

TABLE 11.4. Change in Study Efficiency

Obstacles
<ul style="list-style-type: none"> • <i>Simulation types</i>: simulations of all genres and creative cyber tools are not yet common in the academic mainstream.
<ul style="list-style-type: none"> • <i>The study cycle</i>: active learning programs need better correspondence among plans, assignments, implementation procedures, feedback, debriefing, grading rubrics, and assessment schemes for the simulation project.
<ul style="list-style-type: none"> • <i>Active learning tools</i>: simulation analysis lacks (1) conceptualization and rigorous measures for comprehensive overview; (2) integration of complex topics for teaching world politics in a global village; (3) skill assessment.
Recommendations
<ul style="list-style-type: none"> • <i>Indicate where simulation and reality intersect</i>: help students step out of the academic setting and enter a past, current, or fictional reality.
<ul style="list-style-type: none"> • <i>Highlight subjective perspectives</i>: (1) incorporate major dilemmas real leaders face; (2) confront students with the prejudices and mind-sets of others; (3) practice empathy; (4) demonstrate deception, failures, and compromise as indispensable aspects of politics; (5) reveal the contents of policy formation after the simulation ends and let students use all simulation products to discuss and reconsider world politics interactions from the perspective of others.
<ul style="list-style-type: none"> • <i>Break the dull routine</i>: (1) advertise the simulation project as an exciting pedagogical experiment in the course description and elsewhere; (2) transform the learning process into an entertaining, attractive, and fun experience.
<ul style="list-style-type: none"> • <i>Replace the rigid top-down structure of teaching</i>: facilitate the creation of a motivated learning community by the use of simulations to partner with students in creating the simulation world, its products, and its outcomes.
<ul style="list-style-type: none"> • <i>Know your destination from the beginning and pace the study cycle accordingly</i>: ensure a comprehensive outlook by adopting procedures that fit your plan, incorporate practical techniques, and guide participants.
<ul style="list-style-type: none"> • <i>Progress gradually</i>: (1) explain new teaching methods; (2) move from abstract and strategic planning, via alternatives and choice, to overview and revision; (3) coordinate and synchronize progress throughout the learning cycle between students and the educator; (4) disclose assignments with clear deadlines; (5) build up information for practice of complex realities; (6) plan increases in time pressure, stress, and intensity of interactions and learning.
<ul style="list-style-type: none"> • <i>Plan compelling story lines</i>: (1) employ multiple modes to publicize the scenario and ad-hoc events; (2) apply guidelines for an effective narrative; (3) use creative formats; (4) provide exciting triggers to set policy formation and world politics in motion.
<ul style="list-style-type: none"> • <i>Use media and political teams</i>: (1) explain the crucial role of the media in politics; (2) encourage insights from multiple perspectives; (3) add authenticity to the atmosphere through media products.