



Widening Access to Virtual Educational Scenarios

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D6.1 Model for Long-Term Community and Partner Engagement

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1. INTRODUCTION AND OBJECTIVES

The WAVES project aims to make Scenario-Based Learning (SBL) more accessible for both educators and learners and diversify its use into other disciplines and professions. This will be achieved by the project widely disseminating the toolkits and MOOC, which can be used by target groups with little prior knowledge of SBL, through an extended partnership called the 'WAVES Network'

The sustainability work package focuses on ensuring that the technical toolkit, the knowledge toolkit & MOOC and the WAVES network are used and maintained beyond the lifetime of the project and that all stakeholders in the SBL existing and future value chain are aware of the benefits that WAVES can provide.

Deliverable 6.1 (Model for long-term community and partner engagement) of the sustainability work package focuses on ways to extend and sustain the WAVES network and ways to establish collaborations with project-relevant educational and technical networks. This will be achieved by identifying target groups such as networks and communities and addressing their requirements for involvement in VS/SBL development.

2. WAVES TARGET COMMUNITIES

2.1. The WAVES network

As specified in the project plan, the WAVES network was formed at the start of the project and consists of the Project Partners, Associate Partners and Dissemination Partners. At the beginning of the project, the WAVES network consisted of 6 partners (4 Academic, 2 Enterprise), 10 Associate partners (5 Academic, 5 Commercial) and 12 Dissemination Partners. The WAVES partners have carried out dissemination activities during the three year project to maintain and expand the WAVES network. The network as it stands at the end of the project consists of 6 project partners, 22 Associate Partners and 112 Dissemination partners (listed in the appendix).

2.2. The partners: a closer geographical look

The outputs of the project are disseminated to all partners in the WAVES network, reaching audiences at a local, regional, national and or European level. All parties benefit from an increased mass knowledge in SBL applications, provision of improved assessment opportunities and opportunity for validation of work-based competency. At the start of the project, partners originated from mostly west countries (Europe and USA) and at the close of the project the partnership consists of partners from more western countries and central Eurasia and Far East countries.

2.3. The partners: involvement

The WAVES project partners agreed on the following responsibilities for each of the partners within the WAVES network when it was established.

- **Project Partners:** Responsible for authoring project deliverables and outputs
- **Associate Partners:** Receive project updates and share with their network. Are involved in reviewing project deliverables/documents and providing constructive feedback where necessary.
- **Dissemination Partners:** Receive project updates and share with their network. Examples of project updates include biannual newsletters and running dates of the MOOC.

2.4. Trial: the MOOC network

When initiating the sustainability deliverable we reviewed the current WAVES network and the roles and responsibilities of each group. From this meeting we considered creating a fourth group which would be termed 'MOOC partners'. This group would be formed of individuals the project partners connected with during each run of the MOOC. As the sustainability working group (SWG) we hypothesised that a subset of individuals from this group may be interested in having the opportunity to co-create with the project partners, helping to shape the MOOC for the future. This would not only assist in the sustaining the network by providing additional ways for network members to be involved but also assist in the sustainability of the MOOC and educational toolkit as part of deliverable 6.3.

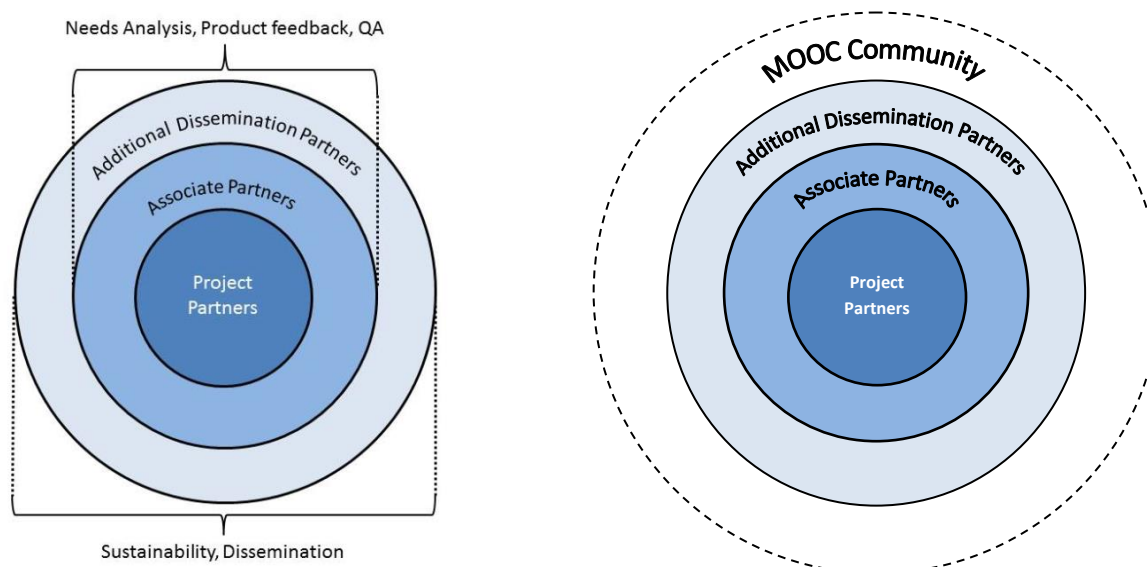


Figure 1: Chart showing the levels of partners involved in the network from the core project partners to the extended MOOC community.

2.5. Generating the MOOC community

Our original idea was to specifically target individuals who had fully completed the MOOC and to send them an automated email offering them the opportunity to join the MOOC network. However, when we explored this idea further we found that all enrolled participants

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receive the same email from future learn and that due to data privacy reasons FutureLearn do not offer the capability to send personalised emails to a subset of individuals who have fully completed the course. To overcome this hurdle, we placed a link in the final step of the MOOC directing that individual to the WAVES website where they could provide their details in an electronic form if they wanted to be part of the community.

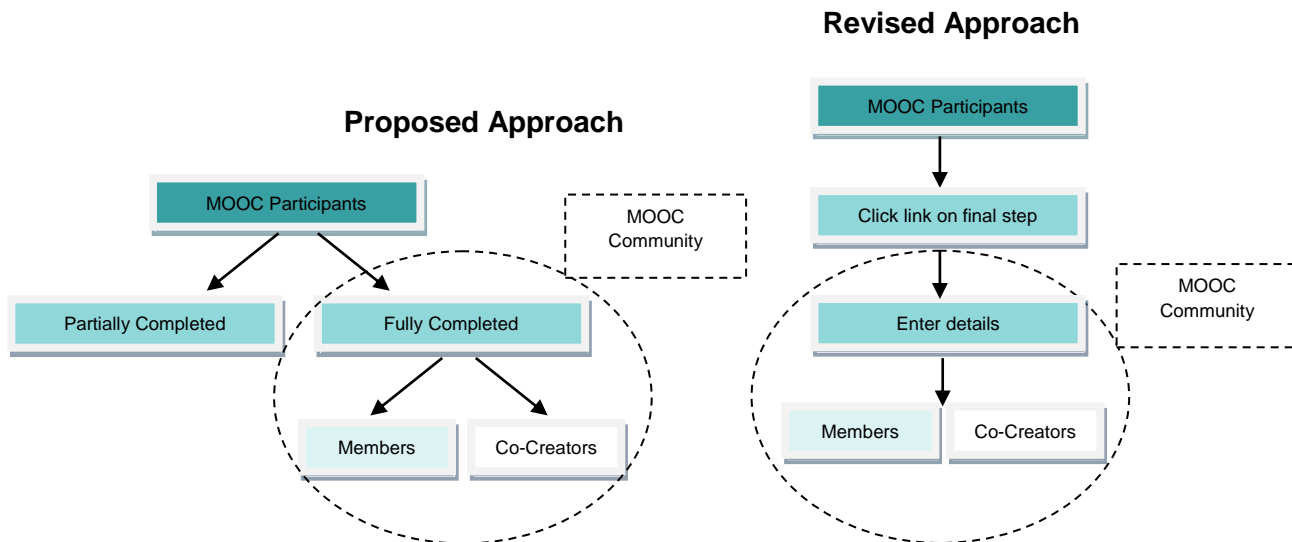


Figure 2: The model for the participants of the MOOC to join the WAVES network after completing the full MOOC.

2.6. Co-creation strategy

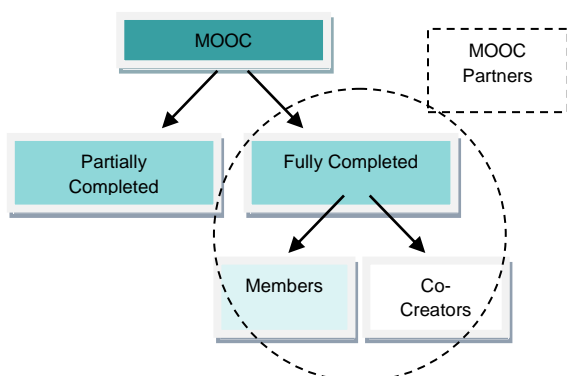
All users will be given an opportunity to provide feedback on the MOOC run via a post course survey at the end of MOOC. In order to revise the MOOC content, the WAVES partners will consider all the feedback provided by users throughout the course and from the post course survey. After completion of the MOOC, participants will be able to join the WAVES Network and given the opportunity to assist in revising the MOOC. An optional virtual meeting can be held with a specialist group interested in the MOOC co-creation, in which an ideation session will be hosted to generate new ideas for the MOOC.

2.7. Outcome of MOOC network and co-creation trial

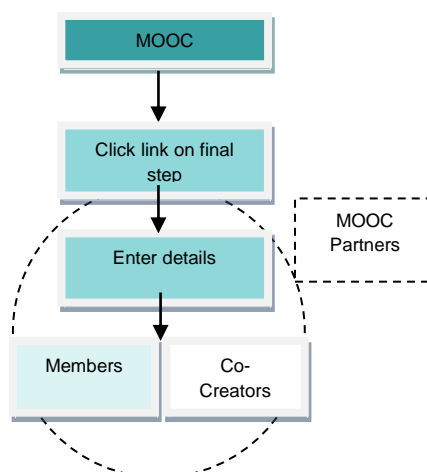
During the first run of the MOOC (April/May 2018), three participants signed up to the network and during the second run (October 2018) two participants signed up. As this was such a low figure we decided not to create the new group 'MOOC partners' but to add MOOC users who signed up to the network to the dissemination partners group instead. Moreover, we found that during the evaluation of the MOOC there was enough data from the MOOC statistics, surveys and comments to make informed decisions about changes to be implemented. Moreover, looking at the comments received for the second run of the MOOC, the changes have been very well received with more engagement occurring in week 3 than in the first run of the MOOC. It was in week 3 where we found the most pressing problems and made the most modifications.

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Proposed Approach



Revised Approach



Final Outcome

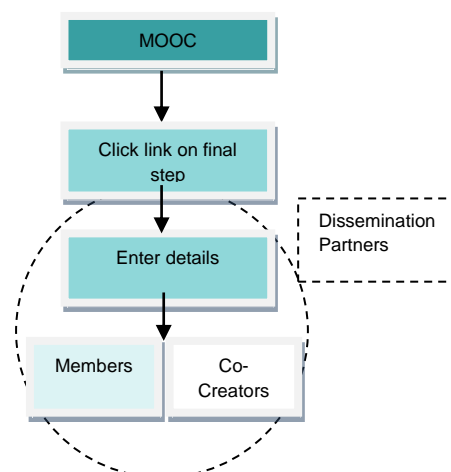


Figure 3: MOOC participants joining the WAVES community final model

3. EXTENDING THE WAVES NETWORK

The WAVES network will grow through networking at conferences, posting key milestones on our social/professional media sites (Facebook, Twitter and LinkedIn) and participants joining from the MOOC.

3.1. MOOC conferences

The WAVES partners will meet new SBL enthusiasts at conferences who will join the network through workshops, presentations and exhibition stands.

3.2. Social Media

Regular social media posts will reach audiences outside of the current WAVES Network and attract new network members. This will be a means to make announcements of new developments, MOOC runs or other associated events.

3.3. Professional networks

Each project partner has a unique professional network on LinkedIn and will reach different audiences through posting and sharing project updates. The LinkedIn functionality of adding hashtags also helps to direct the WAVES content onto the home pages of interested parties, gaining new interest and expanding the network.

3.4. MOOC

The WAVES partners will meet new SBL enthusiasts on the MOOC who will join the network.

4. MAINTAINING THE WAVES NETWORK

In order to regularly update the network (Associate Partners, Dissemination Partners), information about the WAVES project will be distributed through email, skype calls, biannual newsletters, the project website, webinars, workshops, conferences, social media, and professional network.

4.1. Email

Essential email updates are sent to the WAVES network for announcements, participation, and developments.

4.2. Skype

Each partner assigned specific associate partners and connects with them via skype at intervals throughout the project.

4.3. Newsletters

Biannual newsletter sent to the network communicating key milestones and developments from the network.

4.4. Website

The project website is regularly kept up to date by MU. The most recent deliverables and key events are added to the website on a regular basis. The toolkit is also hosted and disseminated through the website.

4.5. Webinars

A minimum of 3 webinars are delivered as part of the project to provide training, gather feedback and disseminate the work of the project.

4.6. Workshops

Good practice workshops delivered at conferences to support networks, gather feedback and grow the network.

4.7. Conferences

Key medical education and learning and development conferences are targeted to disseminate the project and expand the WAVES project reach. It's a great place to network and talk to people face-to-face on the outputs of the project.

4.8. Social media

Regular social media posts keep the network updated on conference we are attending, events we are hosting and upcoming MOOC course dates and developments within the project.

4.9. Professional network

WAVES partners post and share project updates which reach the different professional networks and bodies and organisations within the networks.

5. EVALUATION OF THE WAVES NETWORK

In order to evaluate the current offerings of the WAVES network, to see whether the network satisfies the needs of the users and investigate ways in which we could build on the network in the future, the SWG incorporated a couple of Menti questions into a workshop ran in San Diego May 2018.

Firstly we wanted to see whether the participants felt that a SBL network would be beneficial to their organisation and if so how. We asked the participants to list three ways in which they felt an SBL network could benefit them and their organisation. 81 participants responded with the most frequent responses being ideas, best practices, growth, engagement and relevance. It was also interesting to see that participants felt that a SBL network would provide them with professional development, leadership development, the ability to create more effective learning, the ability to deliver SBL independently, efficiency, business results, cost-cutting, time saving and innovation. See the full list of words in the appendix.

Go to www.menti.com and use the code 89 91 64

How could the network benefit you and your organisation?

Top 10 Responses

1. Ideas
2. Best practices
3. **Growth**
4. **Engagement**
5. Relevance
6. Feedback
7. **Professional Development**
8. Collaboration
9. **Community**
10. **Efficiency**



 81

Figure 4: Participants feedback to “how could the network benefit you or your organisation” question during the ATD 2018 conference in San Diego during the WAVES workshop. Highlighting the top 10 responses.

The second question asked participants to list 3 things they expected to get out of a SBL network. This question was asked to identify the absolute essential components required for a successful SBL network. 112 participants provided answers to the question, with the top 5 responses from the audience being ideas, best practices, examples, templates and tips. Looking at our current offerings: the MOOC, toolkits, webinars and workshops, we offer all of the top 10 fundamental requirements for an SBL network.

Response	Network offering
1. Ideas	Toolkits, workshops, webinars, MOOC
2. Best Practices	Toolkits, workshops, webinars, MOOC
3. Eamples	Toolkits, workshops, webinars, MOOC, VS cases on website
4. Templates	Toolkits
5. Tips	Toolkits, MOOC
6. Collaboration	MOOC, workshops
7. Tools	Toolkits, MOOC
8. Support	MOOC, workshops, FAQ section on website
9. Feedback	MOOC, workshops
10. Networking	MOOC, workshops, events, website, social media, professional media

Table 1: Top 10 responses when participants of the ATD 2018 workshop were asked to list 3 things they expected from the SBL network.

Interestingly, the participants also felt an SBL network should provide them with the opportunity to share expertise, as well as being fun, interactive, inclusive and searchable.

Go to www.menti.com and use the code 89 91 64

What do you expect to get out of a SBL network?

Mentimeter

Top 10 Responses

1. Ideas
2. Best practices
3. Examples
4. Templates
5. Tips
6. Collaboration
7. Tools
8. Support
9. Feedback
10. Networking



112

Figure 5: Participants feedback on “what do you expect to get out of a SBL network?” question during the ATD 2018 conference in San Diego during the WAVES workshop. Highlighting the top 10 responses.

When looking at the results of our poll, it is easy to see that a diverse range of institutions believe that a network for SBL would be beneficial to them and their organisations. The current WAVES network covers the core requirements for an SBL network including new ideas, best practices, examples, templates, tips, tools, collaboration, support, feedback and networking. There is a desire from a small cohort of attendees for a SBL network that is interactive, fun and searchable. Consequently, there appears to be interest in a network that has more resource than the project partners are currently able to provide. See the full list of words in the appendix.

6. SUSTAINING THE WAVES NETWORK

Through the development and maintenance of the WAVES network over the past three years the WAVES project has generated a self-sustaining community connected through two central points: the website and the MOOC. Through these central point's, SBL enthusiasts have access to both key materials and experts. The WAVES network will continue to connect through these two points, with maintenance of both the website and MOOC for three years beyond the lifetime of the project. At the final project meeting, each of the WAVES partners agreed that they would continue to mentor the online forum on the MOOC during this three year period. Moreover, due to the MOOC attracting new learners on each successive run, the WAVES network is likely to continue to expand over the next three years as it reaches more people with an interest in SBL. Another trend that the project partners noticed, particularly during the first run of the MOOC, was the formation of micro communities within the platform itself, with many participants exchanging email addresses to

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connect after the MOOC had finished. This is another way in which the WAVES network is being sustained beyond the lifetime of the project.

6.1. Sustaining the WAVES Network – explored avenues

Although the network is being successfully sustained through the website and the MOOC, the SWG wanted to take this further and explore alternative ways to engage and interact with the network after the project lifetime. During the project, the project team hosted a number of workshops and webinars that were greatly received and the SWG suspected that similar offerings would gather interest after the completion of the project. In order to provide the correct offerings in the future we needed to further understand the types of people in the WAVES network, what SBL topics they are interested in and whether they would pay for SBL services. To do this we planned to analyse two questions from the pre and post course surveys and the comments on week one step one of the MOOC to draw information around what learners wanted to learn and the skills they want to gain around SBL. We then planned to use this information to create clusters and segment the learners into these clusters.

6.2. clustering

In one of our WP6 meetings we agreed on the following revisionary clusters. These clusters would be used as a base to separate learners based on their interests. Two more clusters were created during the segmentation process whilst analysing the MOOC and pre and post course surveys. The pre and post course surveys as well as one of the steps on the MOOC were used to separate learners into their respective clusters.

- **Scenario Authoring**
 - Narrative
 - Narratively impactful choices
 - Educationally valid choices
 - SBL authoring Workflow
 - Types of scenarios - structure
 - Assessment scenarios
 - 6 steps creation model
 - 10 tips
- **Storytelling**
 - Branching Narratives
 - Plausible narratives
 - Linking narratives with education
 - Dramatic Arc
- **Educational topics in Scenarios**
 - Medicine
 - Economics
 - Law
- **SBL platforms**
 - CASUS
 - OpenLabyrinth
- **Technical SBL considerations**
 - Maintaining SBL repositories
 - Transferability of SBL content/standards
 - Integrations

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- xAPI
- LRS
- VP/VS standards
- **SBL Pedagogies**
 - Problem Based Learning
 - Case based learning
 - SBL learning styles
 - Implementation

Additional segments

- **SBL overview**
 - What is SBL?
 - Why use SBL?
 - What are VS?
 - How to use VS in training
- **Cognition**
 - What is cognitive thinking?
 - What is decision making

Clusters	Pre Course Survey Question *	Post Course Survey Question **	MOOC question ***	Totals
Scenario Authoring	7.5	6	2	15.5
Storytelling	0	3.25		3.25
Educational topics	0	0	1	1
SBL platforms	0	2.75	2	4.75
Technical SBL considerations (e.g. xAPI)	0	0	0	0
SBL pedagogies (PBL, TBL) (simulations) (how to implement)	8	0	5	13
SBL overview	9.5	2	4	15.5
Cognition	0	0	1	1

Table 2: Showing the data from pre and post MOOC survey questions related to future plans and interests for doing the MOOC.

* Pre Course Survey Q_: What do you hope to achieve by taking this course? This can be an area of interest you want to learn more about, a specific question you would like to be able to answer or a new skill you hope to achieve?

**Post Course Survey Q_: What was your favourite part of the course and why?

***MOOC Question–Why did you join the course?

Looking at the number of learners in each cluster, the majority of learners joining the MOOC fall into one of 4 clusters: SBL overview, SBL authoring, SBL pedagogies and SBL platforms. Although one of the largest clusters in this analysis was the overview of SBL cluster (28.7% of learners), these learners would naturally migrate into one of the other clusters once they

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have gained a good understanding of SBL. Therefore I believe the WAVES network partners should focus on the other three most populated clusters which are SBL authoring, SBL pedagogies and SBL platforms as focus topics for any offerings provided going forward. See the appendix for more details on the results.

6.3. Potential revenue streams to sustain the WAVES network post project

Whilst looking into sustaining the WAVES network, we created a business model canvas to help us to identify how we would fund any activities after the project.

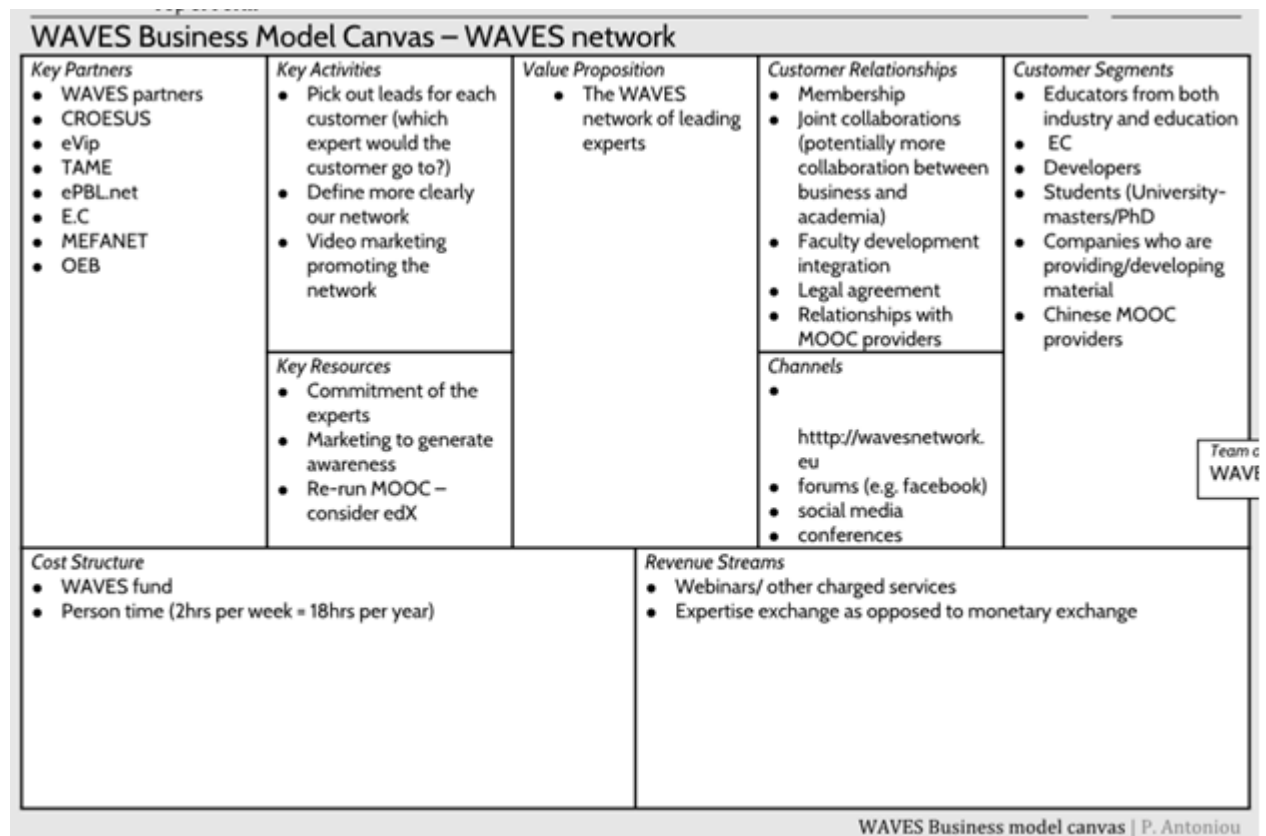


Figure 6: Image of the business model canvas built as part of the WAVES project on the sustainability of the Network.

From creating the business model canvas we proposed the following three options for generating revenue for the WAVES network.

6.3.1. MOOC revenues support

Utilising MOOC certification fees to support offering such as webinars and workshops.

MOOC participants have the option of purchasing a MOOC certificate to gain unlimited access to the MOOC and a FutureLearn Certificate. There is a small fee for certification. A small proportion of the MOOC certification fee could be used to support WAVES offerings.

Sustainability model: MOOC upgrades sold constitute a constant revenue stream.

Sustainability Avenue: MOOC certification fees as financial reimbursement of effort .

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Sustainability Scaling: Fixed amount per certification. Effort scaling as dependent on total revenues.

Testing method: MOOC in-project statistics

Expected viability: Given the in-project MOOC statistics, revenue stream unable to support minimal sustainability effort. Low viability probability

Result of testing: Only 28 certificates were purchased during the first run of the MOOC. This is not enough to fund any offerings in the future.

6.3.2. Meetup community support

Organising meet ups with different topics to connect with different types of SBL users.

The WAVES partners could host Meetup sessions at their own institutions on a topic related to Scenario-Based Learning. Other members on meetup would join these sessions. This would not provide monetary revenue but potentially new partnerships and education exchange.

Sustainability model: Grassroots support to the WAVES outcomes. Instituting Regional SBL meetups coordinated by the project partners. Organizing meetups with no cost at institutional venues. Participants commit to support WAVES outcomes according to their capacities. Meetup participation provides experience and knowledge exchange for the participants.

Sustainability Avenue: Volunteered effort for sustaining WAVES outcomes.

Scaling: According to participation.

Testing method: Social media and targeted institutional dissemination campaign. Test-run on volunteered partners.

Expected viability: No financial overhead, but risk of low participation. Pending testing activities.

Result of testing: Looking at the groups on meetups there did not seem to be a lot of interest in scenario based-learning through this channel and therefore a meetup was not arranged. However there could be potential in joining another group however it seemed there was nothing local within the country (UK).

6.3.3. Founder community support

Creating a subscription based community offering services such as webinars, workshops, and MOOC certification.

The WAVES partners could create a founders community for SBL. There would be an annual subscription fee which would provide subscribers with a fixed set of SBL offerings such as biannual webinars, biannual workshops, expert consulting, tutorials and co-creation.

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Sustainability model: Instituting a Founder's community through an annual institutional subscription. Subscription benefits could include bulk MOOC upgrades (5-10), conference workshop invitations (1-2 participants) and webinar participation slots.

Sustainability Avenue: Founder's membership fees supporting financial reimbursement of effort.

Scaling: Fixed subscription pricing between 1k-5k based on testing feedback. Effort scaling as dependent on total revenues.

Testing method: Conference advertising of the program. Recruitment of tentative founders and estimating interest in the program.

Expected viability: Viable recruitment avenues. Significant recruitment benefits. High entry threshold. Pending Testing activities.

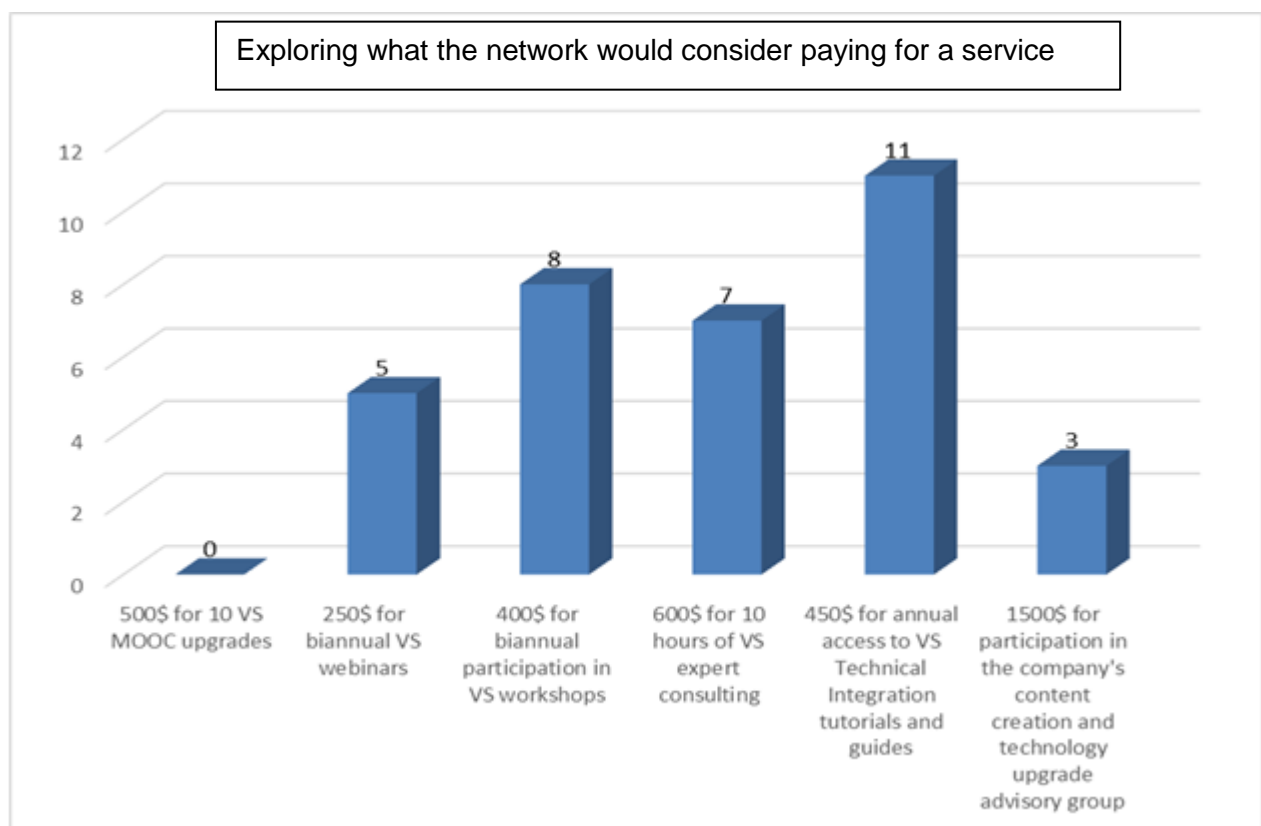


Figure 7: Feedback provided by the audience during the WAVES 2018 “we are our choices” event on what they would consider paying for in return for some service or products from the WAVES network.

Result of testing: At the closing event “we are our choices – learning to make good decisions the WAVES partnership incorporated a small sustainability workshop into the programme to investigate which offerings the waves network would be most interested in receiving in the future and how much they would be willing to pay. Interestingly 11 participants raised their hand to indicate they would pay \$450 for annual access to VS technical integration tutorials and guides. Whilst conducting the segmentation, this cluster had the fewest members. The reason for the interest may be because the attendees at the event had a greater knowledge of SBL when compared to some of the participants on the

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MOOC and therefore they are at a level where they desire to know more about integration and technical aspects. The second highest category was \$400 for biannual participation in VS workshops with 8 participants voting for this option, closely followed by \$600 for 10 hours of VS expert consulting which received 7 votes. 5 participants voted to say they would pay \$250 for biannual webinars and 3 participants would pay \$1500 for participation in the company's content creation and technology upgrade advisory group. Surprisingly none of the attendees were interested in purchasing a bulk of MOOC upgrades for a reduced rate.

Going forward, the best offerings to consider providing in the future would be VS technical integration tutorials and guides and workshops (on the topics of Authoring and Pedagogy). The workshops could be held in partner institutions to lower costs and coinciding with other conferences to ensure inclusivity. Providing these offerings would be dependent on the capacity of the WAVES partners to deliver this.

7. CONCLUSION

The WAVES network was created at the beginning of the project and has been engaged and expanded throughout the lifetime of the project through a number of different dissemination activities (e.g. communications, conferences, webinars, workshops and the MOOC). Key outputs from the project, the SBL MOOC and toolkits, will sustain the network beyond the lifetime of the project, providing network members with key materials and access to experts. From analysing the MOOC and MOOC surveys, SBL enthusiasts can be grouped into clusters, with the largest clusters being SBL Authoring, SBL pedagogies and SBL technologies. When surveyed, WAVES network members expressed an interest in paying for biannual access to VS technical integration tutorials and guides and biannual participation in VS workshops, which could be on the topics of authoring and pedagogy. Consequently, there is opportunity for the WAVES partners to provide some of these services in the future, funded by this pricing suggestion. Despite the option of providing additional paid services, the project partners were in agreement at the final project meeting that they will sustain the network through mentoring the MOOC two times a year for the next three years, in addition to regularly updating the WAVES website.

8. APPENDIX

8.1. The WAVES Network:

WAVES project partners:

St George's, University of London, Aristotle University of Thessaloniki, Masarky University, Karolinska Institutet, Bayer Plc, Instruct AG.

WAVES Associate Partners:

Chemmedia, City and Guilds Kineo, CHeM, ESADE, Hasso-Plattner-Institut, Hôpital Cheikh Khalifa Ibn Zaid, INTREIP Learning, Lee Kong Chian School of Medicine, Université Mohammed VI des Sciences de la Santé, Novartis, Open knowledge Foundation, OpenLabyrinth.

WAVES Dissemination Partners:

The WAVES dissemination partners are organisations, individuals and networks which are associated to the associate partners. Dissemination partners are also able to become part of the network by signing themselves up to the WAVES network newsletter, attending a training workshop or requesting to be part of the network by participating in the WAVES work.

8.2. Word Cloud Results 1

What do you expect to receive from the network?

1. **Ideas**
2. **Best practices** (Thought leadership)
3. **Examples** (Story-sharing/ Story-tips, Testers/ Samples/ Valuable resource/ Cases/ Case based)
4. **Templates** (Techniques/ Resource/ Steps/ Proven practices/ Processes/ Tutorials)
5. **tips** (Pitfalls to avoid / Tricks/ Success stories/ Tips and tricks/ Failures/ Hacks/ Troubleshooting)
6. **Collaboration** (External partners/ Relationships)
7. **Tools** (Tech tips/ Technology/ More tools/ Platform ideas/ Free tools/ Software)
8. **Support** (Guidance/ Help/ Advice/ feedback/ Q and A/ Quality review)
9. **Feedback**
10. **Networking**
11. **Inspiration**

Other

- **Learn** (Learning/ Engaging learning/ Learning SBL/ Deeper understanding/ Knowledge)
 - **Share** Sharing/ Resource sharing/ Experience sharing/ Shared content
 - **Quicker development** (Quicker development/ Reduced time/ Quicker assimilation time/ Timesaver/ Speed/ Less development time/ Speed to deliver)
 - **Think tank** (Thought partner/ Discussion)
 - **Innovation** (New finds/ Emerging tools/ Fresh)
 - **Community** (peer advice)
 - Outcomes/ Results
 - Professional development
 - Better decision making
-
- | | |
|---|--|
| <ul style="list-style-type: none"> • Assessments • Justification • Confidentiality • Suppliers • Fun • Sbl • Inclusive • Problem-solving • Test users • Utility co examples | <ul style="list-style-type: none"> • Searchable • Direction • Interactive • Experiences • Thinking • Diverse • Growth • Implementation • Evaluation • Growth mindset |
|---|--|

8.3. Word Cloud Results 2

How would it benefit you/your org?

1. Ideas
2. Best practices
3. **Growth**
4. **Engagement**
5. Relevance
6. Feedback
7. Collaboration (Collaborating/ Sharing knowledge/ Sharing/ Teamwork/ Idea sharing)
8. **Professional development** (Leadership development/ Talent/ Talent acquisition, Peer development)
9. **Community**
10. **Efficiency**
11. **Learning**

Other

- **Effectiveness**/ Effective/ Training that sticks/ / Improve retention/
- **Business results**/Evidence of success Improved outcomes/ Prepared workforce/ Improved performance
- **More realistic learning** / Higher quality learning / Wide-spread learning / Creative Better learning/ Quality learning/ learning
- **Innovation**/ Innovative/ New/ Agile / New offering/ Different/ New methodology/ Creativity/ New project
- **Time saving/ Time/ Speed of delivery/ Low-cost/ Cost-cutting**/ Short cuts
- **Support**/ Advice/ Guide/ Helping/ Implementation support
- **Tools for creating**/ Technology resources/ Creation tools/ Use cases/ Tips
- **Networking**/ Relationships
- **Stronger material/ quality**
- **Better examples**/ Examples
- **Teach decision making / Application**
- Expertise/ Knowledge/ Experience
- **Encourage/ inspire/ Inspiration**
- **Justification to bosses**
- Big data/ Data
 - failures
 - Standards
 - Troubleshoot
 - Soundingboard/ Brainstorming
 - Growth in development
 - Comparisons
 - Transference
 - Mobile
 - Early assessment
 - Broaden
 - Predictive behaviour
 - Better sale practice
 - Context
 - Reuse
 - Perspective
 - Not re-inventing the wheel
 - Overcoming barriers
 - Close gaps
 - Consulting

8.4. MOOC Survey Results

MOOC – Introduction to Week 1 step

Why did you join the course?

Scenario Authoring	11	2
Storytelling		
Educational topics	1(entrepreneurship)	1
SBL platforms	11	2
Technical SBL considerations (e.g. xAPI)		0
SBL pedagogies (PBL, TBL)	11111	5
SBL/VS overview	1111	4
Cognition	1	1

Post Course Survey Question

What was your favourite part of the course and why?

Scenario Authoring	1 1/2 111 ½ 1	6
Storytelling	1111/4	3.25
Educational topics		0
SBL platforms	½ ¼ 1 1	2.75
Technical SBL considerations (e.g. xAPI)		0
SBL pedagogies (PBL, TBL)		0
SBL overview	11	2
Cognition		0

Totals

Scenario Authoring	15.5
Storytelling	3.25
Educational topics	1
SBL platforms	4.75

D6.1 Model for long-term community and partner engagement

Technical SBL considerations (e.g. xAPI)	0
SBL pedagogies (PBL, TBL)	13
SBL/VS overview	15.5
Cognition	1