## turning knowledge into practice

Situated assessment: Getting the right measures and the measurement right

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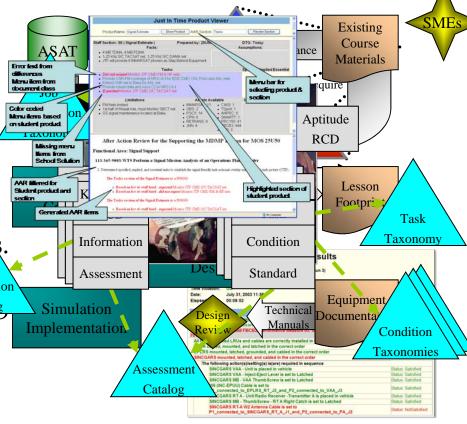




### What we're serious about

Unstructured experiential learning is not the solution.

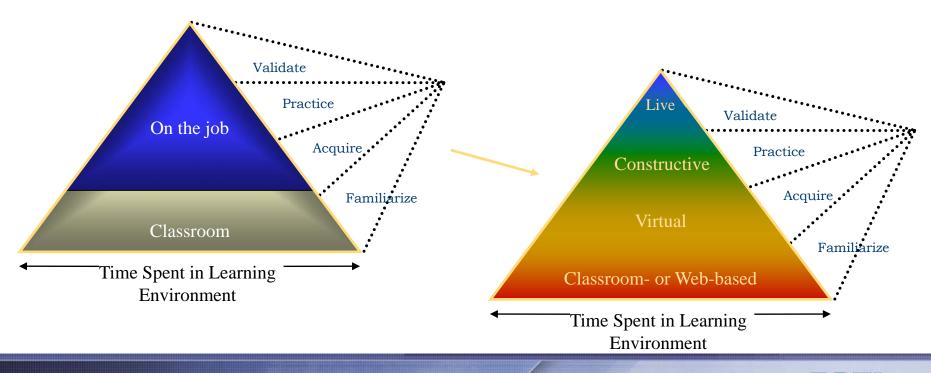
- Training analysis.
- Systematic design.
- Develop to standards.
- Usability.
- Assessment / analysis of AA
- Individual, collective traz
  - Can control initial conditions.
  - Graduated complexity.





# Conception of approach

- Cost-effective learning.
- Situated assessment.





### Our simulation work

- Interactive 3D environments, generally not immersive.
- Learning by doing.
- Address 'imperfect conceptual models'.
- Variety of intended audiences.
- Some intended as classroom adjuncts, some as standalone systems.



# Comparison of assessment approaches

#### Role-playing or hands-on

Advantages

Disadvantages

Behavior is realistic, situations are relevant, close to situated learning.

Available time, equipment, co-workers are limited; roles often poorly understood; no variability in situations.



#### Questionnaires or surveys

Advantages

Disadvantages

Easy to implement; can vary situations presented; can be used in any setting.

Behavior does not reflect realistic activities; requires demonstration of knowledge rather than skills.



#### Simulation or distributed

Advantages

Disadvantages

Numerous situations can be presented, actions are tracked and can be replayed; simulation of variable conditions.

Start-up costs, requires decent hardware to allow use in any setting or for collaborations with co-workers.





## Imperfect conceptual models

- Differences from traditional simulation training:
  - Goal is to cause student to fail to succeed, and in turn have student reflect.
  - Presents faults or adverse situations needing to be addressed that are not obvious.
  - Requires complex behaviors of simulated entities to demonstrate imperfect conceptual models.
  - Involves dynamic performance measures of critical tasks.



## Analyses of student performance

- Ongoing and after-the-fact.
- Categorical Actions might be correct, incorrect, don't care:
  - Incorrect actions placed into pre-defined categories.
  - What happened Performance measures.
  - Why it happened Performance measure criteria.
  - How it happened Student actions.
- Based on student actions and simulation state, decide whether and how to intervene:
  - Intervention based on error category and frequency of errors.
  - Direct support dialog boxes, cueing, tutoring
  - Internal support change in lesson sequencing, reduction of task complexity.
- Evaluate overall progress through training course as well as through individual lessons.



