

TABLE 11.3. Change in Simulation Interactions

Obstacles
<ul style="list-style-type: none"> • <i>Policy formation and world politics</i>: the theoretical separation between internal and foreign politics ignores their interconnect- edness in a global village and in the simulated world.
<ul style="list-style-type: none"> • <i>A learning community</i>: active learning is hard to implement in a formal classroom setting and in distance learning.
<ul style="list-style-type: none"> • <i>Skill development</i>: progressive practice, individual leadership, and cooperative teamwork are often missing in academic study.
Recommendations
<ul style="list-style-type: none"> • <i>Couple policy formation and world politics</i>: (1) instruct participants to define, rank, discuss, and decide their joint actor port- folio, values, goals, policy plans, and core elements of a coherent policy; (2) highlight links between policy formation and its implementation.
<ul style="list-style-type: none"> • <i>Reveal simulation story lines gradually</i>: (1) trigger policy formation within teams with a specific initial scenario; (2) trigger world politics interactions among teams through an acute opening scenario.
<ul style="list-style-type: none"> • <i>Plan your simulation pace</i>: (1) build up interactions slowly and gradually speed them up; (2) insert ad-hoc events, especially when deadlock looms or when teams are willing to compromise too quickly.
<ul style="list-style-type: none"> • <i>Combine asynchronous and synchronous interactions for</i>: (1) quick updates with simulation developments; (2) progressive practice; and (3) adjustments and gradual improvements in participation and learning.
<ul style="list-style-type: none"> • <i>Provide opportunities for skill development</i>: (1) individual commitment, leadership, initiatives, creativity, critical thinking, expression, coping and persistence, goal evaluation and adjustments; (2) collective teamwork to discuss and decide on interde- pendent policy matters.
<ul style="list-style-type: none"> • <i>Coach and supervise</i>: (1) provide feedback to motivate participation and promote excellence, (2) encourage peer-student coach- ing by matching motivated peers with hesitant ones, (3) detect and deter free riders as early as possible, (4) monitor simulation activities in an invisible manner, so participants feel ownership for events as the simulation proceeds.
<ul style="list-style-type: none"> • <i>Combine face-to-face and cyber tools for step-by-step learning</i>: (1) policy formation is a basis for world politics interactions; (2) each round of world politics prepares for the next round; (3) cyber rounds lay the groundwork for face-to-face encounters; (4) feedback precedes and enriches debriefing; (5) completed assignments generate lively debriefing and creative research projects.
<ul style="list-style-type: none"> • <i>Ensure the centrality of diplomacy</i>: (1) end simulations by an agreement or a summary of disagreements; (2) if teams resort to violence, switch to the “day after” time frame to highlight the need for negotiations and compromise.
<ul style="list-style-type: none"> • <i>Allocate prime time for the media</i>: use a breaking-news session in the midst of world politics encounters to make all partici- pants aware of the links between media and politics.