BOOKS


Presents results of an open challenge to simulation gamers to beat his "tit for tat" strategy in a Prisoner's Dilemma game. This book is fascinating, and it is important because of renewed interest in this simple, two-person exercise.


A classic reader. One of the first theoretical books on simulations and games. Reviews the early work of James Coleman and his colleagues at Johns Hopkins. Considerable attention is paid to the issue of learning outcomes and the use of games in teaching and learning.


This volume contains the Users Manuals for the twenty winning entries to the Great International Management Game competition (1995-1999). No special materials are required for any of the games. All games are made up of simple materials available anywhere in the world. The games are not limited to management. Most of them have broad appeal that includes sociological content.


This edited volume goes beyond the discipline of communication. Chapters of interest to sociologists are Culture, Prejudice and Simulation Gaming in Theory and Practice (Noesjirwan and Bruin), Discourse Rehearsal: Interaction Simulating Interaction (Sigman and Donnelon), Knowing Oneself: A Symbolic Interactionist View of Simulation (Petranek), Simulation and Communication in Women's Networks (Stern), The Manipulation of Information in Urban Planning and Simulation (Law-Yone).


This volume is based on conference papers from the 25th Anniversary Meetings of International Simulation and Gaming Association in 1994. It is divided into four parts: applications, policy exercises, research, and professional matters.

This book describes the use of frame games for teaching a variety of subjects. Several ready-to-use game frameworks are presented with suggestions for how to use them to present different subjects. Emphasis is placed on game construction as an important mode of learning.


STARPOWER was modified to create 32 simulated agrarian societies (low level of technology and ascribed status) and 32 industrial societies (high level of technology and achieved status). Quantitative and qualitative data were gathered from over 1200 players. Collective action had an emergent quality that was not predictable, but drastic change was more likely in agrarian social systems. Presents rationale for the integration of teaching and research.


An excellent and complete source on the design of games.


Contains numerous structured experiences and short simulations for use in intergroup relations training. Includes nine workshop models for possible use as training guides. Much of this material is adaptable for classroom use.


Sociologist, Greenblat, treats comprehensively the design of gamed simulations. The book covers rationale, model building, style, construction and modification. Four case studies and examples from 70 additional games lavishly illustrate the design process. Excellent source. Suitable for beginner to expert. Highly recommended.


This book set the standard, and it still is an excellent source. Presents a theoretical explanation of simulation gaming and a guide to its practical application. Provides an overview of the field and examines the elements of game design. Highly recommended. (See next entry, below.)


This paperback is an abridged and updated version of the authors' 1975 hardback, *Gaming-Simulation: Rationale, Design and Applications*. 2

This volume updates work done on INTERNATION SIMULATIONS (INS) during the 1970's. It is a valuable source for anyone working on the simulation of international conflict.


Contains many kinds of simple exercises and simulation games which can be played with just paper, pencil, and pennies.


This classic source contains case studies on 15 simulations. Provides realistic descriptions of the ways in which many games have been developed. Emphasis on design rather than use of simulation games.


A clearly written introduction to game design.


This sourcebook gives complete information to conduct 66 short events. Makes firm distinctions among games, exercises, and simulations so participants have guidelines concerning their roles in these events.


This clearly-written book contains sections on defining a simulation, design, selection of simulations, use of simulations, evaluation of simulations.


Over 100 excellent educational exercises, some of which are suitable for sociology. Includes details on use of each exercise.


The first general introduction to the field of simulation and games. The work deals well with the
theoretical aspects of simulation, but it does not contain much information on educational applications.


Representative general training sourcebook. Helps to show the reader the boundary between training in general and gamed simulations that can be used in training. Topics include preparing for a meeting, engaging participants, and managing conflict.


An excellent, non-threatening introduction to the use of gamed simulations in the social studies classroom.


Presents frame games and a seven-step model for adapting them to different content.


Follow-on to *Games that Teach* (Sugar, 1998).


Twenty-five short exercises with relevance for sociology from the master trainer. For each exercise, the book contains rules, instructions for facilitators, materials that can be photocopied, and thirty debriefing questions. Of particular interest are BARNGA-2, a game about culture and ethnocentrism, six diversity simulations that celebrate differences. Also, seven cash games are presented. In a cash game, the facilitator pays cash to winners. This mechanism appeals to facilitators who believe that an exercise should have real world consequences. This source is highly recommended.

Contains over a dozen frame games. Each frame provides a game structure onto which content is loaded, so these exercises can be adapted to many different kinds of course material in sociology. Included are a generic board game, exercises in team development, teaching factual information, and others. Chapter 13, Game Conductor's Toolkit gives advice on secrets of effective game facilitators, changing a game "on the fly," and handling disruptive participants. Highly recommended for facilitators who want to tinker with content.


This book is a report on a large, three-year Simulation and Learning Project at Denison.


Volume 3 contains nine sections about using simulations in teaching psychology. Three of these pertain to sociology courses on deviance, mental illness, and mental hospitals.

**ARTICLES**


The authors argue that learning can be facilitated during debriefing by a game director who creates "hospitable, receptive spaces" in which to "hold and nurture conversation."


Describes simulation games as a means of overcoming the bridge between sociological abstractness and direct experience. Games also facilitate a synthesis of cognitive and affective learning.


Reviews literature on simulation games. Shows that they can be effective teaching devices.


Argues for the combination of informal learning characteristics of entertainment and the play of
children with the formal educational goals of gamed simulation as used with adults.


Examines the teaching of morality in simulation games. Instructors need to teach students that there is more to competition than strategy through discussions about moral reasoning and ethics, and lessons learned in one game may not apply to all games or real-life situations.


Bruin argues that games such as BAFA BAFA, CULTURE CONTACT and SUMAH fit neatly into the first step of a communication framework of attitude change which should make them effective in diminishing prejudice and discrimination.


In the classic simulation, BAFA, BAFA, Alpha culture (modeled after classic Greek culture) and Beta culture (USA) meet, and typically, they clash. Originally designed for the U. S. Navy, the object of the game is to decrease ethnocentrism. Results from almost 400 players showed that play increased ethnocentrism and dogmatism, but in addition, it increased motivation to learn more about other cultures. Authors suggest that lecture may be a better way to decrease ethnocentrism than the game.


"...[E]ducators must generate tensions in students' minds that inspire them to act as if possessed by curiosity (Burns and Gentry, 1998:148)." The authors argue that a reasonable challenge sets up maximum curiosity in students to learn, and relevance of the experiential material increases the legitimacy of the exercise and heightens the learning.


Discusses effectiveness of games and simulations as learning tools. Presents evaluation criteria. Briefly discusses design of these exercises.


Prejudice-reduction simulations typically contain risks to participants of coercion, lack of informed consent, and stress. The authors conclude that given adequate debriefing, greater compassion as an outcome for participants outweighs the risks. Focuses on BLUE EYES–BROWN EYES, a moderately effective exercise for reducing prejudice (For description of the exercise, see Peters, W. 1987. *A Class*
Divided: Then and Now. New Haven, CT: Yale University Press.). A different point of view is taken by the article following Byrnes and Kiger in this issue of Simulation & Gaming.


Reports on a set of 12 computer simulation exercises. "Status" and "Race" are about stratification. "Birth" and "Career" are about demographics. "Suicide" illustrates Durkheim's anomie via contingency tables. "Evolve" is about mutation and evolution. "Morals" (the reviewer's personal favorite) is about deviance and criminology. "Invent" is about communication. "Revolt" is about social influence. "Phobos," "Demos," and "Mars" are about cooperation and competition. Data are generated by the programs, so outcomes can be unrealistic. Chin points out that most courses can incorporate only a small number of the exercises.


This article reviews the classroom use of gamed simulations. It places the teacher/game administrator as critical to learning outcomes.


Discussion from the master of the link between gamed simulations and social theory. Gathers strands of his earlier work on community conflict, self-esteem in high school, and exchange theory.


The definitive work on learning outcomes, this report contains a concise summary of findings from over 150 research projects conducted at Johns Hopkins. This body of research established that simulation games are an effective method of teaching students, and students generally prefer simulations and games to other teaching methods. Simulation games can teach information, but not more effectively than other techniques, and they can change students' attitudes. Lower ability students are as good as students of higher ability at learning to play winning strategies, but often the lower ability students cannot grasp the connection between the game and the real life situation that it represents.


The authors describe an exercise used in introductory sociology. Students are assigned roles composed of age, gender, ethnicity, education and job status. The groups write imaginary biographies for their role. They choose the type of production (capitalism, socialism, etc.), and they choose the type of leadership (authoritarian, democratic, etc.). They compete with other groups to make articles out of clay
The exercise raises issues of the interplay of class, status, and power with division of labor, productivity, satisfaction, and inequality.


Sociologist D'Antonio argues briefly but forcefully that games and simulation such as SURVIVAL, STARPOWER, and SIMSOC belong in the introductory sociology curriculum along with short papers, essay exams, and term papers.


Discusses goals for learning with interactive teaching strategies (including gamed simulation) and how learning can be assessed.


Describes a computer simulation that allows students to simulate marriage to alternative individuals using 54 categories. The student provides input on self and partner. Output describes strengths and weaknesses of the proposed marriage.


Contrasts goals of classroom learning (arena of ideas) with those of experiential learning (arena of action). Provides sound reasons for using simulations as a bridge between these two types of learning.


Found that players made decisions that were better than random decisions. Argued that they learned from the experience.


Describes a class exercise in which groups of students plan and present a simulated television program that is rooted in the perspective of a social theorist. An example would be an Oprah-type show on developing a healthy self concept featuring Mead, Cooley, and Durkheim.

Sociologist, Dorn, provides a comprehensive review of the field. The article assumes no prior knowledge of gamified simulations, but it is of interest to readers at all levels of experience. Presents history of the field, basic definitions, and rationale for use of simulation games in education. Comments on effectiveness, problems, and use of games in the classroom. Reviews 13 prominent games. Cites over 150 sources. Highly recommended.


A description of forty years of gaming and a brief history of the field from one of the masters.


Develops rationale for using games in the classroom and presents two games for teaching statistics.


This classic article examines problems and pitfalls in the structure and use of educational simulations within the context of the total educational experience. Elder suggests the need for simulations aimed at different levels of student competence.


This source came up on a search engine. The title looks intriguing. I have not seen the abstract or article.


Discusses game design and modification of SIMSOC. The underlying model is described in terms of the central processes and possible outcomes of the three phases of the simulation. The use of the model in making revisions for the 3rd edition (1978) also is discussed. This article updates a previous discussion of the model in Simulation & Games 2 (1971):287-308.


Describes the use of Prisoner's Dilemma as a teaching simulation for learning about conflict resolution, decision-making, trust, and the effects of competitive and collaborative behavior.


This early piece introduces sociologists to the what, why, and hows of using simulations and games in the teaching of sociology.

While most simulation games assume a single view of the real world, many games present multiple realities, a situation close to the sociological view of the real world. The authors explore issues raised by multiple reality games.


Describes a promising, unnamed exercise that simulates how resources influence social networks. Contains rules, debriefing questions, and a post-game questionnaire. Presents results from 142 participants. Suitable for introductory sociology, social problems, race, gender, or other course on stratification.


Discusses a classroom exercise which is simpler than THE COMMONS GAME (Powers, Duus and Norton, 1980) but which shares some of its characteristics.


This article examines the benefits of using the Model United Nations as a learning laboratory. Results were based on faculty and student questionnaires. The authors found that the educational value of the exercise was enhanced by extensive preparation.


Describes the transformation of a short-term laboratory simulation (based on Edney's exercise on Free Riders) into a long-term classroom exercise, which focuses on how structural features shape decisions.


The game models development in a third world country on local, regional, and national levels. It focuses on interdependence between the whole and its parts. The game is complex, and it takes several hours to play. It is an excellent exercise.


Jones argues an important and neglected point: interactive learning events can damage relations and
reputations because events in the game can spillover into other aspects of life.


Describes the HOSTAGE CRISIS SIMULATION, a three-person exercise modeled after the hijacking of a plane bound for Israel from Europe that was forced to land in Egypt. The exercise incorporates a computer program (POLNET) that guides negotiations. Thirty-two experimental runs of the simulation showed that POLNET increased the success of the negotiations.


Focuses on the communication aspects of debriefing. She argues that teachers should cultivate five skills essential to effective debriefing: 1) tolerance for ambiguity, 2) ability to observe and interpret behavior, 3) ability to form questions and listen to answers, 4) ability to select appropriate directiveness, 5) a sense of timing and sound judgement.


The authors describe their use of Alan Feldt's CLUG (Community Land Use Game) over a six-year period. They have managed to heighten the experience by fostering the spirit of capitalism among the participants.


Describes how gaming can be used as a vehicle for examination of sociological concepts such as social change, socialization, utopia, education. Well argued rationale for use of games in educational settings.


Forty-four students used the Q-sort technique to describe their favorite games. Criteria of fantasy, curiosity, challenge, and interactivity were useful in describing computer games. Argues that the criteria are useful for designing games and for choosing them for teaching.


Theoretical discussion of the importance of what gamed simulations model versus the entertainment value.

Describes relevance of simulation games for learning within developmental contexts such as those discussed by Bettelheim, Bruner, Erikson, and Piaget. Details the development of an exercise for pre-teens. Good appendix on commercial sources of gamed simulations.


This article provides a good introduction to differences in meaning across cultures. Morgan argues that simulation designers must pay attention to cultural differences if their exercises are to be effective.


Describes a game in which students choose and defend a system of income distribution, and in the process they articulate their own values concerning inequality. Shows how the rules of the game influence the values that emerge. Describes use in a variety of courses.


Classifies and compares six urban simulation games. SIMSOC and STARPOWER focus on inequality, CLUG and New Town emphasize land use, and Metropolis and Sitte focus on metropolitan politics. Discusses the importance of these underlying features in matching games to course content.


Describes a game that illustrates Blau's model of social exchange. Players learn how roles and resources influence degree of fair exchange between partners. Discusses how variations of the game can be used to teach the dynamics of conflict and exchange in counselor-client relationships.


Review of widely distributed computer simulation game about the development of a city. SIMCITY received national television coverage as a teaching tool that has been used with inner-city students in Los Angeles since the 1992 riot.


Discusses the importance of validity and how to improve it in a gamed simulation.

Gaming 31:108-118.

Argues convincingly that written debriefing by students is a logical and critical next step in consolidation of student learning, in evaluating student learning from gamed simulations and in demonstrating rigor in experiential learning. The author presents a debriefing outline of "7 e's" (events, emotions, empathy, explanations, everyday, employment, and evaluation).


An explanation of how to use games and simulations in sociology classes by a master teacher.


Argues that journal writing can be an effective part of simulation and gaming in learning.


Excellent review of literature on the effectiveness of games versus traditional classroom instruction for learning. Considered 68 studies from 1963-1991 in social science, math, language arts, logic, physics, and biology. Findings of effectiveness were strongest for language arts and math. In these fields greater specificity of content and more effective use of computers created a clear advantage for the exercises over traditional teaching methods. Twelve of 14 studies favored the games. In social science 33 of 46 studies showed no difference. That is, games were at least as effective as more traditional methods. In 13 of 46 studies, games were shown to be better. Furthermore, greater retention was shown for games, and students reported greater interest in simulation and game activities than in more conventional classroom instruction. See also Van Sickle, R. L. 1986. "A Quantitative Review of Research on Instructional Simulation Gaming: A Twenty-year Perspective." Theory and Research in Social Education 14:245-264.


This short article is an excellent introduction to the rationale for using gamed simulations in the classroom. Integrates well recent developments with seminal work from the 1960s,


Results of this research show that positive feedback from the instructor increases the degree of participant acceptance of norms associated with experiential learning.


See also, Thiagarajan, R. 1991. "Review of SIMEARTH: The Living Planet." Simulation & Gaming...
SIMEN, SIMCITY, SIMLIFE, and SIMANT (yes, an ant colony) are a series of successful computer simulations. The first two are appropriate for sociology. As Schindler says, "I never thought playing God could be so much fun--or so challenging!" Players set parameters and put the simulations in motion. These exercises are widely available at software stores. They are distributed by Maxis, Two Theater Square, Suite 230, Orinda CA 94563-3041.


A comprehensive review of the literature on simulations and games as instructional techniques. Provides an excellent overview of findings on effectiveness versus unsubstantiated claims. Discusses variations in outcomes by demographic and other background characteristics of participants.


An introduction to eight simple computer-related activities. Although these materials were developed for seven- to twelve-year-olds, the exercises are basic to computer-aided instruction for students of any age.


Presents debriefing of a simulation game as composed of two parts--clearing the air and clarifying principles. Provides a guideline for maintaining the focus of affective debriefing and a systematic procedure for focusing the learner's attention on a specific principle. This principle can be combined with others to develop higher order generalizations.


This article provides a guideline for undertaking the affective component of debriefing. Contains a checklist of debriefing issues.


Systematic explanation of the debriefing process. Includes preparation for debriefing, dealing with large groups, description of what happened, and application of what was learned to real life. This issue of Simulation & Gaming is devoted entirely to debriefing, and the issue is available separately.


Presents a model of debriefing that is made up of the following elements: decompression, factual information, inferences, transfer from the exercise to the real world, generalizations, applications.

Reports on student evaluations of SIMSOC.


Emphasizes the implicit link between simulation games and values education. Argues that values are always taught when gaming.


Applies David Kolb's Experiential Learning Model to the use of games in the classroom. Presents debriefing as the keynote to teaching with games and simulations.


Presents computer simulation exercise the object of which is to sustain the word system. The exercise models the interrelation of economy, agriculture, population, resources, and pollution.


An early, general review of the field.


Offers tips on presenting exercises of all types. Among the tips are a written plan of action, clear instructions, thorough debriefing, regular feedback, and written records.

**SELECTED SIMULATION GAMES IN SOCIOLOGY**

Literally thousands of simulations, games, and related exercises are available. Below are listed some classic gamed simulations that relate well to the sociology curriculum. These exercises have been used widely, and they have stood the test of time. Furthermore, many of them have generated additional scholarly work. Current trends point to development of shorter, simpler exercises, but the abbreviated exercises may not generate learning that is as profound.

BARNGA-2 (1996) Developed by Sivasailam Thiagarajan, Workshops by Thiagi, 4423 East Trailridge
Road, Bloomington, IN 47408. Time: 40-75 minutes.

Participants (8-40) are divided into groups of four (two pairs of partners). They learn to play a card game. Winning and losing partners advance to local tournaments where they play winners or losers, respectively, from other tables. Players are not allowed to talk. Unbeknownst to the players, the two pairs of partners have been playing under different rules. Chaos and confusion ensue.

BAFA BAFA (1973) Developed by Garry Shirts, Simile II, 218 12th Street, P.O. Box 910, Del Mar, CA 92014. Time: 2-4 hours.

Participants (20-40) are divided into two teams where they learn the rules and norms of two distinctly different simulated cultures. Teams exchange visitors who bring back reports of their experiences through which hypotheses regarding the other team's culture are developed and successively refined until everyone has had a chance to observe the other culture.

CLUG - Community Land Use Game (1972). Developed by Alan Feldt. Write to Alan for rules at nominal cost. He is Professor Emeritus of Urban and Regional Planning, The University of Michigan, Ann Arbor, MI 48109. Time: 4-8 hours.

Participants (12-40) are divided into three to five teams which seek to buy land, construct properties, make profitable investments, provide services, establish employment and otherwise allocate land for suitable community use. Their decisions are reflected on a three-dimensional community grid which shows highways, basic service lines, differential land use, etc. Simulates basic processes of cooperation, competition, and conflict in community development.


Participants (6-12) grapple with the problem of individual gain versus collective good. If players maximize individual gain, the pool of possible collective resources diminishes. The game shows how cooperation and collective sanctions develop. An excellent exercise for many sociology classes. Reviewed in *Simulation and Gaming* 26:113-115.

END OF THE LINE (1975). Developed by Fred Goodman, Professor Emeritus, School of Education, University of Michigan, Ann Arbor, MI 48106. Time: 2-4 hours.

Participants (20-40) assume roles as members of helping agencies or elderly citizens. Citizens determine goals, develop strategies for acquiring resources, and seek help from agencies within the context of trying to stay alive. As the activity proceeds, citizens become limited in their mobility by ropes which increase their dependence on others. Various agencies work to obtain funds, develop programs to reach citizens, and coordinate their activities with others. Simulates what it's like to grow old and what it is like to try helping the aged in our society.

Participants (15-35) assume major roles in designing their own society. Marbles are the means of production, exchange, and survival. Participants are free to explore status, power, mobility, exchange social control, land use, and institutional development. Simulates the complexities and difficulties involved in the process of creating various type of societies. Emphasizes the need for social organization.


Prisoner's Dilemma illustrates some of the human problems in competition and cooperation by means of a payoff matrix which places decision makers in a dilemma between cooperation and competition. If both players cooperate, both gain a little; but if both players compete, both lose a little. For one person to gain much, the other must lose much. This happens when one competes, while the other cooperates. The Hyman book presents several variations of this theme which have been tried and refined for classroom use.


Participants (20 or more) simulate an elaborate society in which they explore the nature of social order, pursue public or private goals, establish mechanisms to achieve collective goals, control deviance, and generally experience a wide range of concepts in sociology. Entire courses have been built around this simulation using the readings provided in the participant's manual.

STARPOWER (1974). Developed by Garry Shirts, Simile II, 218 12th Street, P.O. Box 910, Del Mar, CA, 92014. Time: 2 hours.

Participants (20-40) acquire wealth by cleverly trading chips with other participants. From this emerges a low mobility, three-tiered society corresponding with the unequal wealth acquired by different participants. Once the society is established, those with the most wealth are given the power to make the rules for subsequent rounds of play. Typically, they make rules which protect their position of power, while other members of the society become alienated and either withdraw or work to overthrow the existing order. Probably the most widely played gamed simulation.


Participants (12-40) compete as members of network news teams which vie for the largest share of the audience.

PERIODICALS

Gaming & Education. Quarterly newsletter on all aspects of teaching and learning with games and simulations. Contact David Millians, Paideia School, 1509 Ponce de Leon Ave., Atlanta, GA 30307; e-mail dragon@netcom.com.
Simulation & Gaming (Formerly Simulation & Games). Editor: David Crookall. Published quarterly by Sage Publications, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320. Telephone: (805) 499-0721; FAX/Order Line: (805) 499-0871. Subscription is part of North American Simulation and Gaming Association (NASAGA) dues of $75 per year; individual subscription is $64.00 per year.

Simulation & Gaming (ISSN 1046-8781) is the best and most complete journal in the field. It is interdisciplinary, and it publishes theoretical, empirical, and technical papers on research and teaching applications of simulation and gaming. It also contains book and game reviews as well as listings of new games. It should be available in most college libraries. Simulation & Gaming is the official journal of the Association for Business Simulation and Experiential Learning (ABSEL), the International Simulation and Gaming Associations (ISAGA), the Japanese Association of Simulation and Gaming (JASAG), and the North American Simulation and Gaming Association (NASAGA).

Teaching Sociology. Editor: Helen Moore. Published quarterly by the American Sociological Association, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005-4701. Individual subscription: $30.00 per year for members of the American Sociological Association.

Covers all aspects of the teaching of sociology with frequent articles dealing with simulation games specifically related to sociology.


This publication is much like other annual reviews except that individual issues are topical. Good stuff.

ASSOCIATIONS

NASAGA (North American Simulation and Gaming Association)

Founded in 1975, this association is the main association for simulation and gaming in this hemisphere. NASAGA Homepage: http://www.nasaga.org provides current information on membership, conferences, and links to other resources. Recently, the quarterly newsletter, SIMAGES, began electronic publication on this site. The association co-sponsors the journal, Simulation & Gaming. The NASAGA homepage is highly recommended.

ISAGA (International Simulation and Gaming Association)

This association represents scientists and practitioners from around the world. ISAGA Homepage is http://www.isaga.pm.it-chiba.ac.jp/. The association co-sponsors the journal, Simulation & Gaming, and it hosts a yearly conference.
DIRECTORIES OF SIMULATIONS/GAMES

To assist sociologists wishing to pursue simulations suited to their teaching needs, listed below are the best directories/compendia of games. There are simulation games designed to illuminate many aspects of sociology and social life including stratification, power, protest, deviance, social control, verbal and nonverbal communications, social mobility, urban growth patterns and processes, interest group politics, value conflict and value congruence, educational process, small group dynamics, population dynamics. Creating these sources is very time consuming, and most of them are becoming dated.


Volume I contains an alphabetized, indexed and referenced set of brief descriptions of more than 900 games, simulations and other exercises. Volume II contains an alphabetized, annotated and indexed list of references on gaming and simulation.


Provides an analysis of 70 games/simulations with brief descriptions of the producers.


This book contains 50 pages of general information as well as detailed information on over 100 gaming/simulations that model urban processes. The gaming/simulations in this volume are not limited to courses in urban sociology. Each description is very complete. It contains interviews with the original designer and from several users. Excellent source; highly recommended even though dated.


Lists more than 2,000 games and simulations. A general compendium--not specifically oriented to the college level or to the social sciences. Contains introductory material on design and use of games.


This volume is divided into four parts. Part one contains 303 pages of review essays on the uses of different kinds of simulations. Part two describes over 1,200 simulations/games in all areas of study. Part three has separate listings for business and industry. Part four gives detailed information on periodicals, producers and centers dealing with simulations/games. This volume is the most complete reference work available. Should be available in most college libraries.

Excellent directory of simulations and games in the social sciences and social studies; entries are well-annotated. May be difficult to get. Last known distributor was the National Game center and Laboratory, University of North Carolina at Asheville, 28804-3299.

SIMULATION SERVICE CENTERS

Center for Health Games and Simulation. Department of Health Science, San Diego State University, San Diego, CA 92182-0252.

Contains the most complete library on simulations and games in the health field.

Simulation Systems Laboratory. Charles M. Plummer, Director. Rochester Institute of Technology Research Corporation, 75 Highpower Road, Rochester, NY 14623-3435 (716) 475-6613.

Clearinghouse for simulation and gaming materials in the United States and Canada.

Note: A dated list of over 30 specialized programs relating to simulation games covering most regions of the United States, complete with addresses and areas of emphasis, can be found in Robert E. Horn, The Guide to Simulations/Games for Education and Training, 4th edition, pp. 674-658.

SUGGESTIONS FOR RUNNING SIMULATIONS/GAMES IN THE CLASSROOM

(A synthesis of ideas from Garry Shirts, Richard D. Duke, Cathy S. Greenblat and personal experience).

1. Be prepared.
   A. Read the director's manual.
   B. Do a trial run (use friends, relatives, etc.).
   C. In minimum terms, being prepared means:

      Know what physical arrangements are needed.
      Know the sequence of events.
      Know what to say to get things started.
      Know the artifacts and how and when to use them.
      Know how you want to debrief the activity (especially questions you want to ask).

2. Do not give too many directions at the start.
   A. Explain the main objective of the exercise.
   B. Explain enough of the game to get them started.
   C. Answer the complicated questions as they arise.
   D. Walk through the first round if you cannot explained it simply.
   E. Use handouts or wall charts if the rules and sequences are lengthy.
3. Use assistants for routine operations:
   A. Discourage nonparticipating observers. Use as assistants persons who do not want to play.
   B. Assistants can pass out routine items, so your time is free to monitor the game, answer questions, and keep things moving.

4. Know the strategy for assigning participants to groups/roles.
   A. The strategy for assigning participants to roles should appear to be random rather than selective.
   B. Assignment of two or more persons to one role will increase interaction, and it will cushion against the effects of players leaving early or nonperformance.

5. Keep the simulation moving.
   A. It is better to go too fast than too slow.
   B. All decisions called for in the game should be somewhat rushed.
   C. The game should be stopped at the peak of interest. Do not let it start to drag.

6. The game rules are like natural laws and should not be broken by the participants. Do not allow cheating. However, "person laws" (or those which emerge between participants) can be violated if the parties feel so inclined.

7. The debriefing should proceed from simple descriptive questions about what happened (giving participants a chance to vent their feelings) to questions dealing with explanation, analysis, and finally to generalizations about the referent system that the game mirrors.
   A. What happened?
   B. Why does it happen in most plays of the game?
   C. How does what happened compare with real world?
   D. What would happen if ____________?

WHY USE SIMULATIONS AND GAMES?: A BRIEF SUMMARY OF FINDINGS

1. They increase student motivation.
2. They facilitate the affective aspect of learning.
3. They enhance interpersonal relations and promote interpersonal reward structures for learning.
4. They do at least as well as conventional techniques in achieving cognitive outcomes.
5. They tend to produce improved communication and discussion within the classroom.
6. They tend to produce a more integrated view of the broader social context.
7. They promote individual discovery in learning from the learner's own perspective.
In summary: They plug many gaps which conventional methods of instruction are unlikely to fill. They round out the learning experience.