a nonstate actor: the Palestinians; and a media network: the *Global Crescent*. This choice of political and media actors made it possible for participants to confront the dilemmas related to the Palestinian quest for statehood and to work out an agreement between Israel and Iran to stabilize the Gulf region. More actors could have added detail and complexity, but the choice of fewer teams made it possible to have enough participants in each team to engage in a meaningful policy formation process and prepare initiatives for world politics negotiations.

Temporal Boundaries

The learning cycle phases, the number of simulation rounds, duration, tempo, timing, turning points, and the acceleration pace during the simulation shape the encounters among participants and affect study efficiency. In the second part of the book, on implementation, multiple aspects related to the temporal aspects are discussed, such as adjustments of the simulation plan to semester and yearly courses, to different academic settings, and to time constraints. Here we provide a brief overview of some core temporal attributes and their link to learning and teaching efficiency.

The Middle East cyber simulation, for example, consisted of four phases: (1) preparation, (2) policy formation, (3) world politics, and (4) debriefing. The short preparation for the simulation was followed by longer policy formation deliberations among teammates. The two rounds of world politics with interactions among teams lasted two hours each with a reassessment break in each round and a longer one, of two weeks, between them. At the ISA conference a brief face-to-face role-play was followed by a postsimulation analysis of feedback submitted online, an exciting debriefing session, and plans for teaching collaborations and joint research.

The two phases of preparation and wrap-up analysis were brief and required limited efforts but their reward was profound. As a voluntary simulation among colleagues, the time investment during preparation was confined to a few deliberations within teams to get to know one another’s academic background, to allocate roles and functions in the team, and to define policy goals and plans. Since each participant showed up on the Facebook group at different times from many different time zones across the globe, coordination was essential for the teams to make progress in policy formation and to ensure that all team preparations would be completed on time to meet the preset schedule of the two world politics rounds.

Most players in this simulation were familiar with current events of the Arab-Israel conflict so a short time was enough for them to formulate initiatives toward foes and allies and to promote their team goals by interacting in the world politics arena. Some participants initiated cre-