sentatives of all teams are supposed to follow their team policy plans, but they often act autonomously until the formal break, when intrateam policy reassessment becomes possible. Moreover, face-to-face interactions make covert and informal negotiations harder to perform than in the cyberspace.

When the world politics meetings take place on social networks, more options emerge for interactions among and within teams, including covert back-channel talks via cyber communications. Such occurrences are visible only to you as the administrator of the secret group on the social network and to the few leaders who interact in that group. Secret contacts that take place out of sight of other teams may produce a true surprise if a breakthrough occurs. The activity of media teams can intensify as reporters contact political leaders directly on the web without interrupting the flow of negotiations. Media teams can extend their exposure beyond the media break and repeatedly publish reports and news flashes during negotiations. Intrateam reassessment during world politics negotiations becomes much easier when interactions take place on the web, as participants can communicate simultaneously on multiple social network groups with representatives of other teams and with their own teammates. The coupling of policy formation and world politics enriches the knowledge in both fields and improves the understanding of the complex linkages between them.

But student interactions are not only about the advancement of knowledge. Rather, they are closely related to the gradual practice of skills and the development of good habits for solitary study and teamwork. Interactions are the core component in active learning with simulations. Practice of negotiations, team management, media manipulation, leadership, coaching of peer students, coping with crisis situations, and making decisions are among the many skills reinforced when students learn by doing.