific task(s) to be explored
 - d. the role of the teacher
 - e. available resources to support the scenario analysis and problem solving
 - f. how outcomes / findings will be reported back to the rest of the class
 - g. how and when evaluation and reflection will occur.

In class throughout the semester:

9. Use scenario chapters at the end of a key concept:
 - a. Students (working in groups of 5-6) should identify, record and discuss their immediate reactions to the scenario content, and reflect on the questions/task associated with scenario analysis.
 - b. Each group should record their scenario observations, analysis and reflection in order to present the information to the whole class.
Note: One or two presenters should be selected to present the group's ideas to the class. Each group presents their ideas and then observers should be invited to ask questions, draw inferences, and reflect on what they have heard.

Conditions

No verbal communication between students during activity.

Resources/Technology

Timer/stopwatch (use mobile phone timer)
A3 paper for each group.