The use of simulation games is considered by which the college teacher addresses selected topics by having students engage in activities that approximate the realities of a social situation. Simulations offer a stimulus for examining theoretical models and their applicability to everyday social situations. The Prisoner's Dilemma is presented as an example of a frame game, or a game that can be played with a changed scenario and payoff chart while allowing essentially the same preparation, rules, and strategy for introducing, running, and debriefing. The Prisoner's Dilemma presents a situation where pairs of players must decide what they will do as prisoners: confess or not confess to a crime that they are accused of committing together. The players make their decisions independently and without knowing what the other will decide. The players make 10 separate decisions while sitting back-to-back during 10 rounds of play. Among the cognitive objectives of the game are: to learn that under the American criminal justice system a person can often obtain a reduced sentence by turning state's evidence and bargaining for leniency; to learn that the pursuit of one's own self-interest does not necessarily lead to social benefit; and to learn that people who make the same decisions often have different reasons for those decisions. Affective objectives are to feel the effects of restricted communication when making decisions directly involving other people and to discover that under pressure they may behave in a way that they normally find morally objectionable. A checklist for using games for instructional purposes is included. (SW)
USING SIMULATION GAMES IN THE COLLEGE CLASSROOM

Ronald T. Hyman, Rutgers University
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EVALUATION & DEVELOPMENT

IN HIGHER EDUCATION

KANSAS STATE UNIVERSITY

Using Simulation Games in the College Classroom

Ronald T. Hyman, Rutgers University

There is a need to enrich instruction and teaching strategy in college
classes and to continue using in the classroom the variety of methods and
strategies that allow the teaching faculty to engage students in
innovative and stimulating ways.

With some planning, strategic execution, and some
innovation, simulation games can be successfully incorporated into
college courses. This paper describes the process of selecting
simulations, either professional materials or those created by
specially developed, for general classroom use.

The simulation process is illustrated by reviewing
several standard references which describe and classify
the games according to subject matter area.

Faculty need not rely on outside experts or
specialized materials to be successful once an understanding of
the simulation process is acquired. However, whether the
instructor opts to use a game from the professional
literature or to design his/her own, a check of the following
points is wise.

**Game Checklist**

1. The game should be enjoyable and easy to learn and easy
to play.
2. The game should be realistic—simulate the essential
elements of a real situation.
3. The game should be easy to understand, yet complex
enough to be challenging.
4. The game should be short enough to allow playing it
in available teaching time.
5. The game should allow some freedom in specifying how
participants will play.
6. The game should allow for a balance between skill and
luck. These elements should be in real-life proportions
unless there is a particular purpose for emphasizing one over
the other.

The teacher must be alert to the various benefits of
simulation which include necessities such as: high
engagement of students, use of time and facilities, and
social behavior simulation. At the same time, these
simulation involve teach spontaneous speaking and
writing, the

The Tutor: 1. Which people provide a model which can be generalized for
use with other simulation games? The example serves primarily as a
case study. The role of important elements of simulation games can be illus-
trated by the history of simulation. This is primarily an introduction
to values education. The Prisoner’s Dilemma by Ronald T. Hyman

**Simulation Example: The Prisoner’s Dilemma**

The Prisoner’s Dilemma has been chosen as an example
because it is an excellent game frame. A frame game is
one which can be played with a changed scenario and
payoff chart while allowing essentially the same preparation
rules, and step-by-step strategy for introducing, run-
ing, and debriefing. Other scenarios are available.

**Scenario for The Prisoner’s Dilemma**

A police officer stops a car with a driver and pas-
senger for speeding just minutes after learning of an
armed robbery in the neighborhood. The police officer
notices the handle of a revolver sticking out of the belt
of one person. The officer asks to see their permits to
ompose the guns. When they fail to produce the permits,
the officer arrests them and brings them back to the
police station for booking and questioning.

At the station a detective separates the two people
and notifies them of their constitutional rights.

The detective suspects but cannot prove that they are
involved in the armed robbery and gives them the choice to
confess or not to confess to the crime. The prisoners
have no communication with each other. However, the
detective tells each of them that if they both confess
to the armed robbery and plead guilty, the police will
ask the prosecutor to recommend to the judge that they
receive a prison term of 2-3 years each, which is less
than the maximum sentence. Also, if one person confesses
and pleads guilty and one does not, then the confessors
will probably be able to plea bargain for a sentence, in
exchanged for turning state’s evidence, of only 6-12
months. However, the police will “slap the book” at the
non-confessor for a sentence of 3-5 years. Both persons
realize that if neither of them confesses, the detective
probably will not be able to prove them guilty of armed
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weapons which they each will get a relatively moderate
punishment of 12 months.

**Case Checklist**

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Instructional Objectives

As with every well designed simulation game, there are any objectives which be achieved through use of the prisoner's dilemma. The objectives listed below are only a few of those that are appropriate.

General Objectives--The students will

1) simulate the feelings and actions of persons in a dilemma situation asked to decide between two opposite choices after being arrested;

2) understand cognition and emotionally part of our criminal justice system and the role of effective communication in interpersonal relations.

Cognitive Objectives--The students will

1) learn that under the American criminal justice system a person can often obtain a reduced sentence by turning state's evidence and bargaining for leniency;

2) learn the importance of asserting their constitutional rights to have a lawyer counsel them.

3) learn that the pursuit of one's own self-interest does not necessarily lead to social benefit.

4) learn that people who make the same decisions often have different reasons for those decisions.

Affective Objectives--The students will

1) feel the effects of restricted communication and of open face-to-face communication when making decisions directly involving other people.

2) discover that under pressure they may behave in a way which they normally find morally objectionable.

The Game Model

The Prisoner's Dilemma presents a situation where pairs of players must decide what they will do as prisoners--confess or not confess to a crime which they are accused of committing together. The players make their decisions independently and without knowing what the other will decide. The recommended number of participants is 6-40 students to a total of at least 20 pairs.

There is no time limit in this simulation and the action moves quickly. The players make 10 separate decisions while sitting back-to-back during 10 rounds of play. After each decision, students pass notes to each other announcing "confessed" or "did not confess." Each student records his own and his partner's decision and resulting penalties on a Record Sheet for each of the 10 rounds. Then players confer face-to-face for 3-5 minutes about what has so far happened. The players then repeat the first part, making 10 more separate decisions sitting back-to-back.

After the 20th round, the players each complete his sentence using either three different words or phrases the other player was. This is to give the players feedback on their impressions of each other. Players exchange papers with the sentences on them and talk to each other for a few minutes about all that has happened. After this conference period, the debriefing, led by the teacher begins.

Payoff Chart: The in Jail

<table>
<thead>
<tr>
<th>Other's Choice</th>
<th>My Penalty</th>
<th>Other's Penalty</th>
<th>My Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT CONFESS</td>
<td>3-5 yrs</td>
<td>6-12 Mos.</td>
<td>NOT CONFESS</td>
</tr>
<tr>
<td>CONFESS</td>
<td>6-12 Mos.</td>
<td>3-5 yrs</td>
<td>CONFESS</td>
</tr>
<tr>
<td>NOT CONFESS</td>
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<td>2-3 yrs</td>
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</tr>
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Sample Student Record Sheet

<table>
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Preparation for the Prisoner's Dilemma

Prepared for simulation's objectives and rules. Prepare student materials (all that a student needs for this game is a pencil, scrap paper, a copy of the scenario and Payoff Chart, and a Record Sheet.) Plan for the use of time. The Prisoner's Dilemma takes about one hour if played quickly. If time allows, use up to ten hours.
Running the Prisoner's Dilemma Simulation Game

Step 1. Announce the rules

a) No talking or writing to each other until permitted by the game leader.

b) Each player privately decides to confess or not to confess. The player writes the decision on a piece of scrap paper. Player writes only "Confess" or "Not Confess."

c) The goal of this simulation is "Do the best you can." (State the goal this way. Say this and nothing more.)

Step 2. Distribute the scenario sheet. Go over the situation with the group so that everyone understands it.

Step 3. Distribute the Payoff Chart and explain the payoffs. Use both the summary of Probable Penalties and the Payoff Chart. Do not get hung up here. Be clear and move on. Clarity will convey the activity progresses.

Step 4. Designate one person as your reserve player. This person should be one who could, if need be, serve as Official Game Observer. Right now, only ask him or her to step aside.

Step 5. Ask the remaining participants to pair off and sit back-to-back. Pairs should move their chairs around so that they sit comfortably back-to-back. If there is a person left over, then your extra, reserve person becomes a player. If there is no one left over, then designate your reserve person as Official Game Observer.

Step 6. Announce the rules.

a) No talking or writing to each other until permitted by the game leader.

b) Each player privately decides to confess or not to confess. The player writes the decision on a piece of scrap paper. Player writes only "Confess" or "Not Confess."

c) The goal of this simulation is "Do the best you can." (State the goal this way. Say this and nothing more.)

Step 7. Ask the players to make their first decisions. Each player should write a decision on a piece of paper and pass the paper to the person on his or her shoulder to the other player. Remind the players not to talk to each other.

Step 8. Distribute the Payoff Chart now. Ask players to fill in the first row. Check to see that everyone understands how to fill in the Record Sheet properly.

Step 9. Ask the group to continue this process nine more times for a total of ten times. Clearly announce that each person may decide to confess or not to confess during each round and that each round is independent of the others. Remind the group that the pattern is write decision, pass paper, and record decision.

Step 10. When the players have all finished deciding and recording ten rounds, ask the pairs to face each other and talk together for 3-5 minutes. Direct them to talk about what happened during the ten rounds based on the Scenario Sheet, the Payoff Chart, and their completed Record Sheets.

Step 11. After 3-5 minutes, ask pairs to sit back-to-back again, not to talk to each other, and to repeat the decision-making-recording process ten more times for a grand total of twenty times. Remind them to write, pass, and record only one round at a time. Ask them not to talk when they are finished. You may distribute a new copy of the Record Sheet to everyone if you wish.

Step 12. When the players have all finished recording the twentieth decision, ask each person to write on a three-word or phrase statement of his or her impression of the other player during the game. Players should consider only what they know about the other player during the game and discount everything they know prior to the game.

Debriefing the Prisoner's Dilemma Simulation Game

Step 13. When they are finished writing, ask players to fold their other, exchange papers, and talk about together about their last ten decisions and their impressions of each other.

Step 14. After a few minutes, begin to debrief. Many game leaders claim that this is the most important part of all. Here is the opportunity for the players to find out what the others did, to reflect on what they have done, and to discover what it all means. Here is the opportunity to integrate the game with the group's other learning activities. Therefore, be sure to leave enough time for an adequate debriefing session. A poor debriefing session may yield a distorted picture of what the simulation is all about.

Begin the debriefing by encouraging the group to describe what happened so that players will know what each other did. Let the players "ventilate." Without sufficient airing of the facts of what occurred during the game, there will not be an adequate basis for making discoveries and drawing conclusions later on.

Analyze the messages conveyed by the simulation game. Ask such questions as: What do the written notes represent? What led us to get the results we got? What points does this activity make about life that are important?

Examples of questions specifically for the Prisoner's Dilemma: What does this simulation teach us about plea bargaining? Why did you talk to the police rather than demand the opportunity for the players to find out what the others did, to reflect on what they have done, and to discover what it all means? Here is the opportunity to integrate the game with the group's other learning activities. Therefore, be sure to leave enough time for an adequate debriefing session. A poor debriefing session may yield a distorted picture of what the simulation is all about.

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Examples of questions specifically for the Prisoner's Dilemma: What does this simulation teach us about plea bargaining? Why did you talk to the police rather than demand the opportunity for the players to find out what the others did, to reflect on what they have done, and to discover what it all means? Here is the opportunity to integrate the game with the group's other learning activities. Therefore, be sure to leave enough time for an adequate debriefing session. A poor debriefing session may yield a distorted picture of what the simulation is all about.

Begin the debriefing by encouraging the group to describe what happened so that players will know what each other did. Let the players "ventilate." Without sufficient airing of the facts of what occurred during the game, there will not be an adequate basis for making discoveries and drawing conclusions later on.

Analyze the messages conveyed by the simulation game. Ask such questions as: What do the written notes represent? What led us to get the results we got? What points does this activity make about life that are important?
Step 15 Move forward. Before leaving this simulation game behind, launch the group into one of the activities you have explored with them earlier in part of Step 16. Base your decision on the group's preferences and your assessment of the generalizations and conclusions discussed above.

Place two future discussions and activities that build upon the experience resulting from the use of simulation games. Try to launch new activities that spring from this simulation. You can encourage further discussion on the many messages conveyed by this game, (2) doing independent study, (3) refining the simulation in a way appealing to the group, (4) writing other scenarios to fit the same structure of the payoff chart. Examples of future activities for use with the example game are: a field trip to a local jail to interview prisoners, or inviting a judge or criminal lawyer to confer with the group. Ask such questions as: If we were to play this game again, that would you change? How can I use this game to make it closer to what the real events are like? What key ideas from this simulation game would you like to pursue in depth?

Summarize, generalize, and conclude. At various spots during the debriefing but especially at the end of a session there is great need for tying points together. The generalizations and conclusions constitute the learning which arises from this simulation game. It is necessary to state them explicitly. Do not assume that students will make generalizations, and draw conclusions on their own without guidance. There are a variety of ways this can be accomplished. The following are only two possibilities.

Request the group first to list some key ideas that have come forth during the discussion, then to offer some generalizations based on these ideas, and finally to draw some conclusions. Ask: From all that we've done and said what conclusions can you draw from this activity?

Or, you can touch off the process of concluding by asking each person to complete the following sentence: Based on this simulation game I realize that... Then have each person or at least a few volunteers read their completed sentences. Once you have cut off on the floor some conclusions as stated in the "I realize" statements, it is beneficial to inquire into these further for validation. List the conclusions on the chalkboard. Ask if anyone sees any common thread or threads running through these statements. Then ask the participants to identify specifically what in the game and the discussion led them to their conclusions. Ask of the conclusion is valid only in the simulation but also in the real world. Finally, ask the students to identify specifically what in the game and the discussion led them to their conclusions. Ask of the conclusion is valid only in the simulation but also in the real world.