evaluations and observe the main trends, as well as anomalies, carefully. While written remarks represent the cumulative experience of an individual participant, the main trends may indicate repetitive problems and lead you to think about solutions and avoid pitfalls, thereby making the simulation a better tool for all participants.

**Review Skill Development**

Beyond knowledge accumulation and retention, simulations are an ideal tool to help students acquire and practice many skills they need as professional citizens of the global village in the 21st century. These skills are covered in the registration form, detailed in table 8.2, as expectations students have. They also appear in follow-up reflections of students on skill development in many feedback questions, like items 38–46 in table 8.6. While the grades students get on a final exam may gauge the success of your simulation as a teaching tool, they do not indicate whether core skills were advanced.

With respect to grades, top students who are capable and motivated will usually get the highest grades, with or without simulations. Those that are at the very bottom may unfortunately stay there, regardless of all your efforts and coaching. From our experience we have learned that simulations can improve the grades of students at the middle of the curve, providing them with a way to elevate their studies and advance their skills. But skill development is more than grades in a final exam. The plan for simulations and the procedures we offer are designed to promote the development of various skills and a genuine love of learning, as summarized in table 10.4.

Participation in the simulation project touches upon cognitive, behavioral, and affective skills that include analytical reasoning, critical thinking, expression, patience, coping with workload, stress, frustration, failure, empathy, creativity, and humor, both on an individual basis and during collective teamwork, while contributing to one another, being helped, and helping others. The development of cognitive skills occurs when students confront a gradual increase in difficulties, complexity, and scope of knowledge as they look for information in the process of learning and apply the knowledge they gained during the simulation. Behavioral skills are practiced during activities within and among teams.

The simulation overview offers a chance for advanced use of acquired knowledge and further skill development, with a special emphasis on putting the pieces of the puzzle into a coherent whole.