

Communication Simulations

Instructional Design Brief

Concept


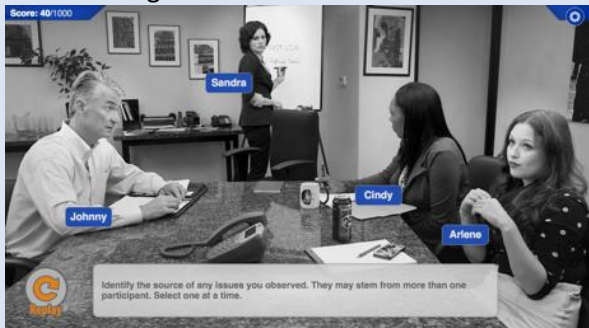
Subject: Foundational concepts in business communication.


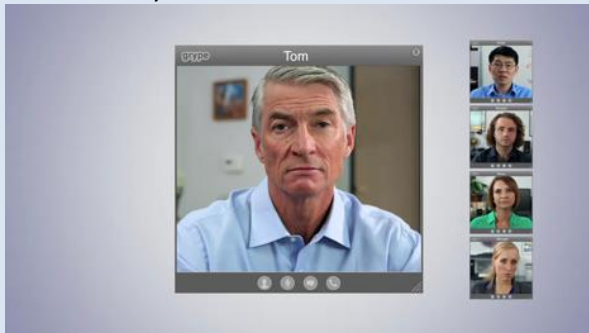
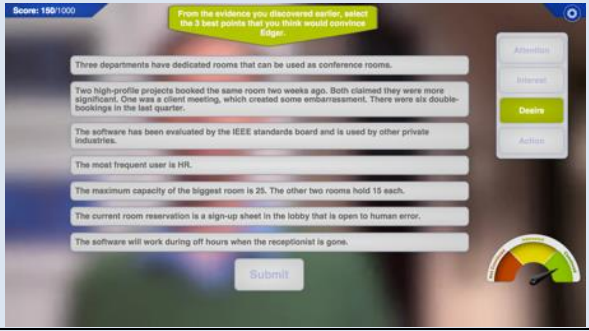

Aim: To immerse learners in engaging, hands-on scenarios where they apply communication skills and see the consequences of their decisions in a real world business context.




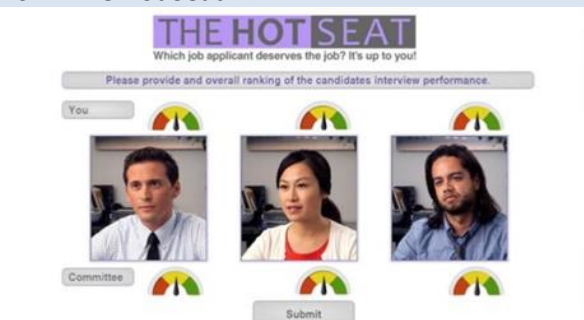
The game-based simulations in this series “drop” learners into a variety of demanding communication challenges that require quick and accurate decisions based on proper conceptual understanding. The learner’s role in the business environment varies from module to module (e.g., consultant, team lead, manager, etc.).

The instructional design focuses on learning through the application of concepts the learner has previously had exposure to in textbooks and/or lecture. By design, the digital learning assets teach through remediation. If conceptual understanding is weak in a particular area, the module will provide appropriate instructional feedback and reinforcement. This “learning through failure” approach is further articulated in the Instructional Architecture section below.

Learning Objectives

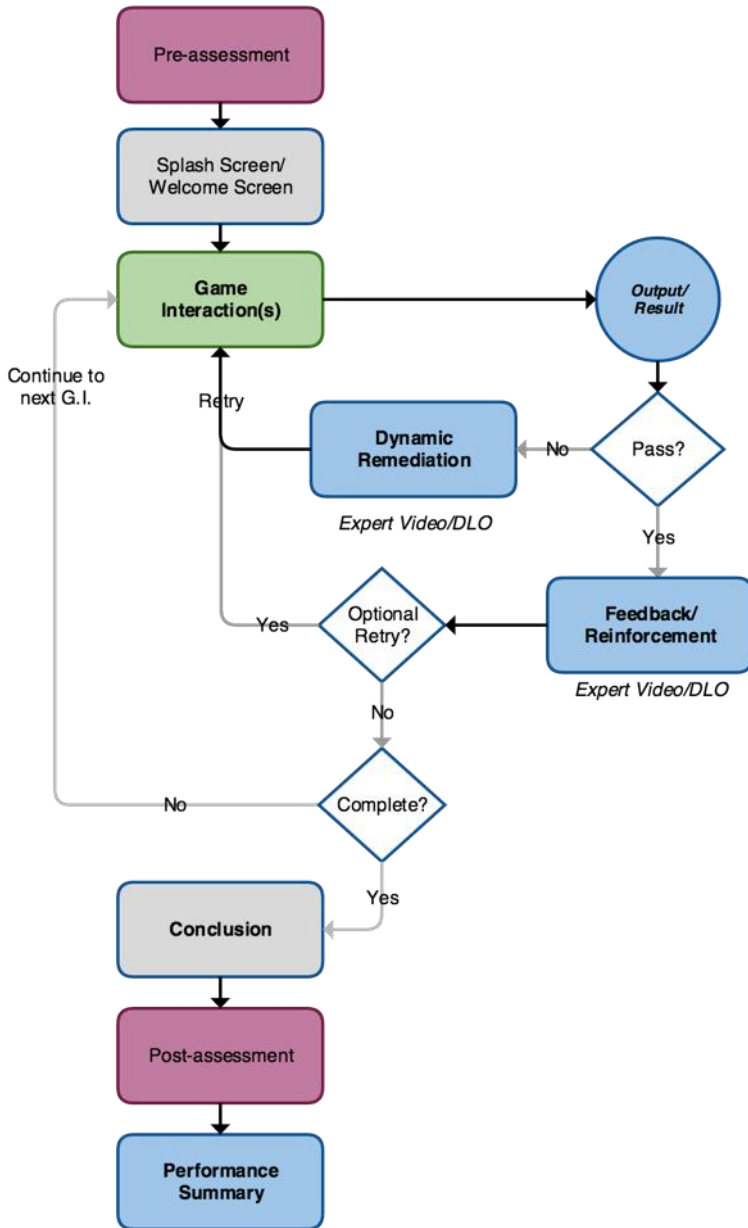
Game	Learning Objectives	Key Concepts
<p>1 – “Make the Message”</p> 	<p>Planning and Writing</p> <p>1.1 Determine the purpose, audience, and channel for typical business messages.</p> <p>1.2 Apply the writing process to construct effective business messages.</p>	<p>Communication model, Audience analysis, Media/ channel selection, Writing process, Message purpose, Writing email messages, Message organization, Generating interest</p>
<p>2 – “Meeting Success”</p> 	<p>Communication Process and Meetings</p> <p>2.1 Apply best practices for effective business communication.</p> <p>2.2 Apply accepted methods to maximize meeting productivity.</p>	<p>Preparing for meetings, Agendas, Attendees, Meeting minutes, Nonverbal communication, Etiquette, Tone, Professionalism, Listening, Handling conflict, Offsite attendees, Appropriate dress, Side discussions, Action items</p>

Game	Learning Objectives	Key Concepts
<p>3 – “Group Dynamics”</p> 	<p>Teamwork</p> <p>3.1 Apply strategies for effective collaboration and teamwork.</p>	<p>Characteristics of effective teams, Group communication, Team development phases, Active listening, Procedures, Goal setting, Collaboration, Conflict resolution, Problem-solving, Task orientation, Groupthink, Hidden agendas, Withdrawing, Constructive conflict, Destructive conflict,</p>
<p>4 – “Diversity Check”</p> 	<p>Diversity</p> <p>4.1 Demonstrate sensitivity to diversity in business communication.</p>	<p>Diversity, Intercultural communication, Stereotyping and bias, Misperception, Nonverbal communication, Idiomatic expressions, Emotional intelligence, High vs. low context, Trust, Empathy, Cultural adaptability</p>
<p>5 – “Perfect Pitch”</p> 	<p>Persuasion</p> <p>5.1 Build persuasive messages using appropriate channels for delivery based on context, audience, and purpose.</p>	<p>Persuasion strategies, AIDA model (attention, interest, desire, action), Planning, Organizing, Writing/delivering, Closing, Context, Audience, Purpose, Logical vs. emotional appeals</p>
<p>6 – “Stay Positive”</p> 	<p>Routine and Positive Messages</p> <p>6.1 Select appropriate strategies for routine and positive messages.</p>	<p>Writing process, Request messages, Response messages, News releases, Complex requests, Point of view, Tone, Conciseness, Plainness, Directness, Completeness, Positive language, Audience analysis, Supporting details, Use of questions</p>

Game	Learning Objectives	Key Concepts
<p>7 – “Spin Doctor”</p> 	<p>Negative Messages</p> <p>7.1 Select appropriate strategies for negative messages.</p> <p>7.2 Select effective approaches for giving and receiving feedback.</p>	<p>Writing process, Direct vs. indirect approach, Positive language, Ethics, Etiquette, Tone, Deemphasizing bad news, Empathy/sympathy, Avoiding blame, Solution focus, Tone, Conciseness, Specificity, Direct language, Giving/receiving negative feedback</p>
<p>8 – “Presentation Power”</p> 	<p>Presentations</p> <p>8.1 Identify the steps involved in planning an effective presentation.</p> <p>8.2 Apply methods for delivering an effective presentation.</p>	<p>Preparation, Content organization, Visual design, Delivery, Nonverbal communication, Body language/gestures, Appropriate dress, Practice, Anxiety control, Audience analysis, Gaining attention, Using transitions, Proofreading, “Filler” words, Eye contact, Technology use</p>
<p>9 – “Hire Me”</p> 	<p>Résumés and Cover Letters</p> <p>9.1 Organize and develop resumes that communicate value to potential employers.</p> <p>9.2 Organize and evaluate multiple cover letters in terms of formatting and persuasiveness.</p>	<p>Purpose and audience, Formatting, Content order, Persuasiveness, Honesty, Conciseness, Resume types, Highlighting strengths, Linking experience/qualifications to needs, Introductory statements, Use of headings, Length, Professional tone, Contact info, Electronic formats, Key words</p>
<p>10 – “The Hot Seat”</p> 	<p>Interviewing</p> <p>10.1 Apply communication strategies to succeed in each phase of a job interview.</p>	<p>Preparation, Audience/company analysis, Planning ahead for questions, Matching skills/experience to job, Positive attitude, Enthusiasm and confidence, Conciseness, Appropriate dress, Common pitfalls</p>

Instructional Architecture

This flowchart represents the instructional architecture for the *Communication Simulations*.



Each module begins with a brief pre-assessment interaction that engages the learner’s interest during pre-loading and establishes a baseline of current conceptual understanding.

A static “splash screen” displays immediately after the pre-assessment, engaging the learner’s attention. After the splash screen is closed, a Welcome Screen appears that formally introduces the context and goals. This screen also includes performance/scoring criteria.

Each module consists of one or more interactions. For each interaction, the learner achieves one or more outcomes that trigger feedback and remediation. Negative results trigger remediation *tailored* to the mistakes made and a retry of the activity. NOTE: Remediation is the heart of the “learning through failure” instructional design and is where the bulk of the “teaching moments” occur.

Positive results trigger positive reinforcement (score/rewards) and feedback, along with an *option* to retry (e.g., to better the score).

If learners choose to advance, rather than retry, they continue to the next game interaction, if applicable.

If there are no more interactions, this triggers the conclusion, followed by a non-scored post-assessment to capture data for comparison with pre-assessment.

After the post-assessment, a performance summary summarizes the learner’s overall results and offering a chance to retry the entire learning experience.

Assessment Strategy

These game-based simulations use a natural assessment and remediation approach whereby the learner's understanding and application of concepts and skills are evaluated in the context of "real world" tasks and activities. Each targeted learning objective is broken down into supporting competencies serve as the basis for the reported score and assessment results.

The pre and post-assessment results show the learner and instructor the percentage score attained for each.

Scored Elements

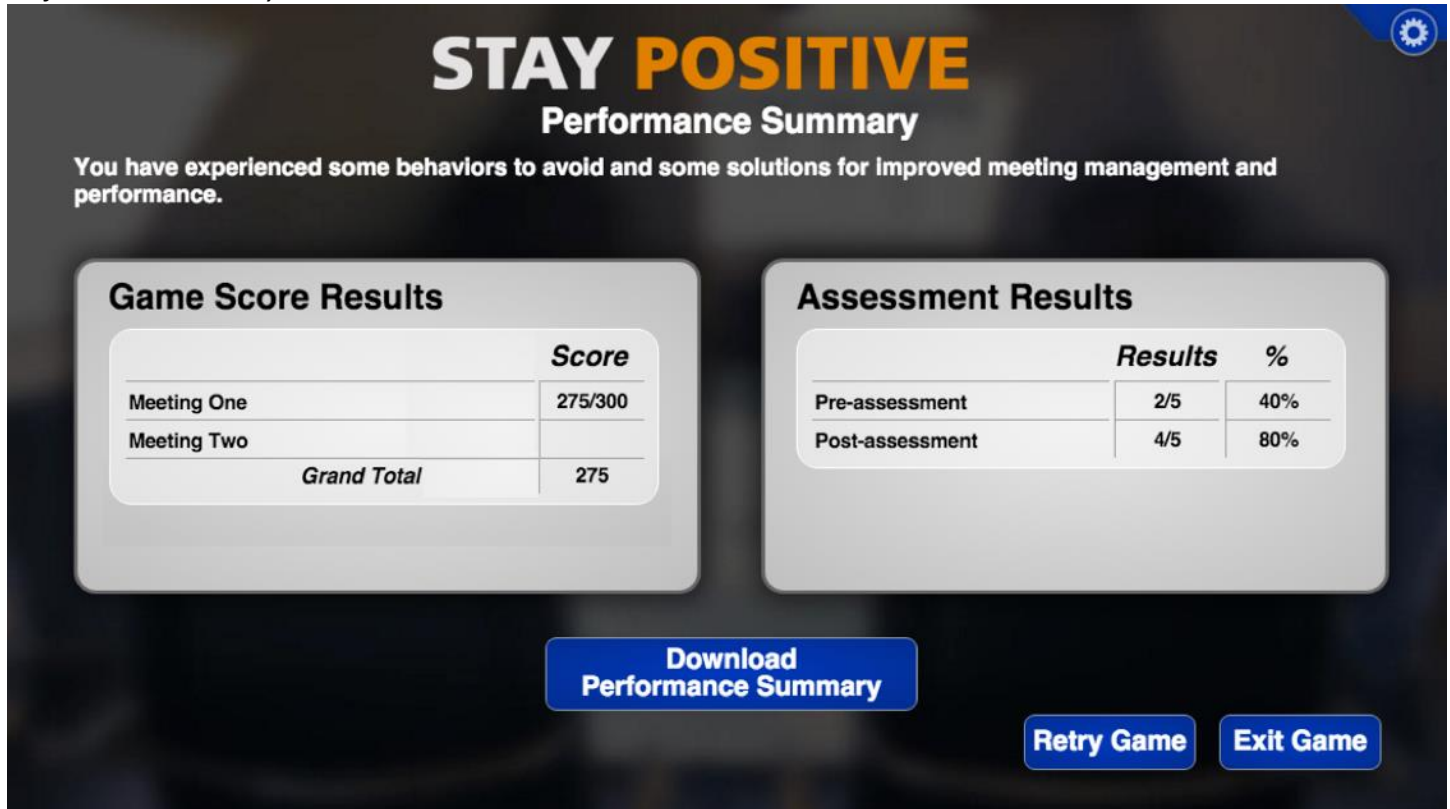
The scored elements within the series consist of interactive conversations as well as activities, which provide the learner with the ability to apply communication concepts to the tasks and problems presented in each storyline. The score *may* factor into the learner's grade in the course (according to client preference).

The total score for each module is 1000 points. Post-assessment results are not factored into the score.

Performance Summary

Each of these game-based simulations concludes with a summary breakdown of activity scores, as well as a button that prints the results and buttons that allow for retrying and exiting the module. The performance summary also includes a report of the pre and post-assessment results (if activate).

Performance Summary



The screenshot shows a performance summary screen for a game titled "STAY POSITIVE". The screen has a dark background with white and orange text. At the top, it says "STAY POSITIVE Performance Summary". Below that, a message reads: "You have experienced some behaviors to avoid and some solutions for improved meeting management and performance." There are two main sections: "Game Score Results" and "Assessment Results".

Game Score Results	
	Score
Meeting One	275/300
Meeting Two	
Grand Total	275

Assessment Results		
	Results	%
Pre-assessment	2/5	40%
Post-assessment	4/5	80%

At the bottom of the screen, there are three buttons: "Download Performance Summary", "Retry Game", and "Exit Game".