tical thinking begin, and the transformation of a group of students into a learning community starts.

Figure 1.3 presents the hybrid learning resources in the form of concentric circles. The inner circles represent specific resources, while the outer ones contain multiple subsets with a variety of sources within each of them. Students can become familiar with the topic of the simulation by finding photos and video clips that let them see, hear, and feel the reality they are probing and add an authentic hue to the study. With photos and clips from YouTube some serious topics can be viewed with humor and through a lighter perspective, drawing hesitant students to the material under investigation. Visuals like caricatures, maps, and figures with data can add to the fun of building a joint knowledge-bank and enhance the learning experience as a whole.

Next, by resorting to the e-mail and documents circles, students can share and exchange information with one another, thereby increasing the horizontal interactions in hybrid learning. The documents may involve genuine agreements reached in the past among states, international organizations, or nonstate entities that are relevant to the topic under investigation and assignments written by students in preparation for the simulation.

By using resources in the three inner circles some students may come up with clips and photos of the decision-makers and events, thereby helping others become more familiar with the characters and atmosphere of the region and time. The addition of documents provides a wealth of information on the process under investigation. From a methodological standpoint, you can highlight the contributions of distinct resources to the buildup of a whole picture and discuss the issue of validity and data manipulation in different sources derived from cyberspace.

Moving on to databases, the students compare the qualitative data they have gathered thus far with academic and professional information to expand and enrich their knowledge on the topic of inquiry. This integration can begin with (1) overview summaries and reports like the CIA World Factbook; (2) qualitative and quantitative archives generated by states, alliances, international organizations, or media organs under investigation; and (3) academic databases like COW, ICB, MAR, MID, and PRIO.7

Next in the concentric circles are the archives of academic publications and newspapers that encapsulate resources of clearer reputation. You can point out to your students that archives like JSTOR, ProQuest, the International Relations Oxford Bibliographies, the International Studies Encyclopedia, and websites of individual academic journals contain research that has passed peer reviews for quality. Journals are also ranked, reflecting levels of academic excellence. But students should be aware that media archives, such as those constructed by Lexis-Nexis, Newseum, the BBC, the New York Times, or any local paper, reflect the unique profile each media organ seeks to promote and a built-in bias that each news archive represents.

Intercultural outlooks and cleavages within and among states help students understand disagreements among actors and the severity of the conflicts that will be handled later during the simulation. To cope with coverage discrepancies and interpretation differences, students may (1) post links to various sites with contents on media