



The power of real-world scenarios, the challenge of competitive games,
the promise of performance-based results.

COLLABORATIVE LEARNING SYSTEMS

The Library/Classroom Instructional Model *for Concepts and Principles Content Task Types*

We pioneered the Library/Classroom instructional model in designing eLearning courses and use it when projects require us to train concepts or principles. The Library/Classroom instructional model effectively organizes course content with motivational learning activities that requires the learner to recall and apply knowledge as they proceed.

This instructional model uses our scenario-based approach that combines the power of real-world business situations with engaging learning activities. This provides the learner a self-adjusting course that matches their individual learning styles.

A course designed with our Library/Classroom instructional model is divided into two distinct segments: The *Classroom* which contains scenarios, simulations and decision points (assessments), and the *Library* which contains core course content, research information, interactions, games and quizzes.

The Classroom

The Classroom is where the learner can apply their knowledge of the material, and where they are assessed. In courses using this model we usually start the learner in the Classroom, where they can immediately begin moving through the scenario and completing the decision points.

Decision Points

As the scenario progresses the learner encounters decision points. Decision points are interactions that assess the learner's knowledge. The decision point is a traditional assessment type such as multiple choice, drag and drop, matching, or fill in the blank, etc. The scenario pauses and waits for the learner to make their decision.

The Library

The Library contains core course content organized in a standard tutorial format. It contains research information, interactions, and games designed to reinforce the decision points in the Classroom.

When the learner moves to the Library, they interact with the content, play games, and conduct research that provides reinforce-

ment to assist them with the Classroom decision points. Think of the Library as the learner's research area. The learner can spend as much time in the Library as necessary to master the material before moving to the Classroom to apply their knowledge.

Learner-Centered Navigation

If the learner needs reinforcement they can jump to the Library without penalty and interact with the content to gain the knowledge they need to make the correct decision.

When they are ready to make their decision, they jump back to the Classroom and answer the question in the decision point. This self-adjusting flow allows the learner to adapt the course to their own distinct learning style.

Learning Activities

Interspersed in the Library are learning games specifically designed to reinforce the Classroom decision points. The games are timed and scored during play and allow the learner to practice their recall of the material.

The games also provide a leveling mechanism which allows the learner to adjust the difficulty as they master the content.

The games provide a safe "practice-zone" for the learner because their results are not tied to their final score for the course, so they can "drill-and-practice" until they are confident they have mastery of the material.

Benefits of the Library/Classroom Instructional Model

The Library/Classroom instructional model puts the learner in control, and allows them to adjust the course to work with their particular learning style. It also uses situational learning. The scenarios display a learning environment as close to the real-world business situation as possible. This approach demonstrates relevance to the learner, which is vitally important in keeping them engaged. It also requires application of skills and concepts. Our feedback shows that courses built with this instructional model have higher learner satisfaction and completion rates.