GOV 1320 – Stapleton **C Term 2014**
Simulation Evaluation

I. Preparation *before* the start of the simulation.
Please answer each of the following questions according to the provided scale:

True	Somewhat True	Neutral	Somewhat False	False
1	2	3	4	5

1. I found the *Individual* Background Report to be helpful in prepping for the simulation.
1 2 3 4 5

2. I met with my group to discuss and complete the Group Background Report.
1 2 3 4 5

3. I found the *Group* Background Report to be helpful in prepping our team for the simulation.
1 2 3 4 5

4. The background reports were sufficient preparation for the start of the game.
1 2 3 4 5

5. I found the amount of time allotted in the first Round sufficient for reviewing the rules.
1 2 3 4 5

II. Preparation for the Scenarios *during* the simulation.
Please answer each of the following questions according to the provided scale:

Always	Most of the times	Occasionally	Never
1	2	3	4

1. I read the Goldstein and Pevehouse chapter before each round. 1 2 3 4

2. I read each assigned scenario before each round. 1 2 3 4

3. I met with my team to discuss strategy before each round. 1 2 3 4

4. We collaborated as a team before each round. 1 2 3 4

5. I found the Scenario Outcome Assessments to be sufficient in linking the course material to the simulation activities. 1 2 3 4

6. I found the ten minutes at the end of each round to be sufficient in reviewing the outcomes of the game. 1 2 3 4

7. I found the time allotted for each round to be sufficient to play the game and complete the objectives for that round. 1 2 3 4

III. Game Play.
1. Please circle the statement that you agree with the most:
A. The game structure should remain as is: one scenario per class meeting, no negotiations outside of class.
B. The game structure should be changed (circle one of the below options or fill-in-the-blank):
   i. one scenario per class meeting, but students can negotiate outside of class.
   ii. students can work on any of the assigned scenarios during class; no negotiations outside of class.
   iii. students can work on any of the assigned scenarios during class; negotiations allowed outside of class.

C. Other: _____

_____

_____

IV. Game Structure.

1. Should students be allowed to pick their individual roles (CDM, DIP, etc.)? YES / NO
2. Were the extra credit points fairly determined? YES / NO
3. Should there be a simulation "MVP" (one player who stands out in game)? YES / NO
4. Should the rounds be separated by lectures (Tues = game, Fri = lecture)? YES / NO

V. Rule Clarifications.

1. Should long-term trade agreements be allowed? YES / NO
2. Should declarations of war be dealt with in chronological order? YES / NO

   If no, how should war declarations with conflicting objectives be dealt with?

_____

_____

_____

_____

3. Other rule clarifications? _____

_____

_____

VI. Learning assessments and objectives.

1. Should reading quizzes continue at the start of each class during the game? YES / NO
2. Should there be a final exam based on the textbook and game? YES / NO

   a. If yes, should the final exam replace another assignment? YES / NO

   If yes, circle your choice(s): theory paper 1st individ. report 2nd individ. report 1st group report 2nd group report presentation

3. Did playing the simulation help you learn the basic concepts and theories of International Relations? YES / NO
4. Consider how class was run in the first half of the term (reading quizzes, lecture/discussion, in-class activities, and written assignments). Circle the statement below that is most true.

The whole term should be structured like the 1st half. The term should stay as is.

The term should alternate between classes like in the 1st half and simulation rounds.

5. Overall, I found the simulation to be (circle all that apply):

Enlightening Interesting Fun Boring Useless Ineffective

Informative Worthwhile Silly Other: _____

6. Would you recommend including the simulation the next time GOV1320 is taught?

YES / NO