



VIADUCT

Enhancing Visibility of the Academic
Dialogue on EU-Turkey Cooperation

HOW TO PLAN AND IMPLEMENT A EU-TURKEY SIMULATION GAME?

READER ACCOMPANYING THE WEBCAST



THE AIM OF A SIMULATION GAME

The aim is to provide opportunities for creative and self-organised action concerning concrete problems and their solution.

Participants should

- gain a realistic and practical insight into specific problems and interrelationships,
- make their own decisions,
- experience the consequences of their actions by simulating a practical situation.

THE STRUCTURE OF A SIMULATION GAME

The structure can be divided into three main parts:

(1) Organisational Phase

Team prepares and organises the Simulation Game

(2) Implementation Phase

Simulation Game is exercised with participants

(3) Evaluation Phase

Team and participants evaluate the Simulation Game together

PREPARING A SIMULATION GAME

(1) Create a Project Description

What is the intention?

Which topic do you want to address?

What should be the learning objective?

(2) Selection Process

Start early with the application and selection process!

The number of participants depends on the framework of the game.

ORGANISING A SIMULATION GAME

(3) Team Formation

Setting up the teams is a challenging task but crucial for the success of a simulation game. Think of strengths and weaknesses that might come with a particular team beforehand.

(4) Easily Accessible (E-)Literature

- Provide students with a diverse, easily accessible and adequate amount of - voluntary and compulsory - readings beforehand.

IMPLEMENTING A SIMULATION GAME

(1) Game Introduction

Introductory lesson (virtual or face-to-face) in order to explain the game instructions and clarify questions.

(2) Information and Reading Phase

The participants prepare their roles. An adequate preparation can be ensured by including obligatory written submissions on, for instance, their role or pleading. In this phase, the organising team accompanies the participants by advising them on how to prepare the exercise.

EXERCISING A SIMULATION GAME

(3) Opinion-forming & Strategic Planning within the Group

Options for action are discussed and negotiation strategies are developed within the group.

(4) Holding a Conference or Plenary Session

The results of each group are presented and discussed in plenum.

LEARNING OBJECTIVES

Overcome communication barriers through international and interdisciplinary simulation games:

- Linguistic communication: Make your argument in a foreign language.
- Cultural communication: Consider different backgrounds in cultural terms in the discussion.
- Cross-sectoral communication: Explain your position comprehensible for all participants from different areas.

SG AS COMMUNICATION SKILL TRAINING

Overcome communication barriers through international and interdisciplinary simulation games:

- Linguistic communication: Make your argument in a foreign language.
- Cross-sectoral and cultural communication: Explain your position comprehensible for all participants from different research areas and cultural backgrounds.
- Scientific communication: Consider academic traditions when making your argument.

SG AS ACTIVE LEARNING EXERCISE

Simulation game as a tool for active learning

- ensures participants' active involvement and decision-making throughout the learning process.
- requires participants to work together in small groups to experience, analyse, criticise and solve problems instead of simply taking notes.

LEARNING OBJECTIVES

Students gain both academic and professional skills:

- Substantial knowledge of a certain policy field,
- Experiences in dynamic political process,
- Understanding of institutional dynamics.

How to reach those learning objectives?

- Students go beyond usual research,
- They work in complex team situations,
- They get in touch with decision makers.