with different cultures, worldviews, and attitudes. These complexities are no longer a theoretical matter but rather a practical constraint each participant has to deal with while preparing class assignments, getting ready for the simulation, and for interactions with others.

The physical meeting place for each group may occur on a single campus and in a given course with traditional lectures. But a bulk of the interactions and learning process can take place on the web. Even in class, some deliberations can focus on the activities that had taken place on the web and discuss their meaning. Previous experiences in one’s life, dogmatic positions, stereotypes, and in-group values are then put to a test and critical thinking may take place. Consequently, the global village or conflict zone may enter your lectures and the thoughts of your students to create a genuine experience of confrontation, coping, and management.

Cooperation with colleagues in other states may require some coordination efforts, but once you try out such encounters you will discover the extraordinary profits of partnership and maybe even find it hard to go back to the old ways of teaching.

Passive Learning Replaced

Figure 1.2 illustrates the transformed learning structure and multiple interaction processes that characterize simulations in hybrid learning. Simulations with cyber aids bring about a restructuring of the learning configuration from a traditional top-down one, illustrated by the bold arrows alone, to a more complex one, shown by the addition of multiple light arrows.

In a traditional setting, the vertical interactions include the transfer of knowledge from you, the educator, to your students. You are the most active, and your students are generally the more passive followers. These interactions involve lectures, assignments, exams, and discussions in class. Obviously, some students are more involved and assertive than others, but you remain the main driving force in the learning process. Most efforts are geared to ensure that students retain information, which is tested in the final exams. Within this setting you may have little time for the development of skills such as critical thinking or creativity.

The horizontal interactions among students in a traditional course take place mainly in class, sometimes in the process of preparing assignments together, while others remain out of sight, when students use the materials of a peer to save time and hand in an assignment without going through the independent search and study cycle.

In simulations as part of hybrid learning the volume of interactions is dramatically increased and fundamentally restructured: the vertical ones, A to D in figure 1.2, are eased, and the horizontal ones, illustrated in numbers 1 to 4, are considerably strengthened. So the light arrows indicating activities from student to educator contribute more to the learning process than the bold arrows that had taken the lead in the traditional setting.

Solitary Learning Transformed

The syllabus is traditionally the learning contract between the student and the educator. It presents the topic and goals of the course, the reading requirements, and the assignments needed for its completion. The main task for students is to read texts listed in the syllabus, sometimes coupled with the preparation of a short presentation for class or other assignments. To advance a more focused study and an integrative outlook, educators usually provide their students with a few guiding questions on the text and key concepts that are at the center of the inquiry.

In simulations with hybrid learning, the syllabus becomes a central tool in which you advertise the exciting simulation project, explain its distinctive assignments, and detail the progressive schedule you plan to inspire students from start. Beyond the syllabus much of the learning process develops by the active involvement of each participant, by dynamic interactions between students and educators and among peer students. This means that the reading requirements are the minimal starting point in the learning journey, which is shaped by the educator and each student in conjunction with others. So too are