

TABLE 1.1. Simulation Goals

Check if relevant for your simulation	Literature
Combine systematic, flexible and varied methods of study at individual and team levels	DeGarmo (2006); Goon (2011); Kelle (2008); Korosteleva (2010); Parmentier (2013); Raymond (2010); Rothman (2012); Taylor, Backlund, and Niklasson (2012)
Apply paradigms and theories, explore complexity, understand situations that have no analytical solution	Asal (2005); Asal and Blake (2006); Asal and Schulzke (2012); Boyer et al. (2009); Brynen (2010); Chasek (2005); Corbeil and Laveault (2011); Crossley-Frolick (2010); Dexter and Guttet (2014); Earnest (2008); Enterline and Jepsen (2009); Fowler and Pusch (2010); Goon (2011); Kelle (2008); Korosteleva (2010); Loggins (2009); Mintz (2004); Mintz, Redd, and Vedlitz (2006); Raymond and Sorensen (2008); Rothman (2012); Rousseau and Van der Veen (2005); Sasley (2010); Schnurr, Santo, and Craig (2013); Siegel and Young (2009); Stoll (2011); Stover (2007); Strand and Rapkin (2011); Weir and Baranowski (2011); Wolfe (2010); Zaino and Mulligan (2009)
Make the study more tangible so theories of international relations, political studies, social sciences, history and media come to life	Ben-Yehuda, Naveh, and Levin-Banchik (2013b); Blair et al. (2010); Boyer et al. (2009); Brynen (2010); Cioffi-Revilla and Rouleau (2010); Crossley-Frolick (2010); DeGarmo (2006); Dexter and Guttet (2014); Enterline and Jepsen (2009); Geller and Alam (2010); Goon (2011); Kanner (2007); Kelle (2008); Mintz (2004); Parmentier (2013); Raymond (2010); Sasley (2010); Schnurr, Santo, and Craig (2013); Simpson and Kaussler (2009); Smolinski and Kesting (2012); Stoll (2011); Taylor (2013); Wolfe (2010); Yilmaz, Oren, and Ghasem-Aghaee (2006); Zaino and Mulligan (2009)
Serve as a laboratory for practical training and research on decision-making, negotiations, journalism and other topics	Asal (2005); Asal and Blake (2006); Asal and Schulzke (2012); Ben-Yehuda, Naveh, and Levin-Banchik (2013b); Blair et al. (2010); Boyer et al. (2009); Brynen (2010); Butcher (2012); Crossley-Frolick (2010); DeGarmo (2006); Enterline and Jepsen (2009); Kanner (2007); Lay and Smarick (2006); Loggins (2009); Mintz (2004); Mintz, Redd, and Vedlitz (2006); Schnurr, Santo, and Craig (2013); Smolinski and Kesting (2012); Wolfe (2010)
Complement and enhance traditional study by increasing motivation and encouraging an attentive and active learning process	Asal (2005); Blum and Scherer (2007); Butcher (2012); Fowler (2009); Kelle (2008); Korosteleva (2010); Loggins (2009); Obendorf and Randerson (2012); Simpson and Kaussler (2009); Smolinski and Kesting (2012); Taylor (2013); Weir and Baranowski (2011)
Develop critical thinking and analytical skills	DeGarmo (2006); Kanner (2007); Loggins (2009); McMahon and Miller (2012); Obendorf and Randerson (2012); Raymond and Sorensen (2008); Taylor (2013); Weir and Baranowski (2011); Yilmaz, Oren, and Ghasem-Aghaee (2006); Zaino and Mulligan (2009)
Expose diversity of cultural, ethical and religious issues, value judgments, prejudice and subjective points of view	Asal and Schulzke (2012); Brynen (2010); DeGarmo (2006); Dexter and Guttet (2014); Fowler (2009); Parmentier (2013); Stover (2007); Weir and Baranowski (2011). See also <i>Statecraft</i> under websites in references
Facilitate sympathy and empathy, identification, and attitude modifications	Dexter and Guttet (2014); Sasley (2010); Williams and Williams (2011, 2010)
Expose underlying processes and causal mechanisms	Rousseau and Van der Veen (2005)
Teach to manage information and retain it longer	Asal (2005); Taylor (2013)
Allow informal learning between educators and students	Darling and Foster (2012); Taylor Backlund, and Niklasson (2012); Zaino and Mulligan (2009)
Increase the number of students reached, including "resistant populations"	Asal (2005); Chasek (2005); DeGarmo (2006); Glazier (2011); Goon (2011); Lay and Smarick (2006)
Elevate civic culture and rhetoric skills	Corbeil and Laveault (2011); Goon (2011); Lay and Smarick (2006); Sasley (2010); Taylor (2013)
Add creativity and improvisation to make learning emotional, intensive and enjoyable	Brynen (2010); Crossley-Frolick (2010); Kelle (2008); Parmentier (2013); Weir and Baranowski (2011)
Enrich postsimulation learning by linking simulation developments to real events	Enterline and Jepsen (2009); Goon (2011)
Encourage peer-based collaborative teamwork	Asal (2005); Corbeil and Laveault (2011); Darling and Foster (2012); DeGarmo (2006); Lay and Smarick (2006); Loggins (2009); McMahon and Miller (2012); Obendorf and Randerson (2012)