to improve the empirical basis of the interactions within teams and between them. Such gradual resort to core information can help your students extend the knowledge base and retain it longer. It is useful and important to reemploy the knowledge quiz after the simulation ends to validate the added value of the interactive process and ongoing learning cycle to the consolidation and retention of knowledge.

Questions 15 and 16 in the quiz request students to put on their thinking caps and go beyond basic information to a process of using the information they have and draw some conclusions of their own, on possible threats, as in question 15, or opportunities, as in question 16. If one wants to trace the development of analytic logic, creativity, and critical thinking skills, questions like these are an indirect gauge to identify improvements over time.

Like other forms, the policy formation form presented in table 8.4 contains two types of questions: (1) information, as in questions 1 to 5, and (2) evaluations, as in questions 6 to 21. For example, questions 13 to 15 focus on values, goals, and plans as the core components of policy formation. In reply to these questions, students estimate team consensus and disagreements as a reflection of discussions on a scale from high to low. In the text sections they can provide examples that explain their point.

In question 16 you guide participants to think about the importance of the media in the political arena and request them to report on their discussions about how to approach the media and react to its products. The question follows the earlier one in the registration form that focused on a better understanding of the media as a possible gain from the simulation. It is later followed by questions 26 to 28 in the world politics form and in the media poll, with a detailed look at the media as an actor in politics and at its products. As the simulation proceeds, participants gradually review their knowledge about the media and develop attitudes on the topic based on facts, practice, and experiences. This introspection into topics you decide to highlight over several feedback forms can trigger revision of positions by students and help you identify change as the simulation progresses and after it ends.

Question 17 of the policy formation form focuses on the status of the actor the team plays, from the perspective of the individual participant. It is designed to measure the students’ awareness of the hardships the actor they represent faces in the context of team preparations for world politics encounters. This question may also