

Constructing Effective Simulations of the European Union for Teaching: Realising the Potential

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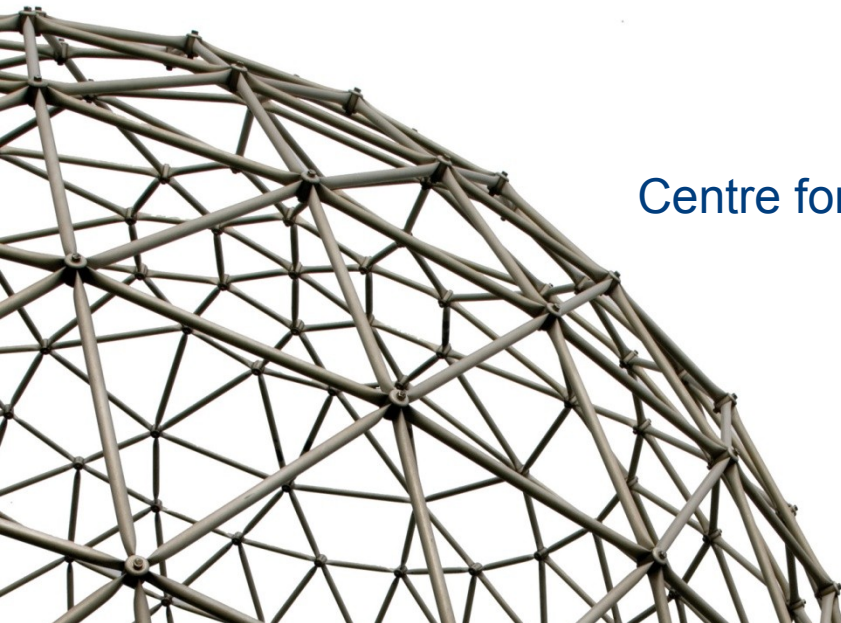
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Structure

- Introduction
- Common Problems
- Maximising Utility
- Conclusion



Introduction

- Renewed interest in use of simulations
- Simulations as recreation of real-world situation, to explore key elements of that situation

“I hear and I forget
I see and I remember
I do and I understand”

(in Hertel & Millis, 2002)



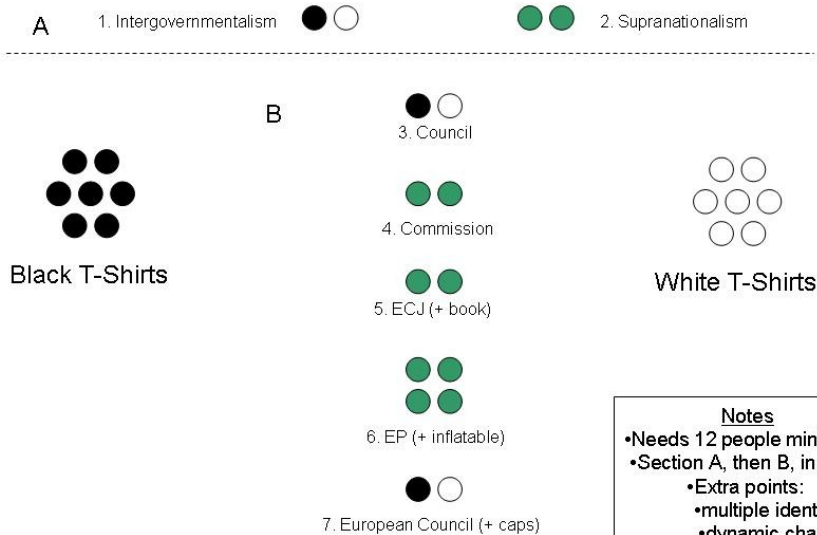
Simulations

- Very flexible in scale, scope and purpose



Simulations

EU with T-Shirts



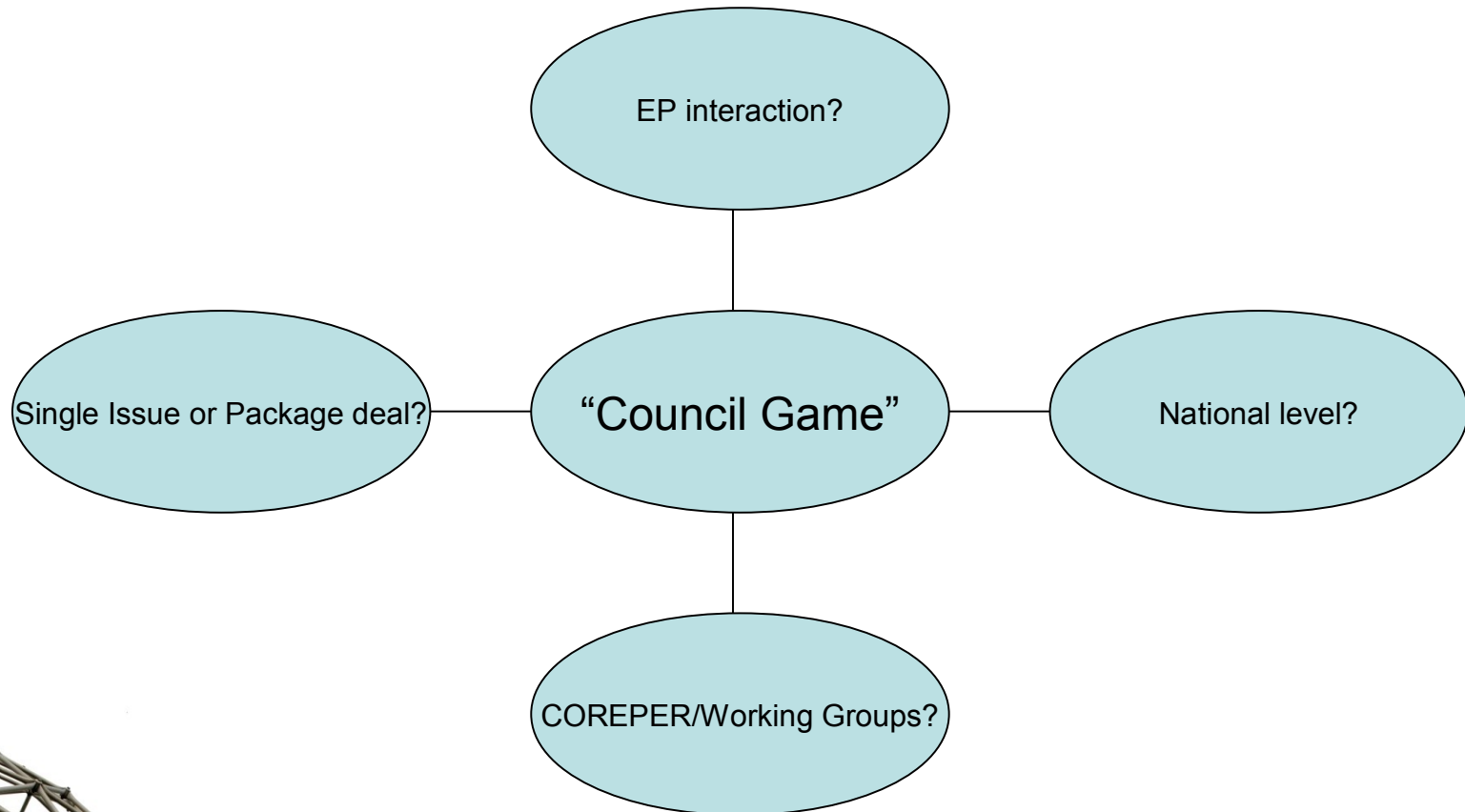
Simulations

- Very flexible in scale, scope and purpose
- Main purposes:
 - Understand decision outcomes
 - Understand negotiation/institutional dynamics
 - Develop group identity



Common Problems

- Lack of clear purpose



Common Problems

- Lack of clear purpose
- Insufficient time or space to explore issues meaningfully
- Appropriate level of conflict
- Over-simplification
- Misaligned structures and incentives
- Lack of connection to other teaching elements



Maximising Utility

- Core requirements
- Learning objectives must be clear to all participants:
 - Clear to game leader
 - Clear to participants
- Alignment of objectives, game play and any assessment
- Must have meaningful feedback



Conclusion

- Excellent opportunity to improve substantive knowledge, appreciate institutional logics and develop negotiation skills
- Particularly true in EU Studies
- However, easy to miss out on full benefits without prior reflection



Thank you!



- Any questions?
- S.Usherwood@Surrey.ac.uk
- More resources at: Negotiating.wetpaint.com

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