World Politics Simulations

Simulations as a Useful Teaching Tool

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❖ Why read about a historical event when you can re-create it?

❖ Why learn passively about political and media characters when you can step into their shoes?

❖ Why struggle to understand world politics complexities when you can take part in them?

Learn with a fun, interactive and innovative tool!

Go for it – Start Using Simulations!

Simulation

❖ A political *system*

❖ Set up *intentionally*

❖ To *replicate* fiction or nonfiction situations

❖ Involves at least *two participants*

❖ Individuals or teams,

❖ Representing states, nonstate actors, international organizations, or media organs

❖ Interacting according to a given *scenario*

❖ Within a present *time frame*

❖ And specific *rules* for activity

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 13

Simulation Types

Simulations are classified by **Players** and **Environment**.

❖ Players

Human – students, professionals and practitioners

Machine – robot interactions structured by pre-preinstalled formula/software

❖ Environment

Physical – concrete location, classroom/lab

Virtual – abstract, non-nontangible milieu

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 30-32

Simulation Types

❖ *Face-to-Face*

    Human participants

    Physical environment

❖ *Cyber*

    Human participants

    Virtual environment

❖ *Hybrid*

    Two rounds or more

        Face-to-face, on campus

        Cyber, on the web

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Simulation Typology

Players	Environment		
	Physical	Virtual	Physical &Virtual
Human	Face-to-Face	Cyber	Hybrid: Face-to-Face & Cyber
Machine	Software	Cyber Software to Software	
Human & Machine	Human & Software	Cyber Human & Software	Complex

Simulation Variations

❖ Course subject
   Empirical, theoretical, area studies, methodology

❖ Course duration
   Single lesson, semester, year

❖ Class
   Size and academic level

❖ Simulation scenario
   Historical, contemporary, fictional

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 23-29

Are Simulations a Useful Teaching Tools?

Study Differently: Cognitive Simulation Utility

❖ **Apply, explore, and understand**
    paradigms, theories, and complexity
    underlying processes and causal mechanisms

❖ **Change abstract to tangible**
    international relations, political studies, history, media
    concepts and theories come to life

❖ **Enter a social science lab to learn more about**
    decision-making, negotiations, journalism as subjects
    practical training
    research

❖ **Increase levels of study**
    active learning process

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 12, 21-22, 146-48, 159-60

Practice & Develop Skills: Behavioral Simulation Utility

❖ Critical thinking and analytical skills

❖ Laboratory for practical training and research on decision making,

negotiations, journalism and other topics

❖ Information management and retention

❖ Peer-based collaborative teamwork

❖ Civic culture and rhetoric skills

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 12, 21-22, 146-48, 159-60

Feel & Enjoy: Affective Simulation Utility

❖ Diversity of cultural, ethical and religious issues, value judgments,

prejudice and subjective points of view

❖ Sympathy, empathy, identification and attitude modifications

❖ Creativity and improvisation to make learning emotional, intensive

and fun

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 12, 21-22, 146-48, 159-60

Traditional learning
vs.
Hybrid learning with simulations

The Hybrid Learning Cycle

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 11

Passive Learning Replaced

Traditional learning
- ❖ Knowledge is transferred by the educator to the students
- ❖ Students are generally passive followers

Hybrid learning with simulations
- ❖ Knowledge is transferred
  - educator to the students
  - students to peers
  - students to educator
- ❖ Students partake in an active learning process

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 7

The Transformed Learning Structure
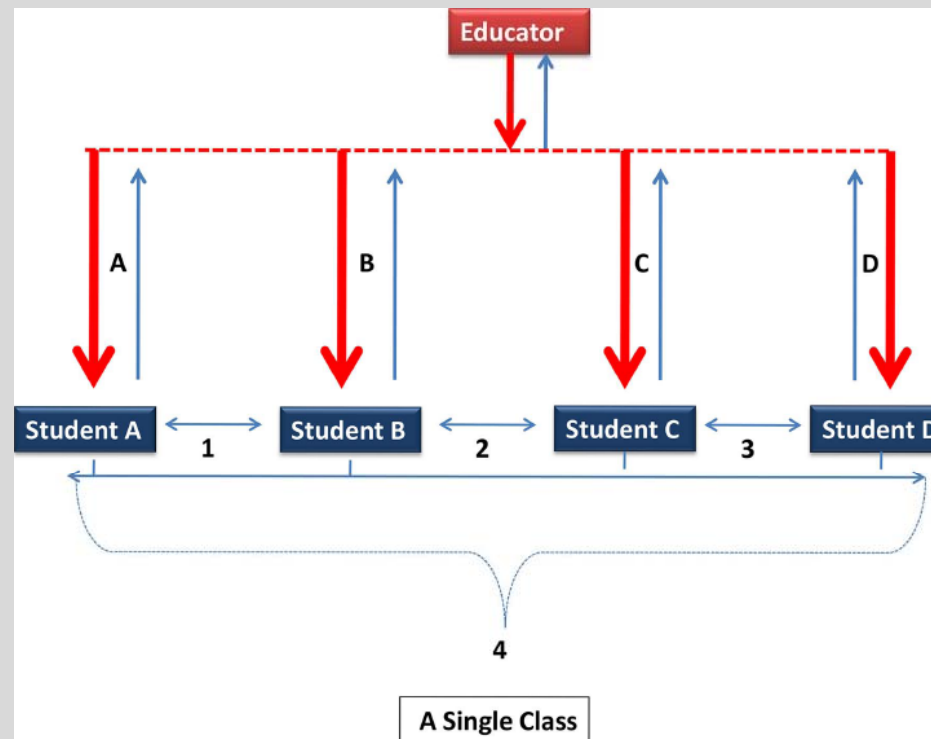
Restructuring of the learning configuration:

From a traditional top-down one illustrated by the bold **red** arrows alone,

to a more complex one, shown by the addition of multiple light **blue** arrows

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 7

Solitary Learning Transformed

Traditional learning
❖ The learning process is prefixed
❖ Assignments as solitary tasks: reading texts, and written essays

Hybrid learning with simulations
❖ Active participation of each student
❖ Interactions between students and educator
❖ Interactions among peer students
❖ Assignments shaped by educator with individual initiatives as opportunities for creativity and cooperation

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 7-8

Traditional Resources Expanded

Traditional learning

❖ Academic content and textbooks, mostly available at the library

❖ Sharing resources and debating them is limited

Hybrid learning with simulations

❖ Unlimited resources: traditional and cyber, such as photos, videos, and documents, available online with easy access

❖ Sharing resources online makes discussions on their contribution and quality easy and common

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 8-9

Hybrid Learning Resources
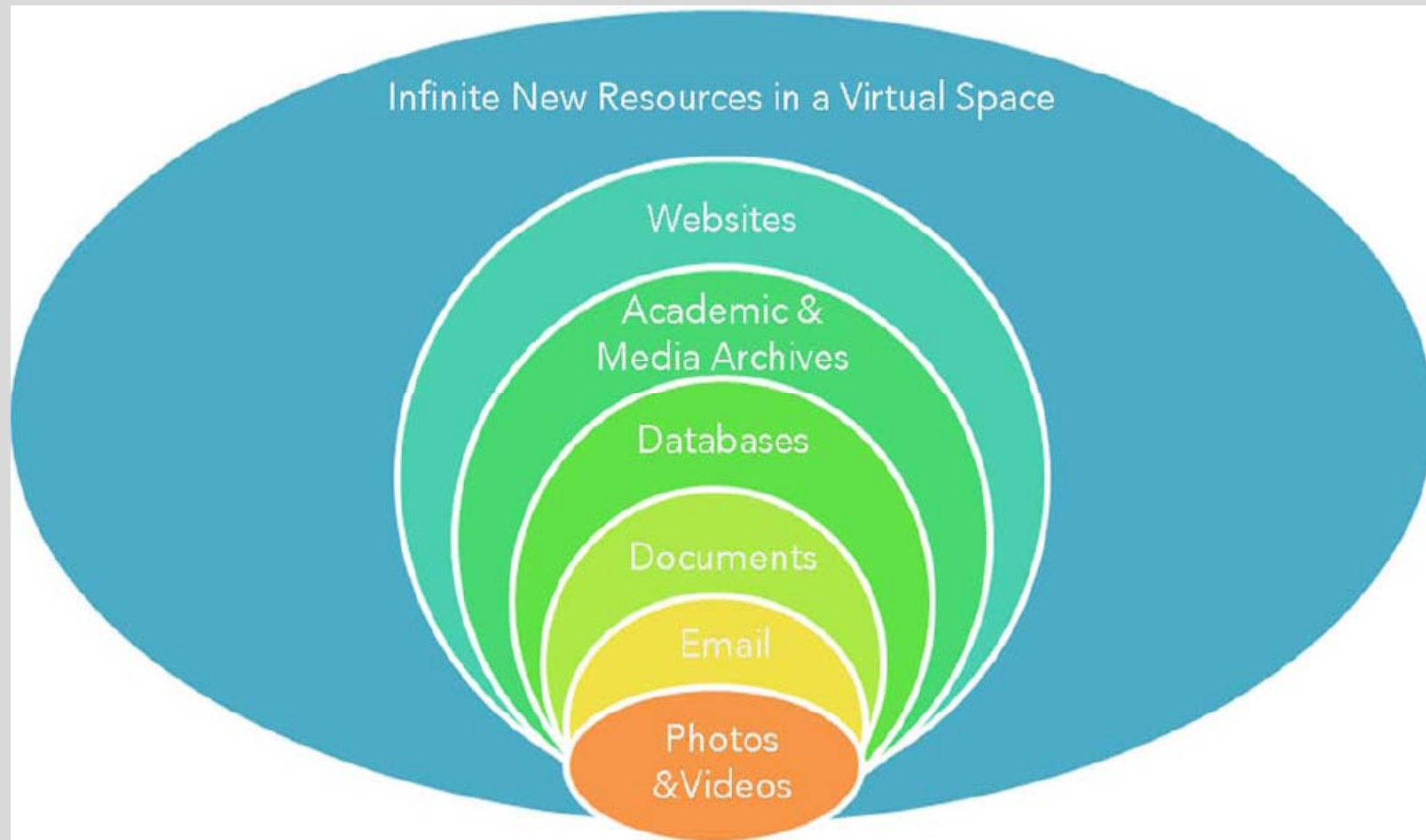
Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 9

Curriculum Redesigned

Traditional learning

❖ Students are bound to a pre-determined narrative

❖ Materials and data are provided by educator

Hybrid learning with simulations

❖ Students can "alter" history, as they step into decision-makers shoes

❖ Students create their own database for research

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 10-11

Questions for Discussion

❖ Who would you like to represent and why?

❖ Would you agree to represent an enemy?

❖ Should we replicate reality?

❖ Is it possible to replicate reality?

❖ What are your expectations from the simulation?

Key Concepts

- ❖ Simulation
- ❖ Players
- ❖ Environment
- ❖ Face-to-face simulation
- ❖ Cyber simulation
- ❖ Hybrid simulation
- ❖ Traditional learning
- ❖ Hybrid learning cycle and resources

Relevant Figures and Tables

Available online at book's website under classroom resources