



World Politics Simulations

Simulation Analysis: Feedback, Debriefing and Research

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Once a simulation round ends...

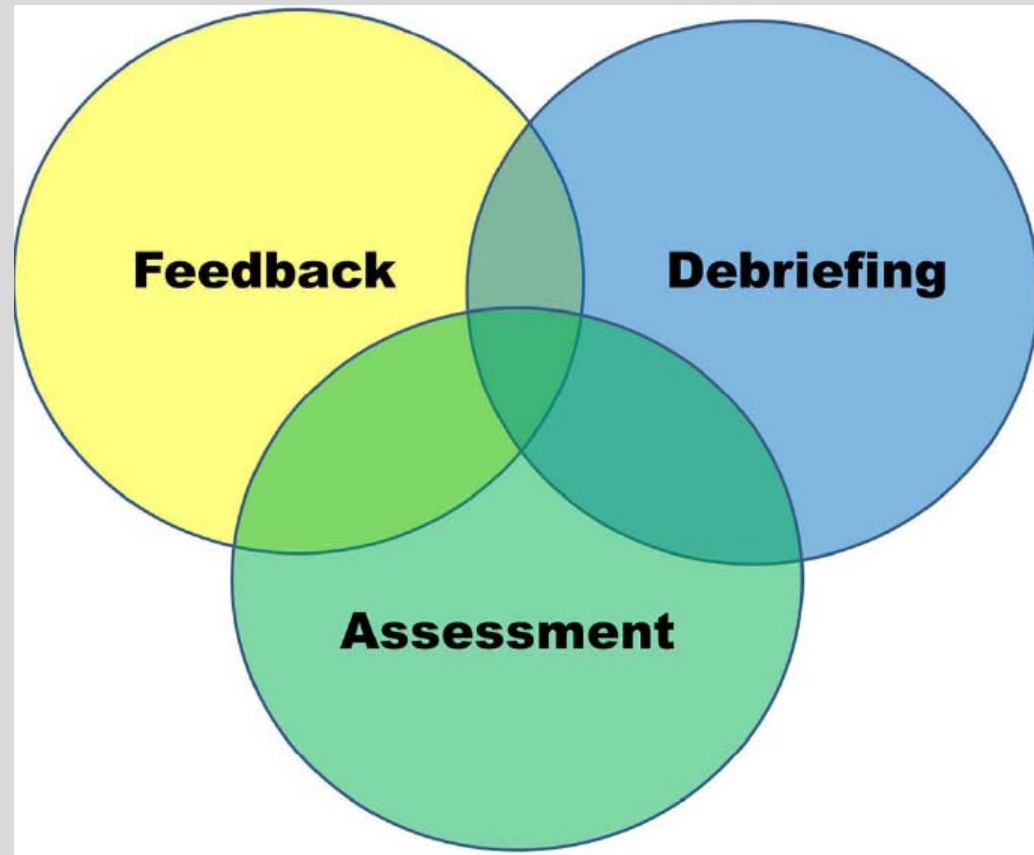
- ❖ Remove masks and look at the simulation as objective observer from the outside
- ❖ Address the simulation developments in retrospect
- ❖ Conduct an overview to see the big picture
- ❖ Evaluate outcomes and draw conclusions

Simulation Overview

Feedback, students' activities directed by the educator

Debriefing, interactions between students and their educator

Assessment, educator's activities





Feedback



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


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

The Munich 1938 Crisis Simulation: Post-Simulation Reflections ISA 2015

This questionnaire is designed to get your reflections on the simulation you have taken part in.

Please devote time and thought to fill in the questionnaire.

Thank You

* Required

Last Name *

First Name *

Email Address *

Academic institution *

Country *

On Your Simulation Team

The team you played: *

What overall grade would you give your team? *

1 2 3 4 5

Minimal ● ● ● ● Extensive

The role you played within your team *

What was your involvement in the game relative to other players in your team? *

1 2 3 4 5

Minimal ● ● ● ● Extensive

To what extent were you able to identify with the team you played in the game? *

1 2 3 4 5

Minimal ● ● ● ● Extensive

To what extent were you able to identify with the political figure/media personality you played in the game? *

1 2 3 4 5

Minimal ● ● ● ● Extensive

On the Simulation

To what extent do you think Facebook is a useful platform for the game? *

1 2 3 4 5

Minimal ● ● ● ● Extensive

Please specify and explain *

To what extent was face to face communication missing during the game? *

1 2 3 4 5

Minimal ● ● ● ● Extensive

On Future Simulations

To what extent did you enjoy the simulation? *

1 2 3 4 5

Minimal ● ● ● ● Extensive

To what extent would you like to participate in future simulations? *

1 2 3 4 5

Minimal ● ● ● ● Extensive

On the Learning Process

To what extent have you learned during the game? *

1 2 3 4 5

Minimal ● ● ● ● Extensive

What have you learned? (You may choose more than one) *

- I did not learn anything
- Concepts and theories in Political Science, International Relations, Communications
- Simulation as a learning tool
- Fanaticism and appeasement
- Complexity of the International Relations
- Media involvement
- Complexity of decision-making process
- The road to World War II in Europe
- Complexity of team management
- Complexity of the relationship between domestic & foreign politics
- Great powers involvement
- Leadership and its effects
- Other

If selected "Other", please specify and explain

❖ 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

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

3.2 Feedback Schedule

Attributes	Simulation Baseline	Policy Formation		Media	World Politics	
Tools	Registration form	Knowledge quiz	Policy formation form	Breaking news poll	World politics form	Knowledge quiz
Who	Participants of all teams, individual activity			Participants of political teams only, individual activity	Participants of all teams, individual activity	
What	Preliminary information, expectations, and requests	Basic knowledge on core simulation topics	Information and evaluation of teamwork	Information and evaluation of media roles and products	Information and evaluation of interactions among teams and gains from the simulation	Basic knowledge on core simulation topics revisited
When	At the introduction of the simulation project	Before policy formation begins	After policy formation ends	After the breaking news session	After each round of world politics	After the simulation ends

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

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



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

Debriefing

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



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

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

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

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



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?

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

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

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

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

4. Follow Instructions

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



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

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

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

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

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

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