

Situated Learning: Case

The world enters the classroom

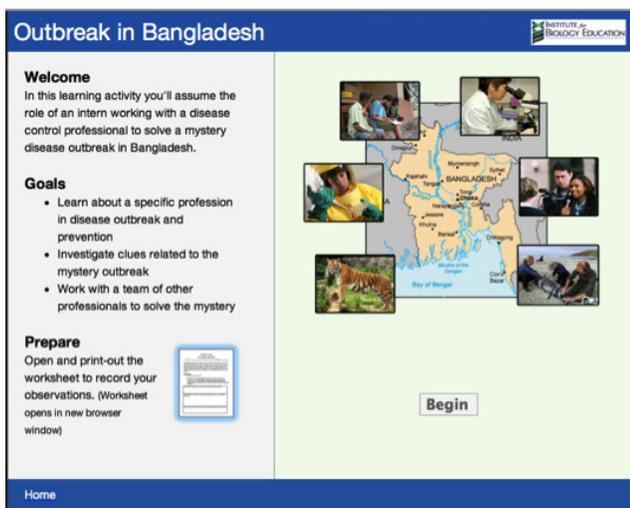
Scenario-based, or situated learning, allows an instructor to create immersive learning environments in which students are assigned a specific role and set of complex, real-world challenges where decisions are difficult, and there is often no clear right or wrong answer.

The goal of a case scenario is to simulate a realistic process, problem, or narrative and show the consequences of different decisions. A case scenario should be tied to specific learning goals. It may also demonstrate a particular instance in which generally accepted principles or laws are found to be more complex than usual.

Blended Learning

Often used in a blended learning environment, situated learning activities build connections between complex real-world situations and classroom experiences.

Case scenarios are ideal for blended learning, as they can be used in both online and face-to-face settings. Students can engage with a case as individuals outside of the classroom or work collaboratively on them during class. Whether they interact with the material through personal reflection or interact with the content and one another in a group setting, students engage in deeper learning by confronting challenging and more authentic situations that call for critical thinking.



“ Nearly 68% of students said these projects helped them to see the value of placing scientific knowledge in international contexts”

– UW-Madison Faculty



“ Knowledge is situated in a specific context, and meaning-making occurs through interactions within that world with others.”

Lave & Wenger, 1991¹

Good Practice

Interactive case scenarios are successful when they include authentic:

- Content
- Challenges
- Choices
- Connections
- Context
- Characters
- Consequences

Authoring Tool

Case Scenario Critical Reader Builder (CSCR) is an authoring tool developed at the University of Wisconsin-Madison used to create interactive, online case scenarios. Learn more about the tool here: <http://go.wisc.edu/cscr>.

Support

DoIT Academic Technology consultants are prepared to talk with you about your ideas for developing engaging case scenarios and incorporating them in your blended learning efforts. To arrange a consultation, please contact: academictech@doit.wisc.edu

¹ Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. New York: Cambridge University Press.



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