

My name is Dianne Calhoun, and I am an instructional design senior analyst (IDSA) at Accenture Learning. The guidelines for us to begin the process of developing effective stories are lacking—and I feel that we still need more guidance for:

- Types of effective stories
- Elements of effective stories
- Templates of effective stories

The purpose of this inquiry was to research how we can develop effective stories to complement instruction that:

- Increase learning value
- Use best practices for story telling
- Decrease development time

Findings

What is a story?

Denning states that a story in its broadest sense is anything told or recounted; more narrowly, something told or recounted in the form of a causally-linked set of events; account; tale.; the telling of a happening or connected series of happenings, whether true or fictitious (October 2000).

- Good story—engaging
- Stories allow learner to connect to instruction
- Types of stories
- Methods for story development
- Best practices
- Learner engagement
- Effectiveness of instruction

What are the present challenges for us, instructional design analysts (IDAs), when we develop stories to complement instruction?

- Unsure where to start
- Pressure to develop quickly

How can tools or job aids help support the development of effective stories that complement instruction?

- Give basis for where to start
- Collaborative effort for job aid

If project time permits, what would the tool or job aid look like?

- Basis to start the story development process
- Questions to ask
- Story types
- Story checklist—good reference

Action Plan and Recommendations

- Offer IDAs training on story development. Many developers felt challenged when developing stories.
- Offer brown bag lunches where speakers or our own developers with experience in story development could give advice to less experienced developers.
- Offer seminars or sessions where developers share stories or tip and tricks of story development gone bad or good.

References

- Chu, S., Lin, Y. (2005). *Four steps to design a problem-based learning instruction plan*. Activities of Aerospace Science and Technology Research Center National Cheng Kung University Online: <http://www.iaalab.ncku.edu.tw/iceer2005/Form/PaperFile/03-004.pdf>
- Denning, S. (October 2000). *The springboard: How storytelling ignites action in knowledge-era organizations*. Boston, London, Butterworth Heinemann.
- Herrington, J., Oliver, R., and Reeves, T. (2000). *Patterns of engagement in authentic online learning environments*. Retrieved July 7, 2005, from the ASCILITE Online: <http://www.ascilite.org.au/conferences/auckland02/proceedings/papers/085.pdf>
- Johnston, J. (2002). *Enhancing Adult Literacy Instruction with Video*. Retrieved July 26, 2005, from the Tech21.org Online: http://www.literacy.org/tm_wes/h_enhancing_inst.html
- Jonassen, D., and Hernandez-Serrano, J. (2002). *Case-based reasoning and instructional design: Using stories to support problem solving*. Retrieved July 20, 2005, from the Student Association for Graduates in Educational Technology at San Diego State University Online: http://sage.sdsu.edu/compswiki/uploads/CompsWiki/Case_Based_Reasoning_and_ID.pdf
- Massa, J. (2004). *Web tools and techniques for e-learning*. Retrieved July 7, 2005, from the Society for Technical Communication Online: <http://www.stcatlanta.org/currents04/proceedings/massa.pdf>
- Norman, D. and Spohrer, J. (1996). *Learner-centered education*. Retrieved July 21, 2005, from The ACM Digital Library Online: <http://portal.acm.org/citation.cfm?id=227215>
- Schreyer Institute for Innovation in Learning. (2004). *Guidelines for case writing*. Retrieved July 7, 2005, from the Schreyer Institute for Teaching Excellence Online: <http://www.schreyerinstitute.psu.edu/pdf/CaseWritingGuidelines.pdf>