and were allocated to teams. The registration form contained basic information such as (1) name, (2) e-mail, (3) areas of expertise and study, (4) previous experience with simulations, (5) familiarity with social networks, (6) requests for desirable team and role allocations, and (7) other specific remarks and requests.

The registration process and the data derived from it are an efficient way to keep in touch with your students, to record their initial information, and to learn about their requests and expectations. But you should make it clear that the simulation requirements will dictate the final allocation and you can’t promise participants that their choice will be met.

Chapter 8 provides details on the forms we use during the simulation with examples and explanations regarding registration form questions and format. The registration form, like the website, becomes an essential tool when you cooperate with other colleagues and have students from separate courses, campuses, or countries take part in one simulation. In such instances a single university network for managing the simulation and its interactions is not suitable.

The last essential setup procedure relates to detailed instruction sheets with full information regarding contents, relevant forms, and due date, for all the assignments you select from table 4.3 and others you create on your own. Beyond explanation in class, it is advisable to place these instruction sheets on the simulation website for everybody to download and know exactly when and what to do for each assignment.

Introduce

Once the simulation website, registration form, and instruction sheets are ready, it is time to introduce the simulation plan to your students, in class or via your communication platform in the case of an online course. An effective way to do so is to run a presentation that contains information about (1) the website, (2) the topic and goals of the simulation, (3) the teams and roles, (4) the schedule, (5) the assignments, and (6) due dates. You can enhance the presentation by adding recommended resources and reading material, maps and photos of leaders, flags or symbols and screenshots from the Facebook groups you use. You can also include photos from previous simulations you have conducted to create an exciting atmosphere and make the planned encounter more tangible for students who have never taken part in a simulation. Make sure to mention the FAQ page on the simulation website as a place where students can find answers to questions they may have and clarifications on issues addressed during your lectures.