cycle will be incomplete. Figure 7.1 describes a traditional learning curve of courses that employ simulations as a supplementary tool, where the simulation encounters are the peak experience with little or no ongoing overview.

We suggest a blend of feedback, debriefing, and assessment as an ongoing practice to reduce the steep decline from peak to routine and prevent a learning curve where the simulation encounters diminish other modes of study. In doing so, you can transform the simulation into a synergetic experience that overlaps with all other activities in the learning cycle detailed in figure 1.4, and complements them. Such periodic overview can tighten the links between the topics of your curriculum and the cognitive, behavioral, and affective outcomes of the simulation as a multifaceted process.

Rationale

As a teacher with many constraints that shape your choices, you may decide to engage in a full simulation overview with equal emphasis on each of its three parts. Or you may skip feedback and debriefing and go directly to assessment, which is usually a must in academe. But we believe that the distinct components of the simulation overview overlap and contribute to one another, creating an integral whole that is more meaningful than its distinct parts. Figure 7.2 presents the three concepts and the areas of overlap between them.

First, without feedback the debriefing encounters lack a detailed and well-thought-out student perspective that contributes to a rich dialogue between students and educators. If you skip feedback or reduce its weight, you drop important events that embody the transformed learning structure presented in figure 1.2 where students are more equal contributors to the study in the learning community you create. When you integrate feedback with debriefing, you not only guide your students through an extensive introspection but enable them to see points of view raised by their peers and recognize important nuances they might have otherwise overlooked. For example, during feedback activity, participants may revisit their own contributions to their team and the collective behavior of their actor in the simulation. But what about the contents of the values, goals, and plans of other actors, allies or rivals? An effective way to practice empathy and to increase the awareness of complexities in world politics is to place one’s own policy formation in comparison with that of others. This occurs during debriefing encounters and helps bring self-centric approaches, misperceptions, and mirror images to light. Long-lasting empathy with the “other” is also related to attitude change as a result of cognitive, affective, and behavioral learning. During different stages of feedback activities and debriefing processes one can pinpoint baseline attitudes and hidden assumptions and then revisit these positions during and after the simulation.

Second, without feedback, assessment lacks the inputs of a detailed and well-thought-out student perspective that contribute to a systematic introspection of the simulation project by the educator. The development and application of rigorous rubrics for grading students and for appraising simulations as a teaching tool necessitate the integration of data from students’ self-reflections, with all voices being heard. Table 10.5 summarizes a possible