



## Introduction

The purpose of this tutorial is build on the knowledge attained in the Introduction Tutorial. If you have not attended the introductory tutorial but already have a sound understanding of the basics you will be able to follow along quite easily.

Initially we will be amending the Fish Tutorial, created by Terry Stewart, Massey University, Palmerston North, New Zealand, to included a new school location.



## Tutorial Overview

The images required to complete this SBLi® tutorial can be found on the Resource CD supplied in the images folder.

This SBLi® tutorial consists of 3 sub tutorials. Each sub-tutorial will address either Specific features of SBLi® or Problem Based Learning Activities. By the conclusion of the whole tutorial you will be able to meet the following outcomes:

### Overall Tutorial Outcomes:

- Change the order of existing actions
- Change preferences
- Use the Location Map to create portals to new locations
- Set scenario deadlines and budgets
- Set a debrief message
- Access the SBLi server
- Understand server functionality
- Upload completed scenarios to the SBLi Server
- Amend scenario details on the SBLi server
- Provide a specific scenario link to potential users
- View user logs on the SBLi Server

### Tutorial 5 Outcomes:

- Change the order of existing actions
- Change preferences
- Use the Location Map to create portals to a new location
- Set scenario deadlines and budgets
- Set a debrief message

### Tutorial 6 Outcomes:

- Access the UQ server
- Understand server functionality
- Upload completed scenarios to the SBLi Server
- Amend scenario details on the SBLi server
- Provide a specific scenario link to potential users
- View user logs on SBLi Server

## Tutorial Session 5

By the conclusion of Tutorial Session 5 you will be able to:

- Change the order of existing actions
- Change preferences
- Use the Location Map to create portals to a new location
- Set scenario deadlines and budgets
- Set a debrief message

### 5.1 Actions order

After creating a scenario you may have reason to change the order of some existing actions.

Open the SBLi Builder and load the intro\_tutorial.sblib - you will find this file on your Resource CD. Once opened, rename the file to my\_ADV\_tute01.sblib. You will also find a completed ADV\_tute.sblib for your reference.

Remember to change the scenario name (Properties Panel, Scenario Tab / Name) to Portals. This is very important as it helps you identify the file you are working on. This name appears in the Title Bar of Player and Builder.

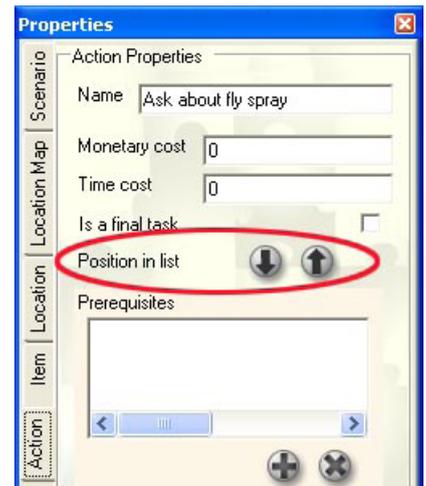


Now navigate to Alex's Bedroom and click on Alex. Here you can see three action questions created in the introductory tutorial.

To change the order of these questions you need to click on an action and use the Action (vertical) tab in the Properties Panel to alter its position.

Try clicking on the last question "Ask about fly spray". Now click on the actions tab. This action now appears in the name window.

To the right and circled in red is "Position in list". Use the arrows to move the action up and down as desired.

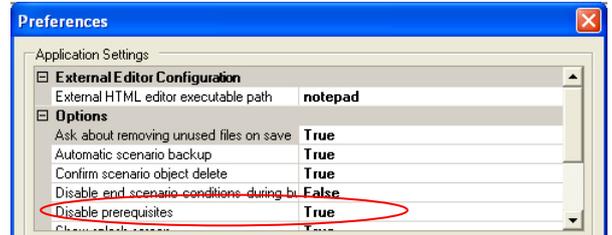




## 5.2 Location Maps / changing preferences

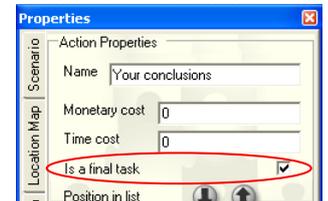
Before proceeding further I want you to check that the pre-requisites are turned off. This will ensure you can see all the existing locations when in the builder mode.

Go to the main menu and select Settings and then Preferences. From the list of options set Disable prerequisites to True.



Because we are extending the original "Goldfish" scenario, we need to remove the Final Task. You may remember we originally set the conclusions report as a Final Task, which means when this report is submitted the scenario will be over and no other locations can be visited.

Go to the kitchen location where you submit your conclusions report. Click on the "Your Conclusions" action and in the Actions tab deselect "Is a Final Task". Save your work.



## 5.3 Location Map / adding a portal

The SBLi Builder allows you to create nested locations. That is, you can create different geographical zones within a region; different rooms in a house or office; different buildings on a farm. When the scenario opens up in the player these nested locations will not be in view; they only appear when you visit the primary location (the region, house, office or farm).

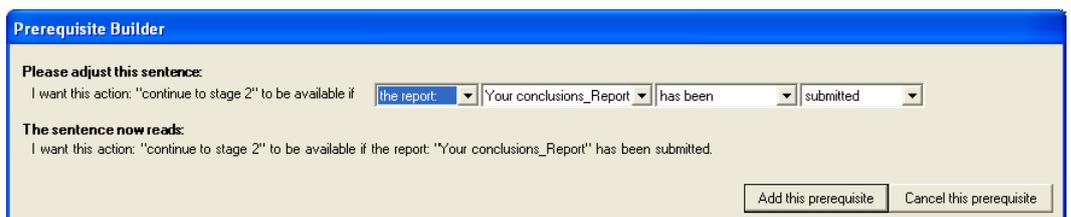
To create nested locations, you first need to create a location map. To illustrate the process, we are going to extend the original scenario and add a portal to Alex's School. When the school is visited, we want two locations to be available within that location: a Class Room and a Library.

Note that when we set up a Location map for the School and a user clicks on the portal icon, the location window will immediately switch to being the school, showing icons for the Class Room and Library. Because of this, you do not enter content information associated with the stage School, since it simply acts as a portal and any information entered will not be visible.

Now we need to add a location that will act as a portal to get to Alex's School. However we don't want this location to appear until after the Conclusions Report has been submitted. To help the user to progress through the scenario, let's add an action "continue to School". Add the content text:

This is the beginning of the Advance tutorial. You will notice a new icon in the locations window called School.

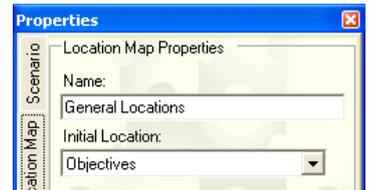
Now add a prerequisite to this action so it only appears after the report has been submitted. Prerequisites are found in the Action Tab.





Now add a new location and call it "School Portal". Once again add a prerequisite so this location appears after our last action "Continue to School".

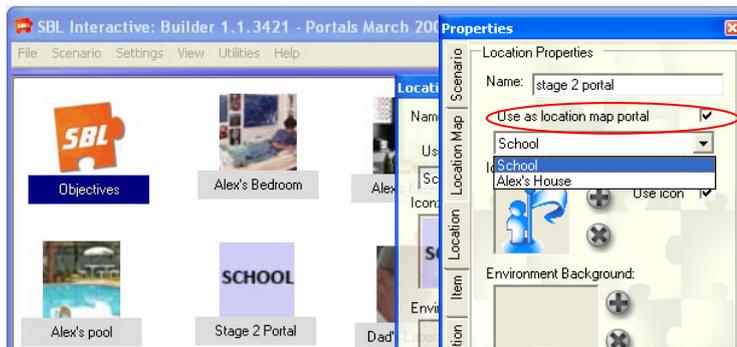
We are now ready to create a new Location Map. If you click on the properties panel and select the Location Map tab. You will notice we currently have "General Locations" with an Initial location of Objectives. So that this make more sense, change General Locations to read "Alex's House". Now click on the Scenario tab, at the bottom of this panel You will see "Initial Location Map". Notice here it still says General locations. For the change we just made to appear you need to save the file, close and reopen.



It should now look like the image below.



Now lets create the Location Map for Alex's School. Click on the "Add a Location Map" button (it is a button with a plus sign on it). Add a new location called "School".

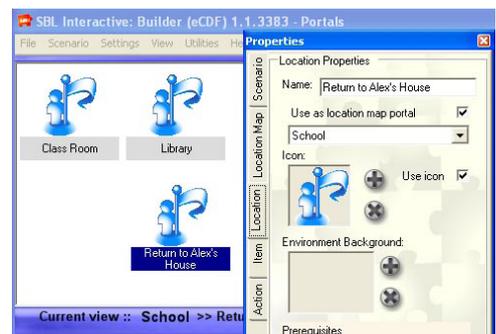


Now click on the "School Portal" icon in the Location window and click on the Location Tab on the Properties Panel. School Portal is in the Name box. Beneath this box, select "Use as location map portal" and select "School" from the drop down menu.

If you click on "School Portal", the Location window becomes blank and the Current view shows the locations for "School".

Here we can add two locations that are nested in the School location, "Class Room" and "Library", add images and information about these locations as required. Using images from your Resource CD.

Having visited the School, we will need to be able to return to the previous location, Alex's House. To do this, create another location at the School called "Return to Alex's House". Click on the Location tab and for "Return to Alex's House" check "Use a location map portal" and select Alex's House. Now click on the "Back to Alex's House" icon and you will return to the original Location map.





## 5.4 Deadlines and budgets

The properties "Scenario" tab contains controls that alter properties related to a Scenario as a whole.

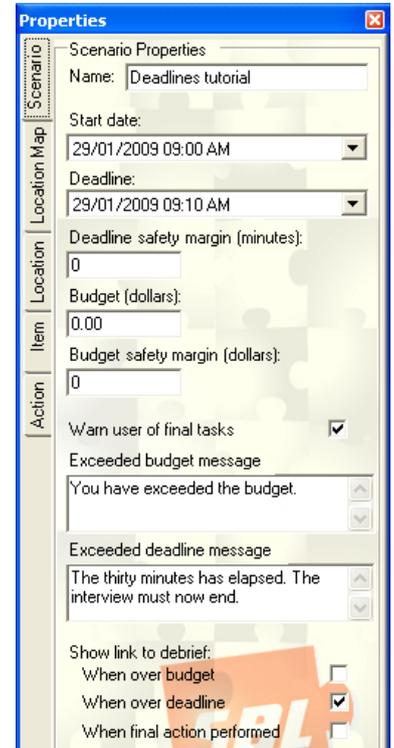
**Name:** the name of your scenario. This scenario name appears in the title bar when the application is in Builder mode and when it is in Player mode.

**Start Date:** Scenarios can have a start and finish, time and date. When a scenario that has time properties is first opened, the time and date in the scenario is set to the start time and date. If the scenario user then performs an action which has a time duration associated with it, the time and date will be increased appropriately. If the time and date reaches a predetermined time limit the scenario will end with a time expired message.

**Note:** Start date allows you to set the start time and date for a scenario, this value is not related to real time, it is "scenario time".

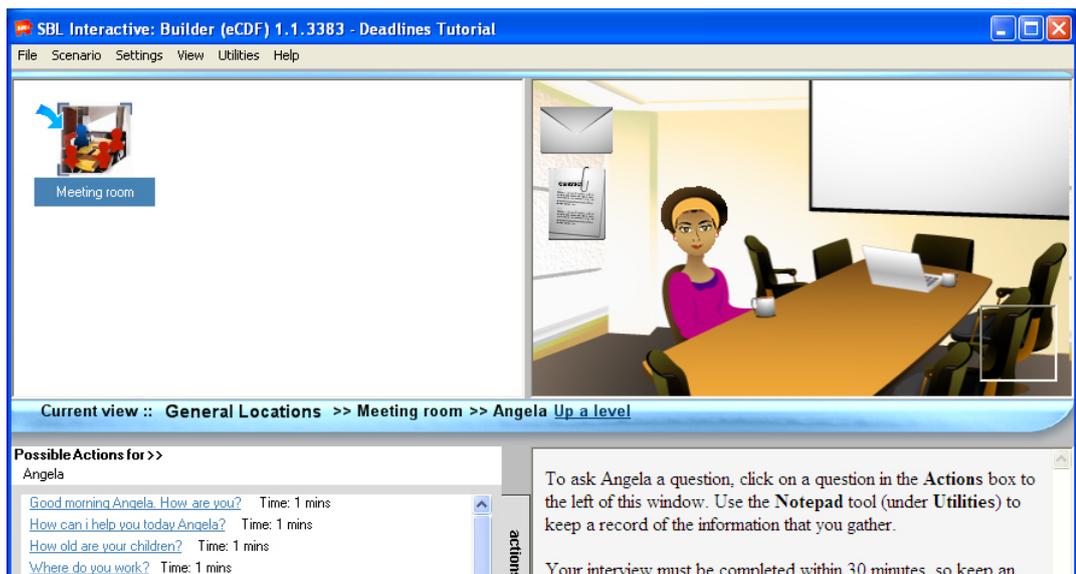
**Deadline:** Allows you to set the virtual deadline time and date for your scenario. A drop down menu enables you to set the future deadline date - you can then change the time if you wish within the Deadline entry box.

**Deadline safety margin:** You can set the number of minutes when a warning is given before the deadline is reached. The warning says "Performing this action puts you close to your deadline date, continue?" The scenario user can then choose to continue with the action or not.



### EXAMPLE

Open the file deadlines\_tute.sblib found on your Resource CD. Here is an example of deadlines in use. Switch to player mode and see how the scenario plays out.



**NOTE:** You can set a monetary **budget** that the users of your scenario can spend in travelling to different locations, purchasing items and taking certain actions. Enter a value to indicate the amount of virtual money available to the player of the scenario. The cost of different actions associated with a scenario are entered via the Monetary cost text box on the Actions tab on the Properties panel.



Close the example file and start a new scenario and call it my\_deadlines.sblib. We shall recreate that scenario and become more familiar with the steps involved.

### SET SCENARIO PROPERTIES

Step 1. Name your scenario. Make it relevant to this scenario. This name is very helpful for identifying what scenario you are in appears in the title bar when the application is in Builder mode and when it is in Player mode.

Step 2. Set the Start Date and Deadline date. Make sure you don't make the time difference too great (approximately 10mins). We want to be able to see the results of this deadline easily. Later we will set actions that accumulate time, so we can see the time expired message in action.

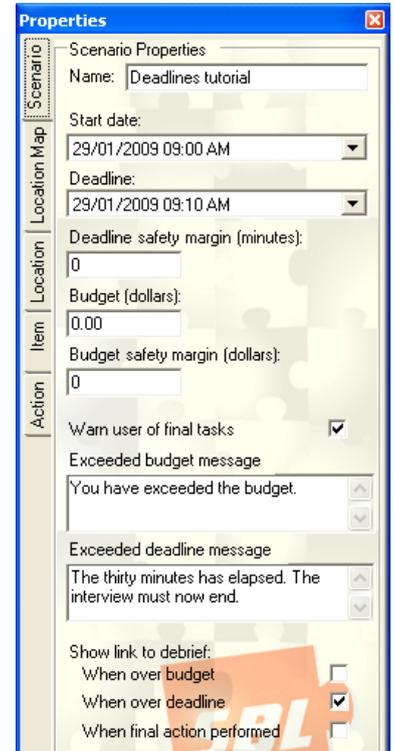
Step 3. Set a budget of 10 dollars. Although a budget isn't relevant for this example I want you to be able to see how it looks.

Step 4. Set a deadline safety margin, to receive a warning before the deadline is reached. The warning says "Performing this action puts you close to your deadline date, continue?" The scenario user can then choose to continue with the action or not.

Step 5. Tick the "Warn user of final tasks"

Step 6. Type a message in the Exceeded budget and deadline messages windows.

Step 7. If you chose to select "Show link to debrief" remember you will have to enter content in the debrief page.

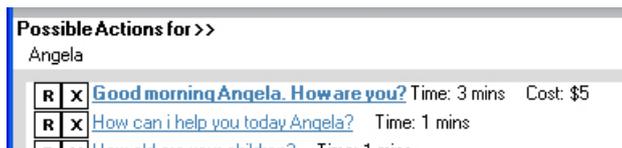
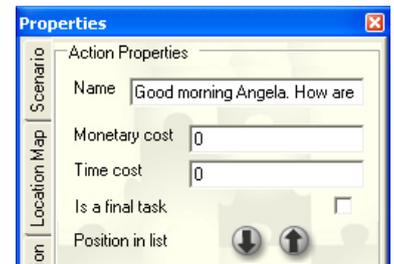


### CREATE THE SCENARIO

Add a location to the location window. Call the location meeting room. Look in the images folder on your Resource CD and select a suitable icon and environment image. Within the environment we will be asking Angela questions. So add an item to the environment window and select a suitable icon to represent Angela.

With Angela selected we can now add questions in the actions window. For ease of copy and pasting, you have been provided with a questions.doc on your Resources CD. Add at least 5 actions and add the responses to the questions in the content window.

With an action selected, click on the Actions tab in the Properties Panel. Here you can see where you can set the Monetary cost and Time cost. Note if you do not want any value you must enter ZERO. The fields can not be left blank. Notice the time and cost value now appears next to the action.





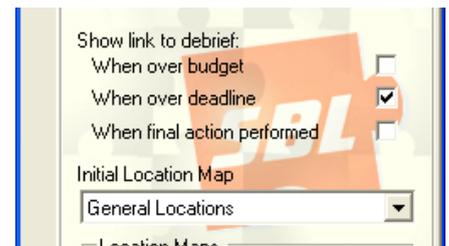
Make sure the total of the value you set will exceed the budgets set for time and money. Now switch to player mode (Ctrl Tab) and test that you get the warning message.



Notice the accumulation of time and money at the bottom of the window.

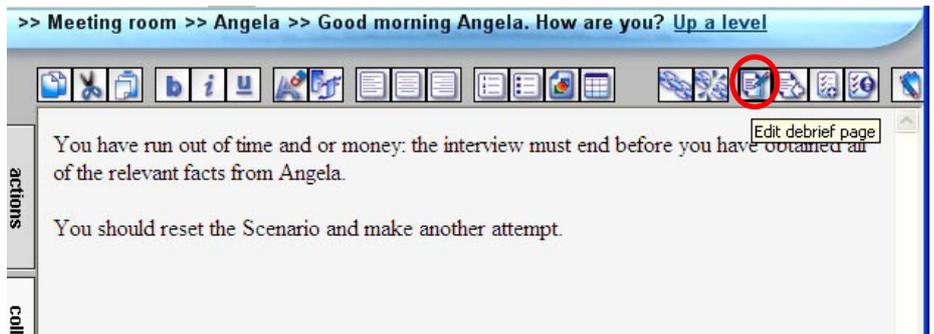
## 5.5 Set debrief message

You can choose when the link to the debrief appears to the scenario user by clicking on one or more of the tick boxes shown - that is, when over budget, when over deadline, or when the final action has been performed.



To enter your desired debrief message click on the "Edit debrief" tool circled below and type the message:

**i** You have run out of time and or money: the interview must end before you have obtained all of the relevant facts from Angela.  
  
You should reset the Scenario and make another attempt.





## Tutorial Session 6

By the conclusion of Tutorial Session 6 you will be able to:

- Access the SBLi server
- Understand server functionality
- Upload completed scenarios to the SBLi UQ Server
- Amend scenario details on the SBLi server
- Provide a specific link to a scenario
- View user logs on the SBLi Server

### 6.1 UQ Server

As UQ staff you are provided with free access to the UQ server.

<https://scenarios.sblinteractive.org/v2/uq/ViewScenarios.aspx>

Go to this web address now and log in to the members area using your UQ username. You will be instantly recognised as a UQ staff member and allowed access.

View Scenarios - Mozilla Firefox

File Edit View History Bookmarks Tools Help

https://scenarios.sblinteractive.org/v2/uq/ViewScenarios.aspx

http://www.sblinteractive.org

**SBLi SERVER**

**SBL Interactive Server**

Welcome to SBLi Server **Login**  
Thursday, April 10, 2008

**View Scenarios**

**Title:** **Deconstruction of intellectual property in a plasmid**

**Description:** The purpose of this scenario is to enable you to apply principles of intellectual property in a biotechnology context and encourage you to think

**Search Scenario**

Scenario Name:

Category: All Categories

**Members Area**

User Name:

Password:

Remember me next time.

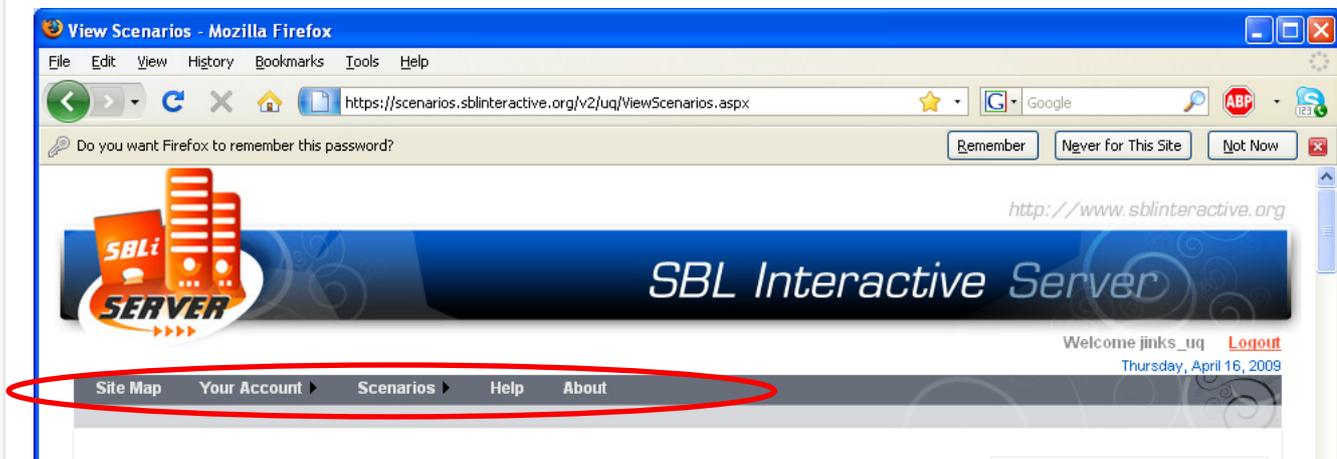
[Recover Password](#)



## 6.2 Server functionality

As you can see from the image below, all server functions are listed in the grey horizontal tool bar.

- Site Map: This is a listing of all site elements and acts as another menu navigation system.
- Your Account: Lists the logged in user details which can be edited at any time by the logged in user.
- Scenarios: Allows you to return to viewing scenarios
- Help: Online help facility where you can search on any term.
- About: Gives you up to date information about the current version etc.



### UPLOADER PERMISSIONS

Uploader permissions are granted upon request to ensure only valid users have the following tools at their disposal.



As you can see there are two main differences:

- Users: Allows you to view users and user groups.
- Scenarios: This menu now allows you to Add a scenario, rather than just view them.



### Menu option: View Users

View users allows you to search on any user and check their details. If you click on the people icon you can see what Groups the user belongs to and amend as required. All the other information can only be edited by an administrator.

### View Users

Search Users

jinks    Username    Contains    Search

Alphabet Search: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) [All](#)

UserName	First Name	Last Name	Organisation	Department	Phone Number	Email	IsAdministrator	IsScenarioUploader
 jinks_uq						jinksster@gmail.com	<input type="checkbox"/>	<input checked="" type="checkbox"/>
 uqajinks	Audrey	Jinks	The University of Queensland	Biological Information Technology	+61 7 3365 7918	a.jinks@uq.edu.au	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Menu option: View Groups

By clicking on view groups you will be able to select a group and check the enrolment list of that group by selecting the people icon. The number underneath the Members column indicates the number of people in that group. If Auto is selected, anyone who logs in will automatically be added to that group.

### User Groups

Keyword/s Search:    Search    10 per page

Alphabet Search: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) [All](#)

Displaying all user groups

[10 per page](#)   [20 per page](#)   [25 per page](#)   [50 per page](#)   [100 per page](#)

Showing user groups 1 to 10 of 10 user groups.

Name	Description	Members	Auto
 Public	Public	759	<input checked="" type="checkbox"/>
 Physiotherapy	Physiotherapy Students	141	<input type="checkbox"/>
 UQStaff	UQ Staff	26	<input type="checkbox"/>
 UQStudent		591	<input type="checkbox"/>



## 6.3 Uploading a scenario and amending scenario details



By clicking on "Add Scenario" you will be taken to the screen that allows you to enter various scenario details. The following is an explanation of each element.

The first step is to **upload an icon** to represent your scenario. Browse to a suitable image and then click on update Scenario Icon. Use the SBLI logo found on your Resource CD images folder.

Note: If you do not press **Update** the image will not upload.



Next we need to enter the scenario **Details**.

Give it a name.

Description: (which usually includes scenario objectives).

Version: Enables you to keep track of subsequent versions.

Authors: (include Subject Matter Experts and Instructional Designers. This can help when searching for scenarios later down the track).

Reporting email: is if you want to be notified each time someone uses the scenario. In a large class this is not advised.

Creation Date: is the date of upload.

One Play: is for scenarios created for assessment where you allow students only one go.

Hidden: means you can upload a scenario and hold off on your students seeing the scenario until you decide to make it available.

REMEMBER to click on **Update Details** when done or your changes will not be saved!

**Other Details.** To enable scenario searching, it is important to select categories and target audiences you feel are relevant to your scenario. You can select more than one. When you have selected a category or target audience you must click **Add** to complete the process.



**Permissions.** Permissions allows you to set who can view and play your scenario. If set to Public everyone who logs on will be able to view and play your scenario. However this setting will not allow you to track the user group or view logs. Generally speaking if you want to track your students you will select the course code you created the scenario for. If your course code is not already listed please notify me to get the course code added.

The example below allows all UQStudents and MED1000 students to access this scenario. If you want tracking etc click on the edit button and select the desired settings. Press **Update** to complete process.

	User Group	R	T	E	D	V	TP
<a href="#">Edit</a>	UQStudent	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
<a href="#">Edit</a>	MED1000	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

Add:

R: Run Scenario; T: Track this user group;  
E: Edit Scenario; D: Delete scenario;  
V: View logs; TP: Play As Team

**Scenario File.** The final step is to upload the file. Use the Browse button to file your scenario file and click on **Update Scenario File** to complete the process.

Now go back up to the main menu and select view scenario.



**Search Scenario**

Scenario Name:

Category:

Target Audience:

The most recently uploaded scenario will always be at the top of the list. However, if you can not see your scenario use the search facility to narrow the field.



## 6.3 Providing a link to your scenario

The most fundamental part of allowing access to your scenario is providing your users with a link to the scenario.

Once you have uploaded your scenario you will see something similar to this. Where you can: Delete, Edit or start the scenario.

Place your cursor on the Start Scenario text and do a right mouse click. From the menu select properties.



Title: **Auditing & Public Policy**

Description: This is an interactive learning tool that has been developed with the aim of helping you - the auditing student - understand how some of the theoretical concepts of planning an audit come together in a 'practical' sense.

Version: 1

Author/s: Stacey Beaumont and Larelle Chapple

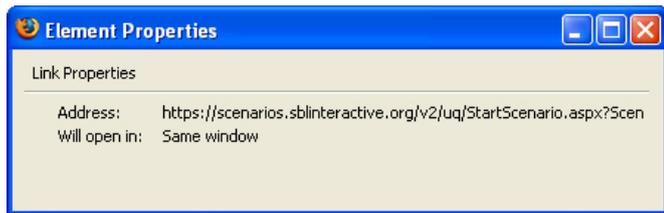
Date of uploading: Monday, March 23, 2009

One Play:

Full Details »

[Delete Scenario](#) [Edit Scenario](#)

**Start Scenario**



A properties box like this will appear, you can scroll over the text with you mouse to copy and paste the link to an email or blackboard to supply to students.

## 6.4 Viewing a student log

If you have ticked that you want to track a user group, then you will be supplied with an option to view logs.

When you click on this you will see a list of all your students that have logged on and commenced the scenario.



Title: **CLT Online – Scenario 1**

Description: The objective of CLT Online is to develop your ability to think critically about the law by applying your critical skills to the law of negligence, tort reform and access to justice issues.

Version: 3

Author/s: Dr Nick James, Dr Clare Cappa, Ms Kate Curnow

Date of uploading: Monday, March 09, 2009

One Play:

Full Details »

[Delete Scenario](#) [Edit Scenario](#) **View Logs**

[Start Scenario](#)



From this list you will be able to click on a particular user and see what their responses to various reports/tasks have been.

### View Logs

	Logged User	Started
<a href="#">Select</a>	s4175211	3/27/2009 4:09:57 PM
<a href="#">Select</a>	s4175211	4/3/2009 1:25:54 PM
<a href="#">Select</a>	s4196815@student.uq.edu.au	3/17/2009 12:20:34 PM
<a href="#">Select</a>	s4196815@student.uq.edu.au	3/17/2009 12:31:52 PM
<a href="#">Select</a>	s4196815	3/17/2009 9:20:53 PM
<a href="#">Select</a>	s4196815	3/19/2009 7:29:41 PM
<a href="#">Select</a>	s4196815	3/19/2009 7:30:17 PM
<a href="#">Select</a>	s4196815	3/19/2009 7:30:44 PM
<a href="#">Select</a>	s4196815	3/19/2009 7:31:20 PM
<a href="#">Select</a>	s4196815	3/19/2009 8:01:27 PM
<a href="#">Select</a>	s4195851	4/1/2009 3:38:20 AM
<a href="#">Select</a>	s4195851	4/2/2009 9:43:30 AM
<a href="#">Select</a>	s4206744	3/25/2009 3:07:21 PM
<a href="#">Select</a>	s4206744	3/25/2009 3:19:07 PM

Here is an emxple of what a log might look like. I have also include a copy in your Resource CD so you can have a more thorough look. The file can be found in Resource CD\LOGS\ViewLogs\_example.htm

**SBLi: User summary log**

**User:** s4139364  
**Scenario Name:** Calving pattern  
**Scenario Status:** ENDED\_BYTASK  
**Scenario time taken:** 0h 0m 0s  
**Real time taken:** 0h 33m 1s  
**Money Spent:** 0

---

**Scenario Questions Report**

**Start\_Report**  
Score for report: 0

**First Name**  
Question: First Name  
Type: Singleline  
**Your Response** Renae  
**Feedback**

**Surname**  
Question: Surname  
Type: Singleline  
**Your Response** Wood  
**Feedback**

**Student Number**  
Question: Student Number  
Type: Singleline  
**Your Response** 4139364  
**Feedback**

**First Name2**  
Question: First Name  
Type: Singleline

**Surname2**

Done scenarios.sblinteractive.org



## Tutorial Session 7

By the conclusion of Tutorial Session 7 you will be familiar with:

- The Process of Scenario Creation
  - What is involved in developing your scenario?
  - Designing a scenario
    - Diagnostic scenarios
    - Simulation scenarios
    - “Workbook” scenarios
  - The first step in SBLi scenario development
- Story boarding and writing the script for the scenario
- Multimedia components
  - The second step in SBLi scenario development
- Incorporating the scenario into SBLi
  - The third step in SBLi scenario development

### 7.1 The Process of Scenario Creation

When you are thinking about developing a scenario for delivery using the SBLi software you will need to take into account the target audience, the subject matter which the scenario is to address and the specific learning objectives you have in mind. Therefore there are likely to be different approaches to scenario development, depending on all of these factors. However, even more important, developing a scenario is a creative process and, like other creative activities, it would be invidious to suggest there is a method for scenario creation. It would be a bit like providing you with a “painting by numbers” approach, which would nullify all creative input. Rather, what this section attempts to do is to spell out the basic components involved in scenario creation and then provide you with a series of ideas and approaches that have been used in developing existing SBLi scenarios: you can then decide whether you think one or more of these ideas or approaches is likely to be relevant and useful for your scenario creation endeavours.

#### What is involved in developing your scenario?

Since SBLi scenario development is a creative process – many different forms of scenario have been developed. In some cases the scenario is similar to a digital work book, associated with a text book; in other cases it might resemble a cross between the creation of a soap opera and a documentary film. Nevertheless, despite the diversity of finished scenarios, in most cases, their development has involved the following activities:

- Designing the scenario – based on the target audience, the learning objectives, and ideas on how to make the scenario appealing and engaging for users.
- Story-boarding and writing the script for the scenario
- Taking and/or obtaining photographs and video, creating icons and acquiring or developing other multimedia components
- Incorporating the scenario into SBLi, and testing and editing the scenario before final release

Given the range of different skills involved in scenario development, ideally, it is best done by a scenario development team with the following expertise:

- Knowledge and practical experience in the subject domain
- Instructional design
- Creative writing skills
- Multimedia skills

Where it is not possible to put such a team together, it will be advisable to consider ways in which you might get advice on these different aspects.



## Designing a scenario

The first step is to determine the role the scenario is to play within the curriculum and what learning objectives you want to achieve. For instance, is the scenario primarily to provide a vehicle for providing information in a structured way, for developing problem solving skills of a technical, social and/or economic nature, or is to raise and explore ethical or moral issues. The Scenario Descriptors below, provides you with things you need to think about in framing the context within which the scenario is to be developed.

Once the framework for the scenario, including learning objectives, have been specified you then need to consider what form the scenario is to take. Given the creative nature of scenario development, there are no hard and fast rules on this. However, useful ideas can be gained from looking at different forms of scenario that have been used by other scenario authors. The following list of scenario categories, with examples across a range of disciplines, provides some basis for thinking about the form of the scenario you might build. However, note these categories are unlikely to be complete and are not mutually exclusive; a specific scenario may fit in several categories.

### Diagnostic scenarios

- Often used for problem based learning exercises. Diagnostic scenarios have been developed for investigating crop disorders, veterinary problems, medical complaints, quality control issues in the hospitality industry; etc.

<http://scenarios.sblinteractive.org/v2/main/StartScenario.aspx?Scenario=212>

### Simulation scenarios

- Providing a virtual experience that may precede an actual activity, such as a marine field course, or replaces it. Simulation scenarios have been developed for field courses marine and pond ecology and to provide virtual overseas experiences for engineers. In some cases, experimental procedures can be performed within the scenario either by programming the simulation within the SBLi software alone (e.g. breeding chocolate monsters for genetics practicals) or by using SBLi as a front-end for simulation software (e.g. determining the effect of changing parameters in virtual plants) or using other plug-ins. For instance, a built-in spreadsheet is used in a scenario to investigate the financial profile of various business options in the floriculture industry. Other scenarios in this category address issues of legal ethics and procedural processes involved in quarantine activities .

<http://scenarios.sblinteractive.org/v2/main/StartScenario.aspx?Scenario=208>

### “Workbook” scenarios

- In this case the scenario structure provides a framework for working through various components of a specific curriculum. For example, a scenario to investigate water issues in NSW has been developed for high school students presenting them with relevant information within the scenario and through links to other web sites and providing them with ideas on a series of small experiments and projects that the students can engage in as part of the curriculum.

<http://scenarios.sblinteractive.org/v2/main/ScenarioUpload/EditScenario.aspx?Scenario=185>

## The first step in SBLi scenario development

Before you make a start on developing your own scenario it is highly recommended that you make sure you are fully aware of the various functions that SBLi provides by studying the Help files in the SBLi Builder and Player. This will give you a much better idea of the scope and capability of the software that you can utilise in your scenario. For instance, it is important to be aware of the pre-requisite function – that enables you to make conditional relationships in the scenario, such as needing to visit a certain location (e.g. a pond) before a certain action (sampling the water) becomes available.

It is also recommended that you work through a number of existing scenarios, since virtually each SBLi scenario that has been developed has introduced a novel component or way of doing things, as illustrated by the examples above. There are a number of demonstration online scenarios that can be accessed from [www.sblinteractive.org](http://www.sblinteractive.org).

## 7.2 Story boarding and writing the script for the scenario



This is the critical component of the scenario development process. How one goes about it depends on a number of factors, including who is involved in developing the scenario. However, in most cases, a workshop to brainstorm the scenario is likely to be the best way to start, using a whiteboard to sketch out the main features. The details of the scenario can then be captured. Initially you may wish to use a template (such as one of the three supplied in the Resource CD in the Helpful Documents folder) or you can simply start writing a script for the scenario – much as you might write an outline for an adventure game or script for a movie – with characters, locations, scenes, etc. At this stage it will also be useful to indicate where specific SBLi features are to be used, such as location maps, pre-requisites, and feedback forms.

## 7.3 Multimedia components

Making your scenario as attractive as possible is likely to enhance the experience and increase the engagement of scenario users. Once the outline of the scenario has been completed, it is advisable to then identify what images, audio and/or video, or animation you would like in your scenario or which are essential to your scenario. You can then set about accessing existing multimedia or taking photographs, creating icons, capturing audio and video files that don't already exist.

### The second step in SBLi scenario development

Before you consider starting to use the SBLi Builder to construct your scenario, make sure you have a detailed outline of the complete scenario. Trying to construct the scenario in the software from scratch can lead to problems if, for instance, you then want to change the design of the scenario or move certain components of the scenario from one section to another. It is also best to assemble the multimedia you wish to use before moving on to constructing the scenario in the SBLi Builder.

## 7.4 Incorporating the scenario into SBLi

Once you have documented the scenario and identified the multimedia to be included in the scenario, you are now ready to start putting the scenario into the SBLi Builder.

### The third step in SBLi scenario development

Having completed the first two steps – incorporating the scenario in the SBLi Builder is likely to be much easier.