



DEVLEARN

WITH JACINTA PENN & RAY HANDLEY

FROM WORKBRIGHT ELEARNING

What I went to: Games and Interactive Webinars

Serious games

SERIOUS GAMES - WHAT?

- There are key items that make up a good serious game. While there are many other components we can discuss, this is an overview of must have list to make any game successful.

COMPONENTS TO A GOOD GAME:

- Continuous Challenges
- Interesting Storyline Throughout
- Flexibility of obtaining goals with multiple outcomes
- Immediate, consistent and useful rewards
- Combining Fun and Learning Together
- Tracking Player Data and Trends - Analytics

© Serious Games Institute 2011. All rights reserved. This content is not to be distributed without the permission of the Serious Games Institute.

Terrible zombie learning game

ZOMBIE SALES APOCALYPSE!

Enter if You Dare!
Successfully sell to Dirk and save his office from the zombies! Get to the top of the Leaderboard!

It's time! It is beautiful day and I am anxious to get on the golf course that we got earlier!

In our last meeting you mentioned how pleased you were with the feedback about your fully featured items. Today, I need to know how you have responded to have a conversation with you and current clients about our new and improved website solution.

1. How would you rank this opening dialogue?

- A. Poor - missing key areas
- B. Good - but missing key areas
- C. Best - included key areas

Ideal Game-base Learning Sequence

1. Teach & talk about what will be learned.
2. Play the Game
3. Debrief about what was learned in the game.

Designing the right game for your instructional goal

Recommendations

- 1. Play games... lots of games.
- 2. Debrief themes and mechanics:
 - What skills are involved?
 - How does the game allow player to reflect and improve?
 - Is the game fun?
- 3. Map instructional objectives to game mechanics.

University of Indiana Business School pre-majors playing Monopoly to practice basic accounting skills

Option 3: Designing Instructional Games

1. Start with your instructional objectives.
2. Determine if the conditions of the instructional objectives map to game mechanics.
 - Timer
 - Score
 - Competition
 - Randomness
3. Storyboard the target behaviors in a game setting.

Given a savings bond and a limited amount of time, identify the eleven key elements of the savings bond with 100% accuracy.

Designing interactive webinars – not helpful. Wow with webinars book better

Panoramic adventure games

What I didn't go to (& wish I had)

Dairy Queen, Rapid design and dev framework

MICROLEARNING LESSON REQUEST FORM

DESIGN PREFERENCE

DEFINE THE LEARNING OBJECTIVE BY COMPLETING THIS SENTENCE:

MICROLEARNING DEVELOPER DETAILS

MICROLEARNING LESSON REQUEST FORM

Content

Photography Provided by

MICROLEARNING PROJECT CHARTER

MICROLEARNING DEVELOPER DETAILS

DESCRIPTION OF THE MICROLEARNING LESSON

TARGETED MICROLEARNING OBJECTIVES:

- Objective #1: Brief description of task/procedure/process
- Objective #2: Brief description of task/procedure/process
- Objective #3: Brief description of task/procedure/process

RE SOURCE'S

Creating a scrolling comic interaction

Agile project management for elearning

LLAMA

AGILE MANIFESTO

1. DEFINE & MANAGE LEARNER PERSONA

2. DEFINE SCOPE IN ITERATION

3. ITERATE WORK IN SMALL BATCHES

4. PLAN & MANAGE WORK WORKSHEETS

5. PLAN FOR ITERATIONS

TERRACE APPROACH

TORRANCE LEARNING

Unexpected:

Book stall – never seen so many cool learning books. Bought a book called Wow with webinars which will be the inspiration to a new course/webinar on interactive webinars, not just polling but real interactive learning.

Morning buzz discussions are learner led, very little info from speaker, consider your energy levels carefully before going

At least one third of the 3000 audience were in their ID jobs from a sideways promotion and had no formal training

Expo – lots of games and VR. No AR. Lots of elearning companies and unknown LMS systems.

A great social learning tool for uploading video of self-work/project and getting peer or instructor reviews. <http://www.rehearsal.com/>

Top 3 learnings from sessions & expo:

1. You design what you play,
2. Good learning objectives lead to game design/theme
3. Mobile, VR and AR are the future

Top 3 learnings about DevLearn:

1. Go to a variety of topics & all the showcases
2. Look at the schedule well before
3. Take time out during the breaks

Links on eLearning Guild site for professional members

[11 keynote or session videos](#)

[Resources](#)

ZOMBIE SALESAPOCALYPSE! ®

Enter If You Dare!

Successfully sell to Dirk and save his office from the zombies! Get to the top of the Leaderboard!



Broker (Dirk)

Hi there. It is beautiful day and I am anxious to get on the golf course. Shall we get started?

In our last meeting you mentioned how pleased you were with the feedback about Go365 your fully insured clients. Today, I want to make sure you have everything needed to have a conversation with prospective and current clients about Go365 as a stand-alone wellness solution.

1. How would you rank this opening dialogue:

- A. Poor - missing key steps
- B. Good - but missing key steps
- C. Best - included key steps



Ideal Game-base Learning Sequence

1. Teach & talk about what will be learned.



2. Play the Game



3. Debrief about what was learned in the game.



Recommendations



University of Indiana Business School pre-majors playing Monopoly to practice basic accounting skills

1. Play games... lots of games.
2. Debrief themes and mechanics:
 - What skills are involved?
 - How does the game allow player to reflect and improve?
 - Is the game fun?
3. Map instructional objectives to game mechanics.



SERIOUS GAMES – WHAT?

- There are key items that make up a good serious game. While there are many other components we can discuss, this is an overview of must have list to make any game successful.

COMPONENTS TO A GOOD GAME:

- Continuous Challenges
- Interesting Storyline throughout
- Flexibility of attaining goals with multiple outcomes
- Immediate, consistent and useful rewards
- Combining Fun and Learning together
- Tracking Player Data and Trends - Analytics





MICROLEARNING LESSON REQUEST FORM

Name of Requestor		Date of Request	
Define Business Need			
Primary Subject Matter Expert(s)			
Identify Existing Content			
List Available Resources			
Define Targeted Audience		Desired Date	

DEFINE THE LEARNING OBJECTIVE BY COMPLETING THIS

- After viewing, you will...
 - Wash my hands properly
 - Understand the importance to proper hand washing
 - Follow the 6-step procedure to hand washing

Content

Photography: <input type="checkbox"/> Still shots (sequencing) <input type="checkbox"/> Video <input type="checkbox"/> Other (animation, charts, graphs, data) <input type="checkbox"/> Logos	Photography Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor
Audio: <input type="checkbox"/> Background music <input type="checkbox"/> Voice-over	Audio Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor
Text: <input type="checkbox"/> Text-on-screen (bullets) <input type="checkbox"/> Text-on-screen (full text like co)	Text Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor
Translation: <input type="checkbox"/> Text <input type="checkbox"/> Voice-over	Translation Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor
Storyboard/audio script: <input type="checkbox"/> Storyboard <input type="checkbox"/> Audio script	Storyboard/Script Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor



--	--

DESIGN PREFERENCE

Review and select your preferred design elements from the "Microlearning Project Templates" document.

- Option 1 (DQ Colors, linear/flat)
- Option 2 (Business, grey and white)
- Option 3 (Bubbles, geometric)

MICROLEARNING LESSON REQUEST FORM

Name of Requestor		Date of Request	
Define Business Need			
Primary Subject Matter Expert(s)			
Identify Existing Content			
List Available Resources			
Define Targeted Audience		Desired Date	

DEFINE THE LEARNING OBJECTIVE BY COMPLETING THIS SENTENCE:

- After viewing, learners will...
 - Understand this...
 - Perform that...
 - Achieve something...



MICROLEARNING LESSON REQUEST FORM

Name of Requestor		Date of Request	
Define Business Need			
Primary Subject Matter Expert(s)			
Identify Existing Content			
List Available Resources			
Define Targeted Audience		Desired Date	

DEFINE THE LEARNING OBJECTIVE BY COMPLETING THIS SENTENCE:

- After viewing, you will...
 - Wash my hands properly
 - Understand the importance to proper hand washing
 - Follow the 6-step procedure to hand washing

Content

Photography: <input type="checkbox"/> Still shots (sequencing) <input type="checkbox"/> Video <input type="checkbox"/> Other (animation, charts, graphs, data) <input type="checkbox"/> Logos	Photography Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor
Audio: <input type="checkbox"/> Background music <input type="checkbox"/> Voice-over	Audio Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor
Text: <input type="checkbox"/> Text-on-screen (bullets) <input type="checkbox"/> Text-on-screen (full text like cc)	Text Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor
Translation: <input type="checkbox"/> Text <input type="checkbox"/> Voice-over	Translation Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor
Storyboard/audio script: <input type="checkbox"/> Storyboard <input type="checkbox"/> Audio script	Storyboard/Script Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor



--	--

DESIGN PREFERENCE

Review and select your preferred design elements from the "Microlearning Project Templates" document.

Content

Photography: <input type="checkbox"/> Still shots (sequencing) <input type="checkbox"/> Video <input type="checkbox"/> Other (animation, charts, graphs, data) <input type="checkbox"/> Logos	Photography Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor
Audio: <input type="checkbox"/> Background music <input type="checkbox"/> Voice-over	Audio Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor
Text: <input type="checkbox"/> Text-on-screen (bullets) <input type="checkbox"/> Text-on-screen (full text like cc)	Text Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor
Translation: <input type="checkbox"/> Text <input type="checkbox"/> Voice-over	Translation Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor
Storyboard/audio script:	Storyboard/Script Provided by: <input type="checkbox"/> Developer <input type="checkbox"/> Joint Partnership <input type="checkbox"/> Business Owner <input type="checkbox"/> External Vendor

MICROLEARNING PROJECT CHARTER



MICROLEARNING DEVELOPER DETAILS

Project Name		Target Audience	
Requestor Name		Request Date	
Business Need		Estimated Start Date	
Estimated Due Date		Final Approver	
Estimated Budget		Billable Cost Center	

DESCRIPTION OF THE MICROLEARNING LESSON (DETAILED DESCRIPTION OF HOW THIS LESSON WILL MEET YOUR BUSINESS NEED.)

[Briefly describe the purpose of this activity.]

TARGETED MICROLEARNING OBJECTIVES:

- <Objective #1: Brief description of task/procedure/process>
- <Objective #2: Brief description of task/procedure/process >
- <Objective #3: Brief description of task/procedure/process >

RESOURCES

i [Briefly confirm any resources such as logos, audio files, procedure guides, process flows, etc. and links to network paths]

ASSUMPTIONS

i [Assuming the network paths specified contain outlines resources. Assuming procedures/steps have been approved. Assuming I should bill towards specified cost center.]

MICROLEARNING PROJECT CHARTER



CONFIRMATION OF PROJECT CHARTER/SCOPE FOR THIS MICROLEARNING LESSON REQUEST

Developer _____ Date _____ Business Owner _____ Date _____

MICROLEARNING DEVELOPER DETAILS

Project Name		Target Audience	
Requestor Name		Request Date	
Business Need		Estimated Start Date	
Estimated Due Date		Final Approver	
Estimated Budget		Billable Cost Center	

DESCRIPTION OF THE MICROLEARNING LESSON (DETAILED DESCRIPTION OF HOW THIS LESSON WILL MEET YOUR BUSINESS NEED.)

[Briefly describe the purpose of this activity.]

MICROLEARNING PROJECT CHARTER



MICROLEARNING DEVELOPER DETAILS

Project Name		Target Audience	
Requestor Name		Request Date	
Business Need		Estimated Start Date	
Estimated Due Date		Final Approver	
Estimated Budget		Billable Cost Center	

DESCRIPTION OF THE MICROLEARNING LESSON

(DETAILED DESCRIPTION OF HOW THIS LESSON WILL MEET YOUR BUSINESS NEED.)

[Briefly describe the purpose of this activity.]

TARGETED MICROLEARNING OBJECTIVES:

- <Objective #1: Brief description of task/procedure/process>
- <Objective #2: Brief description of task/procedure/process >
- <Objective #3: Brief description of task/procedure/process >

RESOURCES

i *[Briefly confirm any resources such as logos, audio files, procedure guides, process flows, etc. and links to network paths]*

ASSUMPTIONS

i *[Assuming the network paths specified contain outlines resources. Assuming procedures/steps have been approved. Assuming I should bill towards specified cost center.]*

MICROLEARNING PROJECT CHARTER



CONFIRMATION OF PROJECT CHARTER/SCOPE FOR THIS MICROLEARNING LESSON REQUEST

Developer _____ Date _____ Business Owner _____ Date _____

TARGETED MICROLEARNING OBJECTIVES:

- <Objective #1: Brief description of task/procedure/process>
- <Objective #2: Brief description of task/procedure/process >
- <Objective #3: Brief description of task/procedure/process >

RESOURCES

i *[Briefly confirm any resources such as logos, audio files, procedure guides, process flows, etc. and links to network paths]*

ASSUMPTIONS

i *[Assuming the network paths specified contain outlines resources. Assuming procedures/steps have been approved. Assuming I should bill towards specified cost center.]*



1 DEFINE A PRIMARY LEARNER PERSONA

Understand the critical learner's:

- Demographics
- Professional goals
- Job role
- Motivations
- Personality

2 DEFINE SCOPE IN STORIES

AS A _____

I WANT TO _____

SO I CAN _____

3 ESTIMATE WORK IN SMALL BATCHES

1. The person who does the work estimates it.
2. Estimate with no padding.
3. Estimate in increments (1, 2, 4, 8, 16, 32)
4. An estimate is just an estimate.
5. Estimate the unknown.

AGILE MANIFESTO

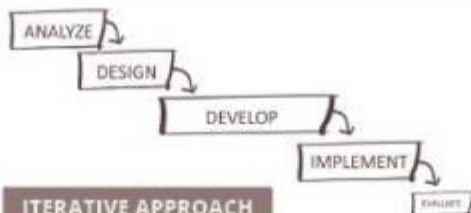
We are uncovering better ways of developing software by doing it and helping others do it.

Through this work we have come to value:

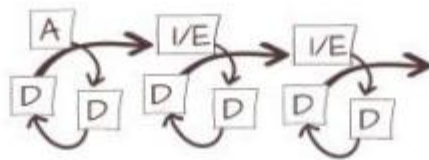
Individuals and interactions over processes and tools
 Working software over comprehensive documentation
 Customer collaboration over contract negotiation
 Responding to change over following a plan

That is, while there is value in the items on the right, we value the items on the left more.

TRADITIONAL "WATERFALL" APPROACH



ITERATIVE APPROACH



4 PLAN & MANAGE WORK VISIBLY

- Index cards
- Kanban boards
- LEGO® boards
- Online tools

KEY: Work-directed work teams need visibility to work and status.

5 PLAN FOR ITERATIONS

1. You always have something usable.
2. You catch errors early.
3. You don't get too far off track.
4. It's easier to estimate.
5. It's psychologically way more satisfying.

NOTES & QUESTIONS



Megan Torrance
 mtorrance@torrancelearning.com
 @mmtorrance
 linkedin.com/in/megantorrance
 td.org/agilellama

