



# Situation-Based Learning Design: Starter Kit

© Copyright 2008 by Will Thalheimer  
 Work-Learning Research, Inc.  
[www.work-learning.com](http://www.work-learning.com)

Phone: 888-579-9814  
 Email: [info@work-learning.com](mailto:info@work-learning.com)  
[www.willatworklearning.com](http://www.willatworklearning.com)

*Integrate this into your organization's learning-design process.*

## Step 1 – Evaluate Current Learning Interventions

SEDA Component	Notes	Does learning intervention do this?			
		No	Some- what	Mostly	Almost Exactly
Situation – During learning, are learners presented with situations to evaluate, make a decision about, and/or take an action on? If so, is the practice situation similar to the on-the-job performance situation?					
Evaluation – During learning, do the learners have to evaluate the situation (make sense of it) in a manner similar to the way they'll have to evaluate it in the real world (without artificial hints or supports)?		No	Some- what	Mostly	Almost Exactly
Decision – During learning, do the learners have to make the same kind of decisions about the situation that they'll have to make in the real world (without artificial hints or supports)?		No	Some- what	Mostly	Almost Exactly
Action – During learning, do the learners have to take the same kind of actions they'll have to take in the real world (without artificial hints or supports)?		No	Some- what	Mostly	Almost Exactly

## Step 2 – Set Course, Gather Information

Item	Notes	Circle One for Each Item		
A. Overarching Objective – What is the overarching objective of the program? “What do we want our learners to be able to do, and in what situations do we want our learners to do those things?”		Save for Later	Partly Done	Done
B. Evaluation Objectives – How will you measure the success of the program? This is a great question to ask so that you can really focus on what matters (this assumes you’re measuring the right stuff).		Save for Later	Partly Done	Done
C. Instructional Objectives – What are the key learning points (principles, ideas, contingencies, etc.) that you want your learners to know?		Save for Later	Partly Done	Done
D. Situational Objectives – What are the specific situations that you want your learners to be able to handle? Specify as much as you can the WHAT, WHEN, and WHERE.		Save for Later	Partly Done	Done
E. Link the Instructional Objectives to the Situations, making sure that you have at least one situation for each Instructional Objective.		Save for Later	Partly Done	Done
F. Link Evaluations, Decisions, and/or Actions to each Situation. The idea here is to begin developing a clear idea of the Situation-Action links so that you can see clearly what the instructional design might look like.		Save for Later	Partly Done	Done

## More Steps: Integrate this into your current learning-design process...

**Step 3 – Create Initial Design** – Use less info presentation, more scenario- and simulation-based decisions.

**Step 4 – Prototype** – Test design early to get valid feedback on learning and stakeholder feedback.

**Step 5 – Create** – Improve design based on prototype results. Consider additional iterations for improvement.

**Step 6 – Evaluate** – Gather and analyze data. Write-up lessons learned. Modify procedures for next projects.