

Final Report on Contract Ref: C08-111

Prepared and submitted by: Som Naidu -- Consultant

Submitted to: Professor Mohan Menon, Education Specialist, School Development at Commonwealth of Learning (mmenon@col.org)

Re: Consultancy for Conducting Workshop with IGNOU and Editing the Modules Developed in the Workshop

Statement of Work

The Consultant shall:

1. Discuss with the COL Education Specialist through a conference call the details of the workshop at least one week prior to the start of the workshop;
2. Prepare required training materials and a detailed program prior to the start of the workshop;
3. Discuss the modalities and support required during the workshop in a meeting one day prior to the workshop;
4. Review and carry out the first editing of the proposed 10 modules electronically during the following six weeks after the workshop; and
5. Prepare an initial report within 15 days after the workshop indicating the follow-up actions and the final report after completing the initial review by January 1, 2008.

Report on activity

This is the **final** report on Contract C08-111. This work comprised the introduction of a select group of IGNOU faculty members in the integration of scenario-based learning in their e-learning programs. **See Table 1** for participating groups.

Participants

A preliminary workshop in relation to this work was held at IGNOU in Delhi during November 21-23, 2007. This was followed up with a second workshop over January 2-5 (11), 2008. Participants comprised 25 Academic staff from 10 programs. The programs for these two workshops are attached. **See Tables 2 & 3.**

Readiness of participants

All participants in this program were new to the concepts of both *Scenario-Based Learning* and *e-Learning*. However, despite this low level of familiarity with the concepts, very significant progress was made over first three-day workshop on their understanding of both concepts and processes.

In the second workshop even greater success was achieved with course teams completing first drafts of their learning scenarios and furthermore, uploading these onto their online learning management system.

By now, all learning scenarios have been uploaded on to the LMS. These can be viewed at the following site, with a username and password (<http://sbel.egyankosh.ac.in/col>).

Resources

In support of this work, a site on Scenario-Based e-Learning has also been created on COL's *WikiEducator* (<http://www.wikieducator.org/SBeL>). This site comprises information on the project including resource materials on Scenario-Based Learning. The site also offers opportunities for collaborative work among teams on scenario building.

Evaluation of impact

Participant Reflections

In order to ascertain cognitive shifts among workshop participants, at the end of the second workshop, participants were asked to complete the following two sentences.

1. *In my view e-learning and scenario based learning are...*
2. *For me scenario based learning is...*

This is what they wrote (text has been altered to ensure correct spelling and grammar). These reflections are posted on the IGNOU online Learning Management site.

E-learning & Scenario based learning are like two sides of the same coin. Without SBL, e-learning is like a boat without rudder in the sea. SBeL is a boat with rudder which could always facilitate in giving directions and work as a navigator.

E-learning provides a platform to learners to learn with "brick and mortar" i.e. with the help of Internet and other contemporary ICT tools. Scenario based learning is concerned with the design of that e-learning experience. SBL reintegrates into ODL what learners get in the classrooms and in face-to-face settings.

Dr. Subodh Kesharwani

For me SBL as a concept was something that I have been practicing as a writer of distance education materials - though not quite in the same way as explained during the workshop. Case studies, illustrations of real life situations and examples have been incorporated in our course material of Diploma in Early Childhood Care & Education as well as the course material of Awareness-cum-Training Packages in Disability. But these were being used primarily to illustrate/clarify the concept discussed before or after and sometimes as reflective tools. In SBL the new perspective that I gained was to use these scenarios etc. to foster problem solving skills in the reader. This approach to scenarios/ case studies/ examples makes the teaching and learning pin-pointed, forces the writer to think why something is being written, adds to the quality of the materials and ensures identifiable learning outcomes.

Rekha Sharma Sen

Scenario based learning is about placing the learner in the learning context to enable him to learn the subject. There can be many types of scenarios and they may vary depending on the nature of the subject matter.

Anand

E-learning and scenario based learning are independent components of a teaching-learning mode. E-learning provides the online platform of learning where the electronic mode is provided to the learners. Whereas scenario based learning involves a problem based approach to learning and teaching unlike case studies and these situations are developed in different contexts to sensitize the learners about the content.

The combination of the two gives scenario based e-learning. For me scenario based learning is one mode where problem based situations are developed keeping in mind the target group and the learner goes through a whole lot of experiences to understand the concept of a particular/specific subject.

Neeti Agarwal

E-learning and SBL are two different aspects of learning and teaching which can be used separately and objectively.

Whereas SBL is a strategy for dealing with the complicated portion of courses such as where there is a lot visualization necessary to conceptualize the ideas, e-learning is primarily a mode of delivery which can be used for managing larger groups of student population provided the requisite infrastructure is available with them at receiving end.

Manoj

E-learning and SBL are tools for helping students to learn as independent learners.

SBL puts the learners in their context of learning. It also encourages learners to engage their higher order skills. Learning through this mode is relatively more permanent than usual classroom learning.

E-learning is a tool which can help take SBL to large number of students.

Vandana

E-learning and scenario based learning are two different critical aspects of the teaching learning process. In a broad sense, e-learning refers to the use of ICT tools and other modern technologies to accomplish the teaching-learning activity.

E-learning can be with or without SBL but it is sure that SBL can make e-learning more effective and productive.

For me, scenario based learning is a new concept in teaching learning process where we aim to develop scenarios using the proper context to make the learner understand the content in a lucid and more effective way.

Munish Bhardwaj

E-learning and scenario based learning promote the idea of learning and teaching in context, where the principles and facts and technology related to a scenario or a context. For our SIM, it is helpful in making course guides which integrates contexts in learning the topic using the SIM and other multimedia materials as resource materials.

SBL offers learners a real life problem situation where they select and search the resource material in order to solve the problem. It is a good value addition to our resource materials for learning and its retention.

Ajit Kumar

E-learning and Scenario based e-learning at the outset seemed to be somewhat similar but no doubt after learning about SBL what I felt was that SBL is a step ahead in the direction of making e-learning user friendly.

Scenario based learning is to my mind an additional tool, which can, if effectively used help in inculcating & developing skills. It can to a certain extent facilitate the teaching-learning process as well.

Anjali Ramteke

E-learning and scenario based learning help facilitate better learning and teaching. E-learning enables democratic access to educational resources. It introduces flexibility in the learning situation and enables the learners to move at their own pace. Scenario based learning introduces context in the learning situation. It is situational learning. It helps the teacher to bring in the learner in the learning situation. The learner gets a sense of involvement and understands the concept better. E-learning and scenario based learning brought together is still more effective tool for learning.

Jaideep Sharma

E-learning and scenario based learning are methods or approaches which can be used for teaching-learning. E-learning is a platform that enables the learners to effectively learn by more interaction providing a variety of content in different formats, viz. text, graphics, audio, video, etc. E-learning can be delivered either through offline or offline modes, but necessarily in the electronic form.

Scenario based learning on the other hand is a new concept, which I learnt from this workshop, that can be more appropriate for distance teaching-learning process. Since the print material is the predominant medium in distance education system, scenario based learning has the potential to make subject matter content realistic with the use of situations/problems faced by the learners in print form and e-form. I strongly feel that the SBL can be the more appropriate medium in the context of distance education.

Sevukan

Ongoing plans and directions

This final report on the Contract C08-111 **does not** signal the end of this project and especially the work that has been started at IGNOU.

Because of the nature of this work, this work is going to continue evolving for a very long time yet. We have been successful in lighting some worthwhile fires and synergies among the IGNOU community on at least two fronts.

1. The first is in the area of *e-learning*. While IGNOU has the technology and the capability to develop or buy the technology that is needed for e-learning, as part of this project, we were able to develop a great deal of capacity among stakeholders in identifying the various critical attributes of e-learning and online learning. With this knowledge, participating IGNOU staff is now better prepared to ask for the right tools and technologies.
2. The second is in the area of *pedagogical design*, not just for e-learning, but for learning and teaching generally in the distance education mode. Distance education at IGNOU often focuses too much on the learning of the subject matter content and suffers from the lack of what is commonly available in residential classrooms, namely collaboration and communication among students, and teachers and students, and feedback on students' work.

Scenario-Based Learning offers a way of reintegrating these critical and desirable attributes of learning and teaching into distance education. A great deal of emphasis was placed in these two workshops on introducing participants to Scenario-Based Learning and getting them to adopt it in their teaching.

This work will continue with the leadership of the organizers of these workshops at IGNOU (Professor Uma Kanjilal and Dr. Pankaj Khare) and with the continued support of the Col consultant – Associate Professor Som Naidu.

Two tangible outputs

In the near future two tangible outputs are planned.

1. The first is the production of several conference papers from IGNOU workshop participants to be included in an "*Orchestrated Session on Situated Learning Designs for Professional Development: Case Studies on Innovation in Curriculum and Assessment*", coordinated by Som Naidu at the Fifth Pan-Commonwealth Forum on Open Learning to be held in July 2008 in London, United Kingdom.
2. The second is the development of a chapter on *scenario-based e-learning based on this work at IGNOU*, as part of a book on *Situated Learning Designs for Professional Development* that is being edited by Som Naidu and Mohan Menon (from COL) in 2008.

Table 1: Participants and SBEL projects

The following groups were present in the first and second workshops (November 21-23, 2007; January 2-5th and 11th, 2008)

Program	Participant	Email Address	Focus
Agriculture	Dr. Shailendra Kr Yadav Mukesh Kumar Dr. Praveen Kumar Jain	sky30@mail.com mkumar@ignou.ac.in pkjain@ignou.ac.in	<i>Target: Crop production</i> Development of better farming practices especially in the adoption of appropriate varieties of crops.
Computer Sciences	M.P. Mishra Sudhansh Sharma	mpmishravns@rediffmail.com sudhansh74@rediffmail.com	<i>Target: Computer studies</i> The study of foundation computer science (i.e., Webpage design).
Health Sciences	Dr. T. K. Jena Dr. Ruchika Kuba Dr. Biplab Jamatia	tkjena@ignou.ac.in ruchikakuba@yahoo.com biplabjamatia@gmail.com	<i>Target: Medical sciences</i> The study of musculoskeletal injuries among the aged.
Childhood Education	Ms. Rekha S. Sen	rekha_s_sen@hotmail.com	<i>Target: Early childhood studies</i> The study of disabled
Library & Information Sciences	Dr. Neena Talwar Kanungo Dr. Jaideep Sharma Dr. R. Sevukan	neenakanungo@hotmail.com j_sharma2002@yahoo.com sevukan2002@yahoo.com	<i>Target: Library sciences</i> The study of library cataloguing
Engineering and Technology	Prof. Subhasis Maji Prof. Ajit Kumar Dr. Manoj Kulshrestha Dr. Munish Bhardwaj	subhmaji@rediffmail.com ajit_ignou@hotmail.com kulshreshtha_m@hotmail.com bhardwaj_mk@hotmail.com	<i>Target: Civil engineering</i> Studies of Pottery
Commerce	Dr. Subodh Kesharwani	subodhkesharwani@gmail.com	<i>Target: Business studies</i> The study of entrepreneurship

Educational Technology	Prof. Vibha Joshi Dr. Sutapa Bose Vandana Singh	Joshi_vibha@yahoo.com sb03_ignou@yahoo.co.in vs_ccsu@yahoo.co.in	<i>Target: Educational studies</i> The study of the principles and processes of learning.
Law	Prof. Srikrishna Deva Rao Ms. Sunit Kashyap Mr. Anand Gupta	srikrishnadevarao@ignou.ac.in suneet_910@hotmail.com gupta_anand2006@yahoo.co.in	<i>Target: Legal studies</i> The study of criminal law, murder
Management	Dr. Neeti Agarwal Ms Anjali Ramteke	neetiglagarawal@hotmail.com anjali_ramteke@hotmail.com	<i>Target: Management studies</i> The study of NGO management

Table 2: Workshop Schedule (November 21-23, 2007)

Scenario Based eLearning (SBeL) at IGNOU Workshop Schedule (November 21-23, 2007)

Day 1 (21/11/07): Attributes of Scenario-Based e-Learning			
Session	Focus	Planned Activities	Resources and Outputs
Orientation 9.00-9.30	Inauguration ceremonies	Inauguration and introduction to the workshop (goals, plans and processes and procedures). Introductions of participants	Inauguration and orientation
Session 1-1 09:30-11:00	Scenario-Based Learning	What is it? Outline fundamental principles of scenario-based learning and approach to its implementation. See Example: <i>MATE-I program (OUSL)</i>	Som's PPTs Readings on SBL and MATE-I Study Guides
Session 1-2 11:30-13:00	Identify key competencies and learning outcomes for students in various disciplines	Participants work in discipline-based course teams to identify and define <i>key competencies</i> and <i>learning outcomes</i> of graduates of their program(s)	Program descriptions Course/Subjectif Syllabi
Session 1-3 14:00-15:30	Start to develop learning scenarios for their courses	Participants work in discipline-based course teams to develop learning scenarios that will facilitate the development of those competencies in their graduates	Learning scenarios being developed
Session 1-4 16:00-17:30	Group presentations and discussion of learning scenarios	Teams present outlines of their learning scenarios to the whole group for feedback and discussion	Outline of learning scenarios finalized
Day 2 (22/11/07): Continue to develop learning scenarios, define learning activities (including opportunities for collaborative learning, feedback and remediation)			
Session	Focus	Planned Activities	Outputs
Session 2-1 09:30-13:00	Group presentation and discussion of learning scenarios	Teams present their learning scenarios to the whole group for feedback and discussion	Outline of learning scenarios finalized
Session 2-2 11:30-13:00	Defining learning activities	Teams define all learning activities within scenarios (what would learners do as part of their assessable and non-assessable activities?)	Learning activities defined
Session 2-3 14:00-15.30	Defining assessable activities	Teams present their assessable and non-assessable activities to the whole group for feedback	Assessable items defined
Session 2-4 16:00-17:30	Group presentations and discussion of learning scenarios	Teams present their learning scenarios to the whole group for feedback and discussion	Sketch of learning scenarios pretty much finalized

Day 3 (23/11/07): Identify learning resources and delivery mode (Lectures, Tutorials, Text books, Readings, Audio/Video, Simulation etc, CDs/DVDs, Web/LMS)			
Session	Focus	Planned Activities	Outputs
Session 3-1 09:30-11:00	Identify learning resources	Teams identify and select all learning resources for their subjects in the program	Learning resources identified
Session 3-2 11:30-13:00	Identify learning mode	Identification of delivery mode (what and how?) Introduction to the WikkiEducator (collaborative editing)	Delivery mode defined
Session 3-3 14:30-15:30	Group presentations and discussion of learning mode	Teams present their delivery mode to the whole group for feedback and discussion	Delivery mode defined
Session 3-4 16:00-17:30	Group presentations and discussion of learning mode	Teams present their delivery mode to the whole group for feedback and discussion	Learning scenarios finalized

Table 3: Workshop Schedule (January 2-5, 2008)

Situated Learning Design Workshop Schedule (January 2-5, 2007)

Day 1 (02/01/08): Recap and account of progress, critical reflections and feedback			
Session	Focus	Planned Activities	Outputs
Session 1-1 10:30-11:00	Welcome remarks Introduction to this workshop	Introductory remarks. Program outline and its format, objectives, outcomes	Recap Orientation
Session 1-2 11:30-13:00	Discipline areas (Course teams)	<i>Progress report</i> from each course team on the subject (Learning Outcomes, Scenario, Learning and Assessment Activities)	Critical reflections and feedback from Som and the group
Session 1-3 14:00-15:30	Discipline areas (Course teams)	<i>Progress report</i> from each course team on the subject (Learning Outcomes, Scenario, Learning and Assessment Activities)	Critical reflections and feedback from Som and the group
Session 1-4 16:00-17:30	Discipline areas (Course teams)	<i>Progress report</i> from each course team on the subject (Learning Outcomes, Scenario, Learning and Assessment Activities)	Critical reflections and feedback from Som and the group
Day 2 (03/01/08): Develop learning and assessable activities (collaborative, feedback and remediation)			
Session	Focus	Planned Activities	Outputs
Session 2-1 09:30-11:00	Continue development of the Study Guide with individualized feedback from Som	Teams continue work on the development of the Study Guides (learning and assessable activities, feedback)	Full draft of Study Guides
Session 2-2 11:30-13:00	Continue development of the Study Guide with individualized feedback from Som	Teams continue work on the development of the Study Guides (learning and assessable activities, feedback)	Full draft of Study Guides
Session 2-3 14:00-15:30	Continue development of the Study Guide with individualized	Teams continue work on the development of the Study Guides (learning and assessable activities,	Full draft of Study Guides

	feedback from Som	feedback)	
Session 2-4 16:00-17.30	Continue development of the Study Guide with individualized feedback from Som	Teams continue work on the development of the Study Guides (learning and assessable activities, feedback)	Full draft of Study Guides
Day 3 (04/01/08): Identify learning resources (text books, readings, audio/video material, OERs)			
Session	Focus	Planned Activities	Outputs
Session 3-1 09:30-11:00	Learning resources	<i>Progress report</i> from each course team on all learning resources for their subjects	Critical feedback from the group
Session 3-2 11:30-13:00	Learning resources	<i>Progress report</i> from each course team on all learning resources for their subjects	Critical feedback from the group
Session 3-3 14:00-15:30	Learning resources	<i>Continue identification of</i> learning resources for their subjects	Learning resources identified
Session 3-4 16:00-17.30	Learning resources	<i>Continue identification of</i> learning resources for their subjects	Learning resources identified
Day 4 (05/01/08): Define delivery and deployment strategy (balance of face-to-face and LMS blend)			
Session	Focus	Planned Activities	Outputs
Session 4-1 09:30-11:00	Delivery and deployment strategy	Uploading resource materials online	Hands-on with the LMS
Session 4-2 11:30-13:00	Delivery and deployment strategy	Uploading resource materials online	Hands-on with the LMS
Session 4-3 14:00-15:30	Delivery and deployment strategy	Uploading resource materials online	Hands-on with the LMS
Session 4-4 16:00-17.30	Delivery and deployment strategy	Uploading resource materials online	Hands-on with the LMS