Simulation Analysis:
Feedback, Debriefing and Research

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Once a simulation round ends…

- Remove masks and look at the simulation as objective observer from the outside
- Address the simulation developments in retrospect
- Conduct an overview to see the big picture
- Evaluate outcomes and draw conclusions

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 113-17
Simulation Overview

*Feedback*, students’ activities directed by the educator

*Debriefing*, interactions between students and their educator

*Assessment*, educator’s activities

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 113-17
Feedback

A learning activity in which each participant

- Thinks about matters that emerged during the simulation
- Considers goal fulfillment
- Provides information and evaluations on topics related to the simulation
- Gains a comprehensive overview of the simulation
- Evaluates simulation contributions

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 118
Feedback

Efficient *feedback* helps:

- Identify problems and difficulties that emerged during the simulation
- Evaluate participants’ contribution to the simulation
- Gain ideas about how to improve future simulations
Feedback Guidelines

1. Get familiar
2. Study
3. Complete feedback forms
4. Follow instructions
1. Get Familiar

- Review forms and read guidelines carefully

- Provide feedback individually as a personal reflection on the simulation

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 123, 131
2. Study

Review your role and activities from four perspectives

1. As an individual participant
2. As an assigned character
3. As part of an assigned team
4. From an objective outlook on the simulation as a whole

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 131
3.1 Complete Feedback Forms

On all forms:
- Registration form
- Basic knowledge quiz
- Policy formation form
- Breaking news poll
- Public opinion poll
- World politics form

- Answer feedback questions
- Provide information and evaluations
- Add explanations where requested

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 123, 131
### 3.2 Feedback Schedule

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Simulation Baseline</th>
<th>Policy Formation</th>
<th>Media</th>
<th>World Politics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools</strong></td>
<td>Registration form</td>
<td>Knowledge quiz</td>
<td>Breaking news poll</td>
<td>World politics form</td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td>Participants of all teams, individual activity</td>
<td></td>
<td>Participants of political teams only, individual activity</td>
<td></td>
</tr>
<tr>
<td><strong>What</strong></td>
<td>Preliminary information, expectations, and requests</td>
<td>Basic knowledge on core simulation topics</td>
<td>Information and evaluation of teamwork</td>
<td>Information and evaluation of media roles and products</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>At the introduction of the simulation project</td>
<td>Before policy formation begins</td>
<td>After policy formation ends</td>
<td>After the breaking news session</td>
</tr>
</tbody>
</table>

*Feedback is a gradual activity that takes place throughout the simulation project*

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 122
4. Follow Instructions

- Submit all feedback forms on time

- Pay attention to all guidelines to benefit from feedback activities and increase the quality of the debriefing process

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 131
Debriefing
Debriefing

- An interactive brainstorming and debate on the simulation topics experiences study efficiency

- In debriefing diverse perspectives blend of each participant of the educator of political and media teams

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 132
Debriefing

- Summarizes behaviors and contributions of your own teammates other teams
- Expose self-centric approaches misperceptions mirror images prejudices stereotypes

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 132-33
Debriefing Guidelines

1. Get familiar

2. Study

3. Participate in the debriefing session

4. Follow instructions
1. Get Familiar

- Study *debriefing topics* and think about *theme questions* for discussions
  - Yours and those raised by the educator, e.g.,
    - Theoretical and empirical problems
    - Behavioral paradoxes
    - Ethical dilemmas

2.1 Study

Review your role and activities from four perspectives

1. As an individual participant
2. As an assigned character
3. As part of an assigned team
4. From an objective outlook on the simulation as a whole

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 139
2.2 Study

Efficient debriefing occurs when you

- Assemble all the material created during the simulation
- Classify and analyze it before the debriefing sessions
- Compare it with products generated by others

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 139
2.3 Study

_Debriefing topics_ cover many aspects you have learned throughout the simulation

- Theory – usefulness, applicability, robustness, validity
- The empirical world – contextual background, core events, turning points
- The area and actors dealt by the simulation – regional dynamics, cultural-social complexities

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 132-33
2.4 Study

Did you practice and improve skills?

- Information processing
- Critical thinking
- Strategic planning
- Decision-making
- Coercive diplomacy
- Negotiation and mediation
- Media management
- Resolving ethical dilemmas
2.5 Study

Did you feel?
- Fun and frustration
- Uncertainty and surprise
- Stress
- Hostility and empathy
- Denial and identification
- Anger and happiness
- Failure and success

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 133
2.6 Study

Did emotions affect your
- Decisions
- Negotiation
- Media management
- Simulation outcomes

Does the impact of emotions you have identified in the simulation also occur in the real world?

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 133
2.7 Study

In preparation for debriefing you and your teammates should prepare a *team presentation* that covers simulation highlights

- Relevant data on the actor and its leading characters
- Debates on team values, goals, and policy plans
- Media strategy
- Main difficulties in each round of world politics
- Main achievements in each round of world politics
- Lessons learned from the simulation project
- Suggestions for improvements in future simulations

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 137
2.8 Study

Each team should also prepare an *opening speech*. Speeches should take approximately 5 minutes and provide:

- An eyewitness account of a personal encounter
- The most important gain of the team
- The main difficulty the team confronted
- The most important lesson teammates learned
- Inputs for change and practical adaptation to produce better simulations in the future

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3.1 Participate in Debriefing

During the session you should
- Listen, think and learn from others
- React to arguments and inquiries
- Share insights
- Raise critical questions
- Express creative ideas
- Suggest changes and improvements for future simulations

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3.2 Participate in Debriefing

- Remember that there are no “right” or “wrong” ideas
- Feel free to participate, share your thought and contribute to the discussion
- Consider inputs for preparation of assignments and research projects
- Integrate the different aspects raised in the debriefing into a comprehensive outlook of the simulation

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. p. 139
4. Follow Instructions

- Abide by the debriefing guidelines and schedule
- Prepare for, contribute to, and learn from the debriefing sessions

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 139-40
Simulation as a Research Lab in Social Science
Research

Simulations are the closest methodological tool that resemble a research lab

Simulations allow
- Testing of hypotheses
- Creating a database of simulation-generated products
- Control of variables
- Repeated experiments

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 116-17
Research Topics

- A comparison between
  A current/historical case and its counterpart in the simulation
  Media in the simulation and the real world

- Analysis of interviews with simulation participants to learn from their experience about the impact of
  Theory
  Event
  Media product

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 117
Simulation Research Project

To promote a simulation research project

- Choose a paradigm, theory, or model
- Conduct a literature review
- List all fundamental assumptions
- Check their relevance to the simulation scenarios, actors, and interactions
- Decide on variables and hypotheses
- Figure out how to test these hypotheses
- Come up with operational measures that suit the simulation platform

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 137
Simulations and Research Tools

- Feedback forms can serve as a useful tool to create a *dataset* that can be analyzed in both qualitative and quantitative methods.

- Pre and post simulation forms are especially useful to *detect changes* in perceptions and understanding of theoretical concepts that accrued as a result of the simulation project.

Ben-Yehuda, Levin-Banchik, and Naveh. 2015. pp. 117, 130
Simulations and Research Tools

As a standalone project or as an innovative supplement for traditional research provide

- A *dataset* of behavior and attitudes, team activities, media products, simulation scenarios and other simulation activities that can be examined by *Qualitative and/or quantitative* mode
  
  *Events data and/or content analysis* methods

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Questions for Discussion

- Who won and why?
- Who was the best team in the simulation and why?
- Should the simulation reflect reality and did it?
- How successful was your team and why?
- How important is the personality factor?
- Should the simulation alter attitudes and did it?
- What did you like more: face-to-face or cyber interactions?
- When did you learn more: during face-to-face or cyber interactions?
- Can you summarize the simulation in one sentence?
Key Concepts

- Simulation overview
- Feedback
- Debriefing
- Topics for discussion
- Theme questions
- Team presentations
- Opening speeches
- Simulation as a research lab

Feedback forms
- Registration forms
- Basic knowledge quiz
- Policy formation form
- Breaking news poll
- Public opinion poll
- World politics form
Relevant Figures and Tables

- Figure 7.2. *Integrated Simulation Overview*, page 115
- Table 7.1. *Simulation Overview*, page 114
- Table 8.1. *Feedback Schedule*, page 122
- Table 8.7. *Instructions for Participants on Feedback*, page 131
- Table 9.1. *Debriefing Schedule*, page 135
- Table 9.2. *Instructions for Participants on Debriefing*, page 139

*Available online at book’s website under classroom resources*