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| Objective/Outcome for Learners ([1.1 What is a Branching Scenario?](https://www.saskoer.ca/branchingscenarios/chapter/what-is-a-branching-scenario/)) |
| *Here is what learners should be able to do and I often see students struggle with this application of knowledge and skills (written in* [*verb+content+context format*](https://www.saskoer.ca/coursedesignhandbook/chapter/writing-learning-outcomes/)*):* |
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| Reflection ([1.4 Post-Scenario Strategies: Facilitating Reflection and Discussion](https://www.saskoer.ca/branchingscenarios/chapter/post-scenario-strategies-facilitating-reflection-and-discussion/)) |
| *What do I want learners to reflect on throughout their case? Come up with one or more reflective questions for each stage.* |
| Before:During:After: |

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| Storyline or Case ([2.1 What Makes a Good Scenario? Defining the Problem](https://www.saskoer.ca/branchingscenarios/chapter/what-makes-a-good-scenario-defining-the-problem/)) |
| *This is the storyline or scenario that that gets students to practice applying the knowledge or skills from the learning outcome...might be recurring challenges from past assessments/teaching:*  |
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| Correct Path ([2.2 Mapping Scenarios: Outcomes, Decision Points, and Consequences](https://www.saskoer.ca/branchingscenarios/chapter/mapping-scenarios-outcomes-decision-points-and-consequences/) and [3.2 Creating Branching Scenarios with Twine](https://www.saskoer.ca/branchingscenarios/chapter/creating-branching-scenarios-with-twine/)) |
| *Here is the correct path (if a series of strong decisions are made)* |
| 1a.2a.3a.4a. |

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| Other Options and Consequences ([2.3 Tips for Writing Effective Prompts and Options](https://www.saskoer.ca/branchingscenarios/chapter/tips-for-writing-effective-prompts-and-options/) and [3.2 Creating Branching Scenarios with Twine](https://www.saskoer.ca/branchingscenarios/chapter/creating-branching-scenarios-with-twine/)) |
| *Here are the other options and associated consequences (add more letters per decision point number if needed)* |
|  | Option | Consequence |
| 1b. |  |  |
| 1c. |  |  |
| 2b. |  |  |
| 2c. |  |  |
| 3b. |  |  |
| 3c. |  |  |
| 4b. |  |  |
| 4c. |  |  |

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| Feedback ([2.4 Considerations for Feedback](https://www.saskoer.ca/branchingscenarios/chapter/considerations-for-feedback/)) |
| *How will I let students know what they did well? How will I provide constructive feedback asynchronously ie. through the tool? Do I need a rubric?* |
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| Media ([3.4 Integrating Media: Images, Audio, and Video](https://www.saskoer.ca/branchingscenarios/chapter/integrating-media-images-audio-and-video/)) |
| *Where can I find the right media to bring the scenario to life?* |
| Photos:Images:Visualizations:Graphs/Tables:Videos:Other: |