indicate fundamental prejudices that may be put to test during the simulation encounters and change over time. So it is also repeated in question 19 of the world politics form presented in table 8.6.

Questions 18 to 21 are designed to measure individual satisfaction with the head of team as a leader during policy formation, with collective teamwork, with the simulation platform, and with the simulation project as a whole at that point in time. Feedback evaluations on these questions can lead to changes and adjustments to improve the simulation during world politics among teams. Sensitive coaching on an individual basis can reveal specific problems in real time and solve them as early as possible.

The breaking news poll presented in table 8.5 is designed for participants of political teams only as it focuses on an evaluation of media products. If you have more than one media team in your simulation, you may instruct the participants of media teams to complete this form too, but let them know they have to focus on the products of other media teams, not their own.

The breaking news poll contains two types of questions: (1) information, as in questions 1 to 9, and (2) evaluations, as in questions 10 to 18. For example, in questions 15 to 18 participants are guided to consider the issues of media bias and the impact of the media on policy formation and world politics. For each question, students provide their reflections on these issues, which will later, during the debriefing sessions, serve as an important aggregate input for a collective dialogue on media professionalism and its role in world politics.

The prototype poll we suggest is designed for political science and media students alike, so it does not contain professional terms from media theories that political science participants may not be familiar with. Its main purpose is to measure awareness of media activities, consumption of media products, and evaluations of the