simulations goals? Table 1.6 summarizes the core goals advanced by the attributes of media participation and the best type of simulation to reach them. The integration of media teams into simulations of world politics (1) adds new information; (2) widens the range of viewpoints and perspectives to be considered by all players; (3) generates creative simulation products; (4) creates opportunities to practice various skills, from media reporting and editing to critical thinking and empathy; and (5) produces a better understanding of the complex links between the media and politics.

Educators who run simulations and want the participants to comprehend the complexity and the authenticity of world politics have to introduce the intersection of both lenses: the political and the media. This adds a flow of information created by the media organs for all participants to consider. Such information and the interactions among political and media teams, described in the implementation chapters of the book, exemplify the notions of media management, media manipulation, and the power of the media in political processes. Beyond that, the option of including several media organs in the simulation exposes participants to diversity in style, perspectives, agenda setting, and framing of simulation activities. Inclusion of media teams adds not only a creative outlet for media players but a richer portrayal of the simulation world for all participants who can practice multiple skills like empathy, identification, and critical thinking by interacting with the media and following its products. More details on the necessity to develop skills and the means of doing so are found in the third part of this book, on simulation analysis.

In the Middle East simulation, one media organ was active: the Global Crescent, designed as an equivalent to Al Jazeera, the major network in the Arab world. Like the real Al Jazeera, the Global Crescent developed an “Arab-centric” viewpoint to world affairs, used a language that was fit for portraying their agenda, and chose to highlight certain events over others. It suffices to look at the Al Jazeera website in English to get an idea of where the simulation media team got its inspiration. The Global Crescent provided all players with an alternative interpretation to most simulation developments and enriched the learning experience considerably. In simulations with multiple media organs, reporting gaps, differences in choice of terminology, headlines, and photos further enhance the multicultural diversity in the global village, making the world politics exposure more genuine.

You can attain goals by all simulation types, but the best way to maximize the impact of interactions on study efficiency is to use hybrid simulations. With a mix of face-to-face and cyber rounds the participants continue their learning process gradually, over a prolonged time, in different ways. This is achieved by use of knowledge they have acquired during solitary preparation, practice of policy makers’ or media professionals’ roles, and the integration of objective and subjective perspectives on simulation matters. As a result, participants are bound to feel and understand what theories mean in complex interactions.

As noted in figure 1.5, simulation interactions are linked to platform and boundary choices. They are a product of your academic setting as detailed in chapter 4 on the preparations for a simulation. Interactions are also affected by quality fulfillment of assignments during solitary learning, as detailed in table 4.3.