Simulations w/ Prof. K. Ryer

Today’s lecture will cover simulations. Please use this handout as you view the lecture.

Outcomes:

* Explain why simulations can increase student learning.
* Identify key components of good educational simulations.
* Trace the educational simulation development process.

Have you ever participated in an educational simulation before? How did it make you feel?

Simulations are good for which types of classes & disciplines?

A simulation is: according to Hertel and Millis (2002), education simulations are “sequential decision-making classroom events in which students fulfill assigned roles to manage discipline-specific tasks within an environment that models reality according to guidelines provided by the instructor” (p. 15).

It can be either *high fidelity*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ or, *low fidelity*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The 3 Phases of a simulation are:

1.

2.

3.

Name four key components of good simulations-

7 steps to developing a high-quality low fidelity simulation:

1.

2.

3.

4.

5.

6.

7.

EXAMPLE SIMULATION PLANNING:

|  |
| --- |
| Simulation Name: |
| Number of participants: | Time allotted: |
| Learning Outcomes:*
*
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| Scenario: | Main Characters: |
| Geographic setting: | Secondary Characters: |
| Documents needed: | Instructions, constraints, rules: |
| Debrief questions:1.
2.
3.
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