

Evaluation Criteria for Instructional Simulations

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Consider the following criteria when comparing the efficacy of vendor supplied instructional simulations. Feel free to edit these criteria to your needs, and add any items that may be missing.

Criteria	Yes	No
<i>From Klas Mellander, author of The Power of Learning:</i>		
The simulation awakens learners' natural curiosity for learning.	<input type="checkbox"/>	<input type="checkbox"/>
The simulation gives learners practice in determining the information they need, sifting out the information they don't need.	<input type="checkbox"/>	<input type="checkbox"/>
The simulation lets learners think through things on their own and draw their own conclusions	<input type="checkbox"/>	<input type="checkbox"/>
The simulation helps learners find the context for the things they've learned.	<input type="checkbox"/>	<input type="checkbox"/>
The simulation provides a place for learners to use their new knowledge so it doesn't wither away and become useless.	<input type="checkbox"/>	<input type="checkbox"/>
<i>From the ASTD Handbook of Instructional Technology:</i>		
The simulation has appropriate "fidelity" for the learning goals that have been established, for example: --High Fidelity: Airline Flight Simulator --Low Fidelity: Office In-Box Simulator	<input type="checkbox"/>	<input type="checkbox"/>
The simulation provides real-time interactivity between learners, the simulation, and other elements of the learning experience for the purposes of leveraging all sources of learning.	<input type="checkbox"/>	<input type="checkbox"/>
There are data that exist that show the impact of the simulation on learner skills, transfer, and ROI to the organization.	<input type="checkbox"/>	<input type="checkbox"/>
The simulation can be customized "on the fly" to meet unique learners' unique needs, in real time.	<input type="checkbox"/>	<input type="checkbox"/>
The simulation provides learners with content and experiences that are best suited to simulation technique (e.g. process management, decision making, continuous control, strategy deployment, collaboration, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
The simulation provides learners with effective prototyping of variables within the simulator so learners can clearly see the rationale, impact, and learning related to their decisions (e.g. calculations are not "hidden").	<input type="checkbox"/>	<input type="checkbox"/>
<i>From the Handbook of Human Performance Improvement:</i>		
The simulation fosters intellectual connections between performance and the learners' needs.	<input type="checkbox"/>	<input type="checkbox"/>
The simulation detects, accounts for, and builds on what learners already know.	<input type="checkbox"/>	<input type="checkbox"/>
The simulation provides all the information needed to achieve greater skill and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>
The simulation provides clear, organized, and vital content needed to achieve performance.	<input type="checkbox"/>	<input type="checkbox"/>
The simulation uses varied media to gain, maintain, and guide learners' attention at cognitive, affective, and psychomotor levels.	<input type="checkbox"/>	<input type="checkbox"/>
The simulation provides a full demonstration of desired performance (learners are challenged, yet set up for success).	<input type="checkbox"/>	<input type="checkbox"/>
To foster learning and transfer of performance, the simulation is enjoyable, fun, and interesting.	<input type="checkbox"/>	<input type="checkbox"/>
The simulation provides stimulating and relevant feedback, praise, accountability to learning, collaboration, competition, and remediation.	<input type="checkbox"/>	<input type="checkbox"/>
The simulation duplicates the real world.	<input type="checkbox"/>	<input type="checkbox"/>