

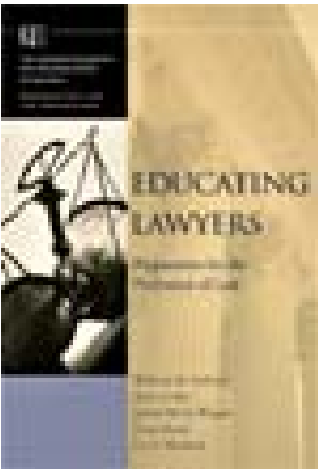
Part 1

- ▶ Some background theory
- ▶ What does SIMPLE do?
- ▶ Three case studies:
 - ▶ Personal Injury Transaction (Strathclyde U)
 - ▶ Torts Project (Glamorgan U)
 - ▶ Management Science Project (Strathclyde U)

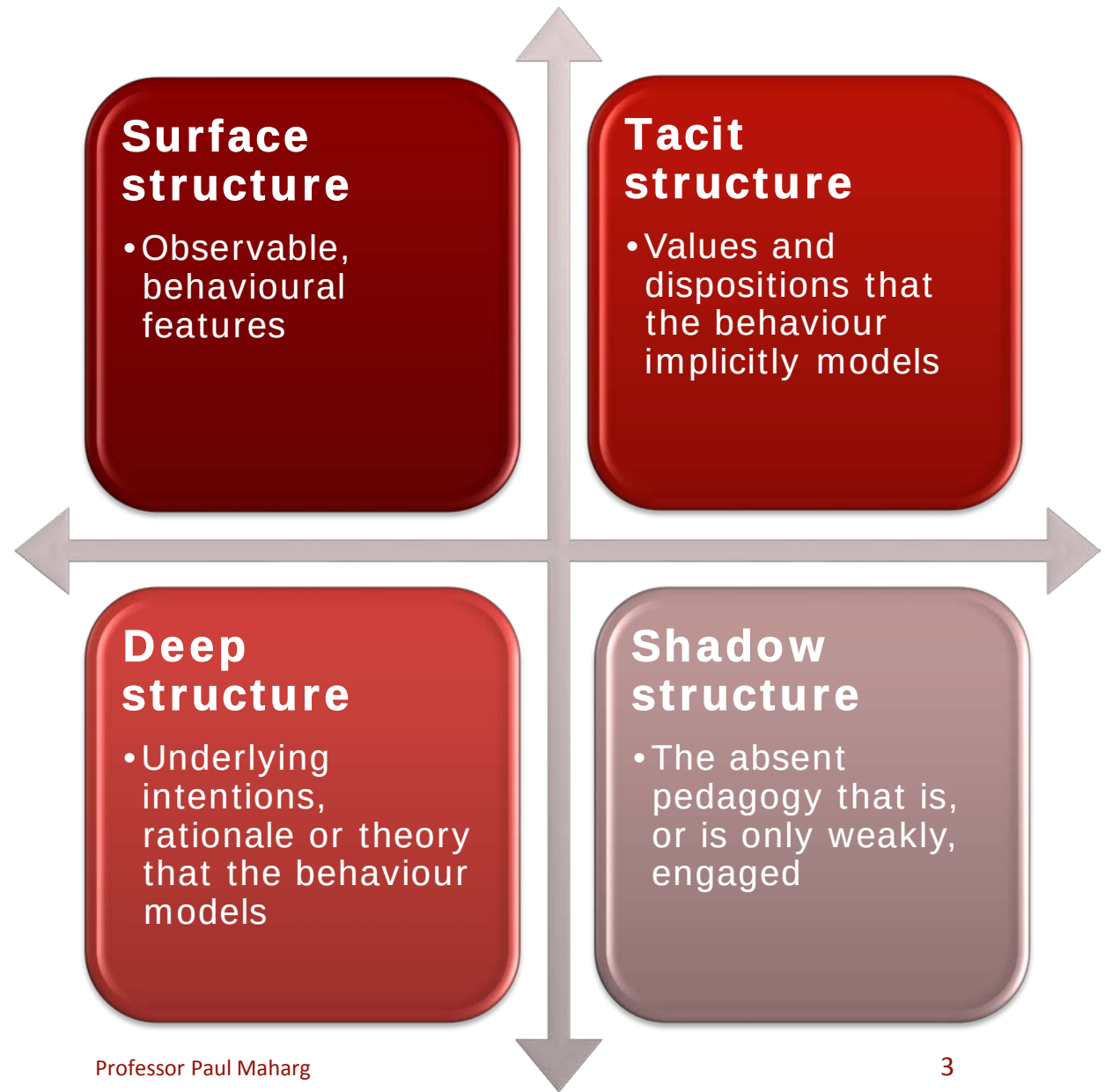
Part 2

- ▶ Discussion: drivers & blockers to creating and using simulations

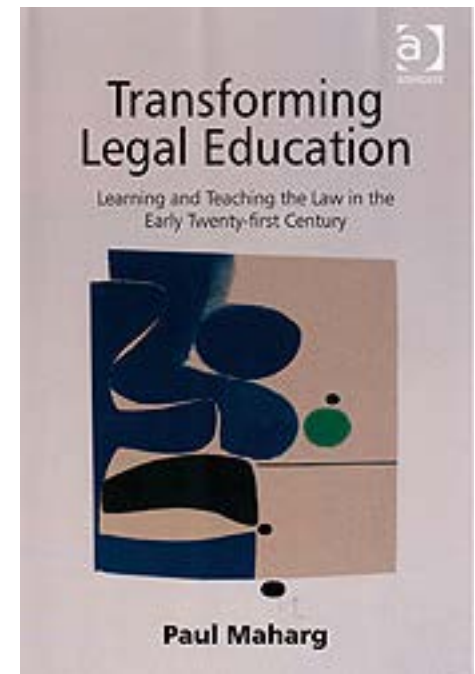
signature pedagogies (Lee Shulman)



Sullivan, W.M., Colby, A., Wegner, J.W., Bond, L., Shulman, L.S. (2007) *Educating Lawyers. Preparation for the Profession of Law*, Jossey-Bass, p. 24



transforming the pedagogy...?



What does SIMPLE do?

simulations...

- ▶ Are **close to the world of practice**, but safe from the (possible) realities of malpractice and negligent representation.
- ▶ **Enable students to practise legal transactions**, discuss the transactions with other tutors, students, and use a variety of instruments or tools, online or textual, to help them understand the nature and consequences of their actions
- ▶ **Facilitate a wide variety of assessment**, from high-stakes assignments with automatic fail points, to coursework that can double as a learning zone and an assessment assignment
- ▶ **Encourage collaborative learning**. The guilds and groups of players in multi-player online games can be replicated for very different purposes in HE.
- ▶ Students begin to **see the potential for the C in ICT**; and that technology is not merely a matter of word-processed essays & quizzes, but a *form of learning that changes quite fundamentally what and how they learn*.

transactional learning...?

A mode of learning knowledge, skills, values, ethics:

active learning

through **performance in authentic transactions**
involving **reflection in & on learning**,
deep **collaborative learning**, and
holistic or **process learning**,
with **relevant professional assessment**
that includes **ethical standards**

general aims of the SIMPLE platform

- *personalized learning* in a professional environment
- *collaborative learning*
- use of *simulation spaces* in programmes of study, and the relation between simulation spaces and other learning spaces on a programme, including paper-based and online resources, face-to-face classes, and administration
- use of *rich media* in online simulations – video, graphics, text, comms., etc.
- *authenticity* in the design of simulation tasks, and effective *assessment* of professional learning

what has the SIMPLE project done?

- ▶ Provided academic staff in UK universities with software **tools to design and build simulations** and collate all of the resources required
- ▶ Developed teaching, learning and assessment **templates**, including curriculum guidelines
- ▶ Enabled **communication** between students and simulated characters/staff
- ▶ Enabled monitoring and **mentoring** functions
- ▶ **Evaluated student and staff experiences** in using the simulation environment

currently in use...

Discipline	Degree programme	Institution
Architecture	BSc (Hons) / year 3	Strathclyde U. (1)
Management Science	BA (Hons), year 1	Strathclyde U. (1)
Law	Diploma in Legal Practice, p/g	Strathclyde U. (6)
Law	LLB, year 1 + p/g Masters	Glamorgan U. (2)
Law	JD, years 2 & 3, p/g	U of New Hampshire (2)
Law	Diploma in Legal Practice, p/g	Australian National University (4)

SIMPLE - what is it?

SIMPLE has two parts:

- ▶ **Toolset**

- ▶ Enables academic member to build simulation 'blueprint' and collate all the resources required for the sim
- ▶ Provides potential for simulation import / export

- ▶ **Platform**

- ▶ Students work with each other and staff in transactions
- ▶ Allows for highly structured, closed boundary simulations as well as loosely-structured, open-field simulations

correspondence platform

SIMPLE Hosted Server-

https://simple.strath.ac.uk/index.php?option=office

Home | News | Simulations: 167 - Personal Injury: Findlay, Granat & Kyle(Claimant Firm) | pitutor6 | Logout

Manage Simulations

PERSONAL INJURY: FINDLAY, GRANAT & KYLE

STAFF TOOLS

- Events
- Staff Resources
- Manage Simulation

FIRM INFORMATION

FOLDERS

- Received
- Sent
- Drafts
- Notes to File

Manage Folders

MAP & DIRECTORY

- Directory
- Map

RESOURCES

SHARED TOOLS

- Firm Messages
- Firm Diary
- Self & Peer Assessment

PITUTOR'S TOOLS

- Activity Logs
- Personal Log

MEMBERS

Received

Subject	From	To	Date
letter to FGK re formal discharge.doc	Miller, Henderson & Bothwell	Findlay, Granat & Kyle...	2008-Jan-17 15:43
letter to pursuer re settlement.doc	Miller, Henderson & Bothwell	Findlay, Granat & Kyle...	2008-Jan-16 13:06
James McGinlay, 12.1.08.doc	James McGinlay - JamesMcGinlaycitizen.ardcalloch-	Findlay, Granat & Kyle	2008-Jan-12 21:57
Earnings Letter	James McGinlay - JamesMcGinlaycitizen.ardcalloch-	Findlay, Granat & Kyle	2008-Jan-08 21:06
Painter and Decorator Receipt	James McGinlay - JamesMcGinlaycitizen.ardcalloch-	Findlay, Granat & Kyle	2008-Jan-08 20:52
James McGinlay, 2, FGK, 8.1.08.doc	James McGinlay - JamesMcGinlaycitizen.ardcalloch-	Findlay, Granat & Kyle	2008-Jan-08 20:52
James McGinlay, FGK, 8.1.08.doc	James McGinlay - JamesMcGinlaycitizen.ardcalloch-	Findlay, Granat & Kyle	2008-Jan-08 20:49
Stanmore, FGK, 8.1.08.doc	Ardcalloch Royal Infirmary...	Findlay, Granat & Kyle	2008-Jan-08 20:45
Robert Cullen,FGK, 8.1.08.doc	Robert Cullen...	Findlay, Granat & Kyle	2008-Jan-08 18:41
Letter to pursuers 07.01.2008.doc	Miller, Henderson & Bothwell	Findlay, Granat & Kyle...	2008-Jan-07 20:32
James McGinlay, 21.12.07.doc	James McGinlay - JamesMcGinlaycitizen.ardcalloch-	Findlay, Granat & Kyle	2007-Dec-21 13:29
Letter to pursuers 13.12.2007 (correct version).doc	Miller, Henderson & Bothwell	Findlay, Granat & Kyle...	2007-Dec-13 16:55
CDPH Architects invoice.doc	CDPH Architects - cdp.h.business.ardcalloch-	Findlay, Granat & Kyle	2007-Dec-13 16:14

ALERTS

No Alerts.

CREDITS

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Credits
Page built in: 13.156666040421 seconds by PHP V5.2.1
SIMPLE Version 1.0.0_trunk

virtual town directory (optional)

SIMPLE Community Demonstration-Directory Listing

http://130.159.238.105/demo/index.php?option=directory "graduate education academy", shulman

http://www....BAscEn.pdf http://www....keeping.pdf http://infor...d/muller.pdf Catch Water...ctober 2001 Apple Google Maps YouTube Wikipedia My Flickr Zeugma postings SIMPLE

SIMPLE community.org

SIMPLE Community | Home | News | Simulations:

4 - Personal Injury: Alexander, Anderson & Brown(Claimant Firm) GO

Staff Logout

Manage Simulations

DIRECTORY LISTING

Name	Address	Email	Link
Alexander, Anderson & Brown	14 Paisley Road	AlexanderAndersonBrown.lawyer.ardcalloch	
Alison Edwards		aedwards.citizen.ardcalloch	
APG Architects	41 Shaw Road, Ardoch, Ardcalloch	apg.business.ardcalloch	
Ardcalloch Boatyard	The Waterfront, Alba Industrial Estate, Ardcalloch	ardcallochboats.business.ardcalloch	
Ardcalloch Digital Exchange (ADeX)	Darien St	ADeX.Directory.ardcalloch	
Ardcalloch Insurance Company	23 Steele Street, Rankellor Business Park, AR3 7SS	aic.businesses.ardcalloch	
Ardcalloch Legal Information and Advice Service	14 High Street, Ardcalloch	alias.business.ardcalloch	
Ardcalloch Medical Centre	50 Anthony Wayne Ave	amc.medical.ardcalloch	
Ardcalloch News	76 High St., Ardcalloch	ArdcallochNews.News.ardcalloch	
Ardcalloch Painters		ardcallochpainters.business.ardcalloch	
Ardcalloch Power Plant	12 Macadam Road, Alba Industrial Estate	PowerPlant.businesses.ardcalloch	
Ardcalloch Property Search	?? Glebe St	PropertySearch.Directory.ardcalloch	
Ardcalloch Riding School	12 Heather Lane, Ardcalloch, Scotland	ridingschool.business.ardcalloch	
Ardcalloch Royal Infirmary	14 MacDonald Rd.	ari.medical.ardcalloch	
Ardcalloch Savings Bank	15 Erskine St	SavingsBankbusinesses.ardcalloch	
Ardcalloch Solicitors Property Centre	70 Rankellor Rd	aspc.businesses.ardcalloch	
Ardcalloch University	Priory Gardens, Ardcalloch, Scotland, AR1 3RE	ardcallochUni.edu.ardcalloch	
Callum Donaldson		cdonaldson.citizen.ardcalloch	
Campbells Auctioneers	23 Ardoch Road	campbells.businesses.ardcalloch	
Carvill, Darroch & Charnley	14 Priory Gardens	CarvillDarrochCharnley.lawyer.ardcalloch	
CDPH Architects	10 Arrol Ave. Alba Industrial Estate	cdph.business.ardcalloch	
Companies House	Companies House	CompaniesHouse.Gov.ardcalloch	
David Jones Engineering	16 Bell St	dje.businesses.ardcalloch	
Department for Work And Pensions	22 Cullen Crescent	Please check the web site for this address	
Education Authority	1 Paisley Rd	edu.gov.ardcalloch	
Erskines Stockbrokers	43 Ardoch Rd, AR1 8JH	Erskines.businesses.ardcalloch	
Eugene MacDonald	19 Luce Lane Kirkwood	EugeneMacDonaldcitizen.ardcalloch	
Fiona Dawson	11 Cambridge Place, Ardcalloch	fiona.dawson.citizen.ardcalloch	
Shirley...	...	...	

ALERTS

No Alerts.

ACCOUNTS

super administrator
super:super

Claimant Student
studenta:studenta

Defender Student
studentb:studentb

Staff
staff:staff

CREDITS

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Credits

Page built in: 0.253051996231 seconds by PHP V5.2.3-1ubuntu6.3.

SIMPLE Version CE0.9

SIMPLE community.org

map of virtual town (optional)

SIMPLE Community Demonstration-

http://130.159.238.105/demo/index.php?option=map

http://www....BAscEn.pdf http://www....keeping.pdf http://infor...d/muller.pdf Catch Water...ctober 2001 Apple Google Maps YouTube Wikipedia My Flickr Zeugma postings SIMPLE

Manage Simulations

MAP

Ardcalloch

Alba Industrial Estate

Town Centre

Grey Hill

Ardcalloch Country Park

Ardoch

ALERTS

No Alerts.

ACCOUNTS

super administrator
super:super

Claimant Student
studenta:studenta

Defender Student
studentb:studentb

Staff
staff:staff

CREDITS

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Glasgow

Page built in: 0.208136081696 seconds
by PHP V5.2.3-1ubuntu8.3.

SIMPLE Version CE0.9

SIMPLE
community.org

supports *bounded* and *open* transactions

	Bounded field, <i>ie</i> transaction tends to...	Open field, <i>ie</i> transaction tends to...
1. Learning outcomes (LOs) & assessment	Precise learning outcomes, with simulation tasks based closely on outcomes – pre-defined LOs	Bodies of evidence required to be produced to benchmark standards, but less emphasis on pre-specified outcomes
2. Alignment with traditional learning & teaching methods	Teaching is aligned with tasks & outcomes, often according to an academic structure, eg lecture-seminar; learning is heavily ‘pushed’ by curriculum structure	Teaching is provided where needed according to learners’ needs, often according to a professional, just-in-time learning structure; learning is ‘pulled’ by learners
3. Operational model	Linear domain procedures, eg predictable document chain – more operationally predictable	More varied, open or diffuse domain procedures, eg transactional guidelines but no specific document chain – less operationally predictable
4. Student outputs	Specific documents, drafted to specific standards, eg initial writ; fixed or correct versions expected as student output	Procedures that involve a variety of documentation, or documents that cannot be specified easily in advance, eg negotiated agreements; various versions acceptable
5. Resources	Resources are tied closely to tasks and learning outcomes – highly model-driven	Simulation resources are not linked to tasks; learner needs to structure transaction through interactive querying of resources – highly learner-driven

Case study 1
Personal Injury
Transaction
@
Strathclyde University
Law School

personal injury transaction project

Administration:

- ▶ 272 students, 68 firms, 8 anonymous information sources – PI mentors
- ▶ 68 document sets, 34 transactions
- ▶ Each scenario has embedded variables, called from a document server, making it *similar, but also unique in critical ways*
- ▶ students have 12 weeks to achieve settlement
- ▶ introductory & feedback lectures
- ▶ discussion forums
- ▶ FAQs & transaction guideline flowcharts
- ▶ voluntary face-to-face surgeries with a PI solicitor

PI transaction: assessment criteria

We require from each student firm a body of evidence consisting of:

- ▶ *fact-finding* – from information sources in the virtual community)
- ▶ *professional legal research* – using WestLaw + paperworld sources
- ▶ *formation of negotiation strategy* – extending range of Foundation Course learning
- ▶ *performance of strategy* – correspondence + optional f2f meetings, recorded



Personal Injury: Claimants Forum

[Modify Shared Page](#) ▼
[New Discussion](#) | [Expand/Collapse](#)

Subject	Replies	Posted By	Modified
Welcome...	0	Paul Maharg	18/10/2004 13:50
ADeX Listings	3	David Mcmenemie	19/10/2004 19:38
University address	1	James O'donnell	20/10/2004 12:55
Maps & photos	2	Mairi O'callaghan	20/10/2004 19:38
Initial Writ?	1	Heather Smith	21/10/2004 01:23
Terms of engagement; moneylaundering	0	Paul Maharg	21/10/2004 12:17
inbox?	1	James Monteforte	21/10/2004 15:17
Further questioning of client	1	Laura Gow	22/10/2004 11:57
Contacting the other side	1	Mairi McCallum	22/10/2004 14:12
Our firm's ADeX	1	Isobel Black	22/10/2004 15:20
Viewing activity log	2	Isobel Black	22/10/2004 15:31
Replies from client	1	Maxine Quinn	22/10/2004 19:04
Adex address	1	Steven Penman	25/10/2004 10:52
'Style bank'	0	David Mcmenemie	25/10/2004 12:07
intimation of claim letter	2	Lindsay Burke	25/10/2004 14:40
Contacting senior partner	2	Jennifer Mckillop	25/10/2004 20:54
intimation of claim	1	Allyson Phillips	26/10/2004 11:15
Medical Records	1	Laura Winton	26/10/2004 19:48
... from ...	1	Kirsty Daly	27/10/2004 11:26

Discussion forum guidelines

- Contributors to the forums should not post comments or remarks which are defamatory, obscene, profane, threatening or spiteful.
- GGSL reserves the right to edit contributions, to remove potentially harmful material from the forums, and not to publish unsuitable contributions.
- Please do not post on the any personal information (such as your address or telephone number) that you do not want to become available to other students.
- Please do not include in your contribution any links or web addresses which are not directly relevant to the topic being discussed.

Discussion Forums

- [Conveyancing](#)
- [Personal Injury](#)
- [Private Client](#)

Discussion forum etiquette

- use clear intuitive subject headings on your message
- be concise and relevant to the subject under discussion
- if you disagree with someone else's viewpoint, be as objective as possible when replying
- if you wish to discuss something off-topic with another contributor, exchange emails and continue your discussion outside the Forum
- act responsibly, showing respect for fellow contributors at all times



DLP

PI Defenders: Health and Safety Executive

[Post Reply](#) | [Edit Message](#) | [Delete Message](#) | [Alert Me](#) | [Go Back to Discussion Board](#)

From:

Posted At: 17/11/2004 17:27

Subject: Health and Safety Executive

Text: I read in the FAQs that the HSE has not been informed about the accident. On the basis of having read the Executive website, it would seem that the University has breached its duty in not doing so. Are we as legal representatives under a duty to report this to the Executive? My gut feeling would say yes but I am thinking that it would not do the University any favours and may upset our client!

Created at 17/11/2004 17:27 by

Last modified at 17/11/2004 17:27 by

DLP

PI Defenders: Health and Safety Executive

[Post Reply](#) | [Edit Message](#) | [Delete Message](#) | [Alert Me](#) | [Go Back to Discussion Board](#)

From: [Pltutor8](#)

Posted At: 18/11/2004 17:52

Subject: Health and Safety Executive

Text: Good question.

No, you have no duty to report the accident to the HSE if the client hasn't done so. You could always write and advise the client that they should have (why do you think they should have ? - don't rely on their website, look at the legislation and let me know the legal basis for the obligation to report an accident like this) - Assume the client says "Fine, thanks for your advice but we are not doing it. What will happen to us if they find out - which they probably wont." What advice would you give then ?
CH

Created at 18/11/2004 17:52 by [Pltutor8](#)

Last modified at 18/11/2004 17:52 by [Pltutor8](#)

PI transaction: (some of) what students learned

- ▶ extended team working
- ▶ real legal fact-finding
- ▶ real legal research
- ▶ process thinking in the project
- ▶ setting out negotiation strategies in the context of (un)known information
- ▶ writing to specific audiences
- ▶ handling project alongside other work commitments
- ▶ structuring the argument of a case from start to finish
- ▶ keeping cool in face-to-face negotiations
- ▶ more effective delegation
- ▶ keeping files
- ▶ taking notes on the process...

PI transaction: what students would have done differently...

‘In tackling this project I think that our group made two main mistakes. The first mistake we made was in approaching the task as law students as opposed to Lawyers. By this I mean we tried to find the answer and work our way back. Immediately we were thinking about claims and quantum and blame. I don't think we actually initiated a claim until a week before the final settlement. I think the phrase "like a bull in a china shop" would aptly describe the way we approached the problem. [...] Our group knew what area of law and tests to apply yet we ended up often being ahead of ourselves and having to back-pedal

The second mistake we made was estimating how long it would take to gather information. We started our project quite late on and began to run out of time towards the end. None of us appreciated the length of time it would take to gather information and on top of this we would often have to write two or three letters to the same person as the initial letter would not ask the right question.’

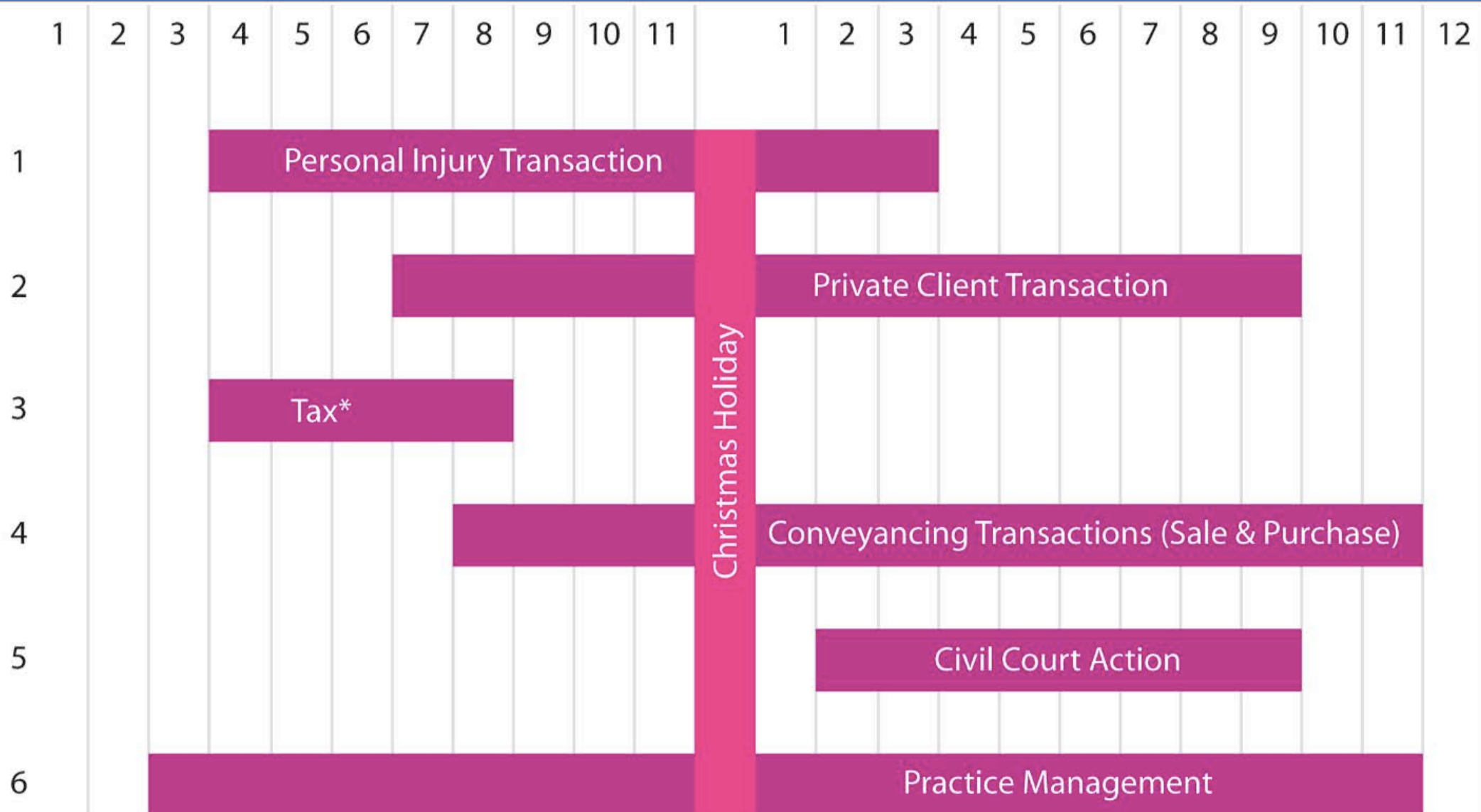
PI transaction: what students would have done differently...

‘At the beginning we thought we perhaps lost sight of the fact that we had a client whom we had a duty to advise and inform. On reflection we should have issued terms of engagement and advised the client better in monetary terms what the likely outcome was going to be.’

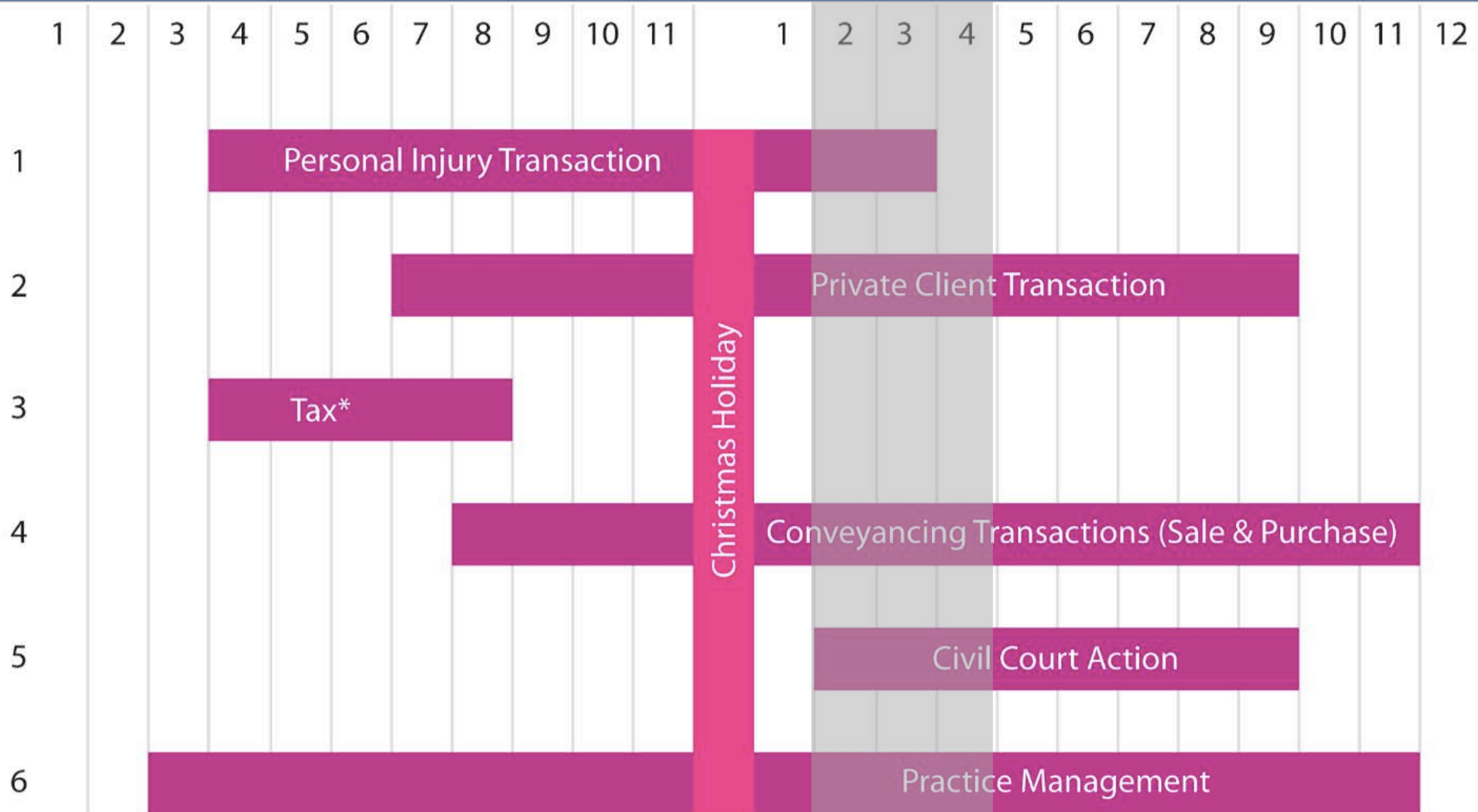
‘[...] unlike other group projects I was involved in at undergraduate level I feel that I derived genuine benefit from this exercise in several ways:

1. reinforcing letter-writing, negotiation, time-management and IT skills
2. conducting legal research into issues of quantum
3. working effectively in a group as a group - not delegating tasks at the first meeting and then putting together pieces of work at the second meeting.’

PI transaction: tempo & complexity



PI transaction: tempo & complexity



Case study 2

Torts @ Glamorgan University Law School

why a simulation?

- ▶ Staff wanted the students to be able to:
 - ▶ research law of negligence and relevant statutes, and levels of damages
 - ▶ identify issues to follow up, draft letters, complete file notes, conduct meetings.
- ▶ Staff would respond as senior partner to provide feedback at each stage.

why a simulation?

- ▶ Students had to be 'signed off' by their senior partner before moving on to next stage. Some had to attempt tasks more than once.
- ▶ Students had to interpret facts, research and apply the law themselves.
- ▶ Students had to reflect on the legal process and the law itself in their logs at the end of the simulation.

Torts module: the context

- ▶ Used as a coursework worth 40% of module for first year law students.
- ▶ Year-long module: transaction took place during almost all of term 2.
- ▶ Lectures were given, but formal tutorial sessions were suspended.
- ▶ 120 students, 27 teams of usually 4.

the simulation story

- ▶ Based on a fictional Welsh University called the University of Cymfelin.
- ▶ Estates employee has an accident falling down steps at work.
- ▶ Now seeks personal injury compensation under the law of negligence.
- ▶ Students expected to represent the claimant Stephen Jones or the defendant University.



the process

- ▶ Modified Strathclyde's PI scenario
- ▶ They started the process over an academic year in advance.
- ▶ The torts team of three staff met regularly to write the materials.
- ▶ They did not receive any help IT-wise from within the University apart from being given an web address.

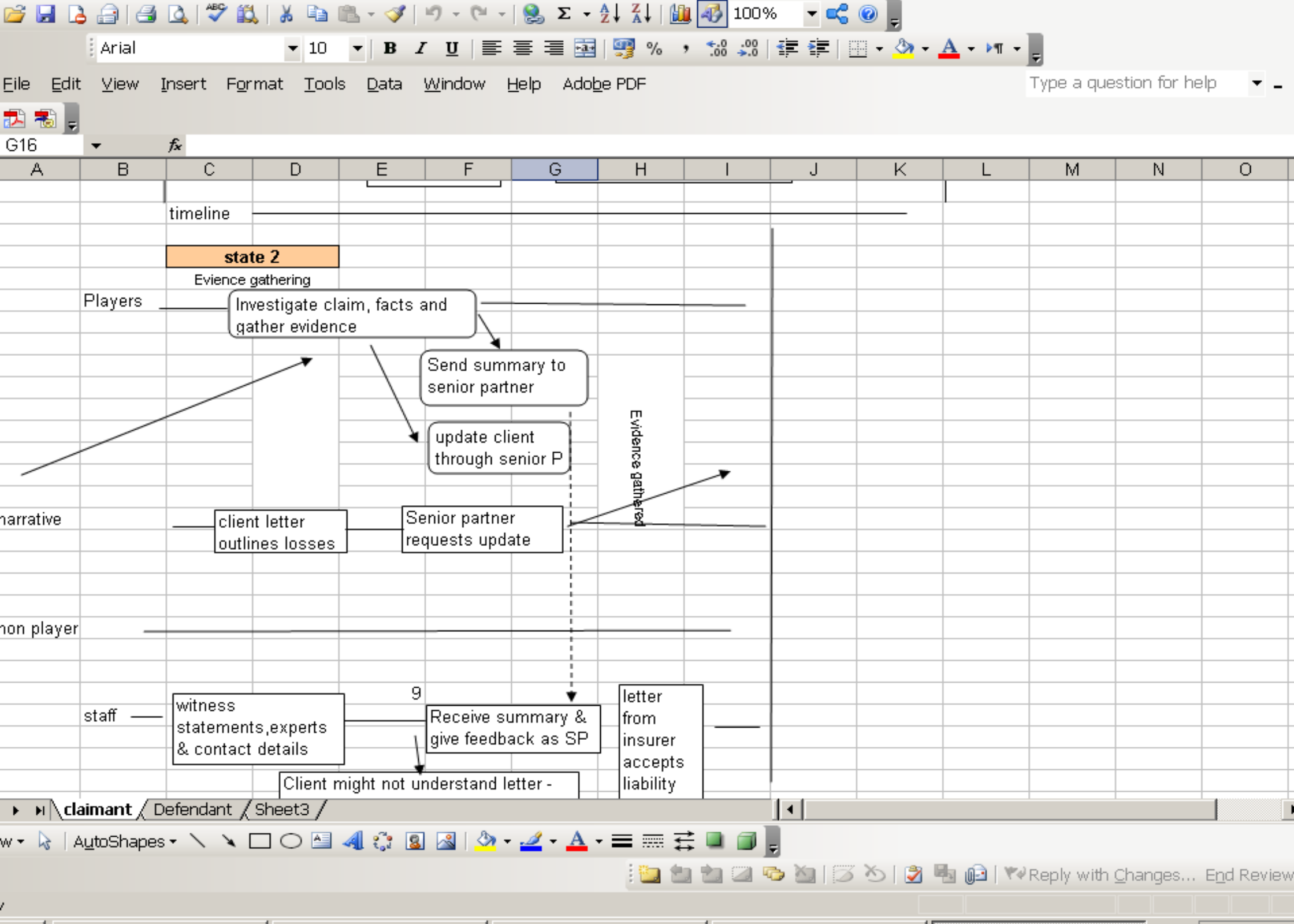
outline of the project story

They identified four states or stages:

1. **Introduction** – getting started
(two weeks)
2. **Detailed research** – researching facts
(three weeks)
3. **Negotiation** phase – between teams
(two weeks)
4. **Resolution** – reaching a conclusion
(two weeks)

forms of assessment

- ▶ One group project – the project was preserved electronically but staff asked students to print out their documents and submit as a group.
- ▶ Individual log – allowed them to reflect on the process, their contributions, what they thought of the area, any group issues.
- ▶ Project supported on Blackboard.



File Tools Help

Project Info

Name: cwmfelin N

ID: ac3d5349-285c-45f5-97cf

Blueprints Authors

claimant (M)
defendant University (M)

Add...

claimant

Add Author Add Element Add Role Add Resource Add Variable

Blueprint Information Narrative Event Diagram Roles Documents & Resources Variables Colours & Styles

Name: claimant

ID: e3a767ef-4c26-45fa-9b70-bd997e4ef6d8

Version: 0 Increment Version ☒ Master Simulation In Project

Authors: Karen Counsell

Add Author

Remove Author

Commentary Tags (Player)

Time Spent
Note To File
Other

Add...

Remove

Map

Map Resource: [Map](#)



Pacing

Period Between Bars:

Day

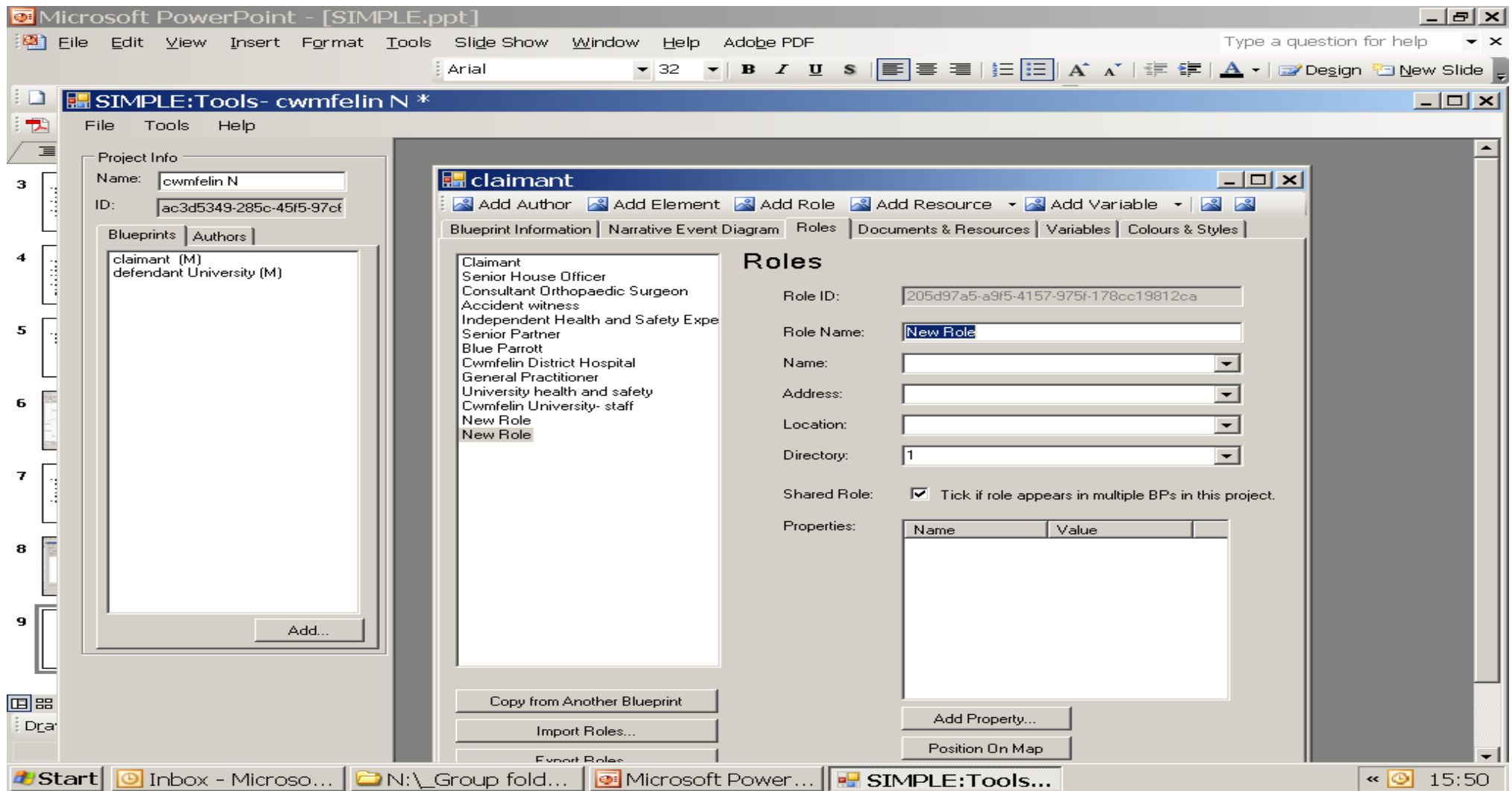
Properties (Blueprint)

Name	Value
folders	Recieved,Sent,...
INBOX	Recieved
SENT	Sent

Add...

Remove

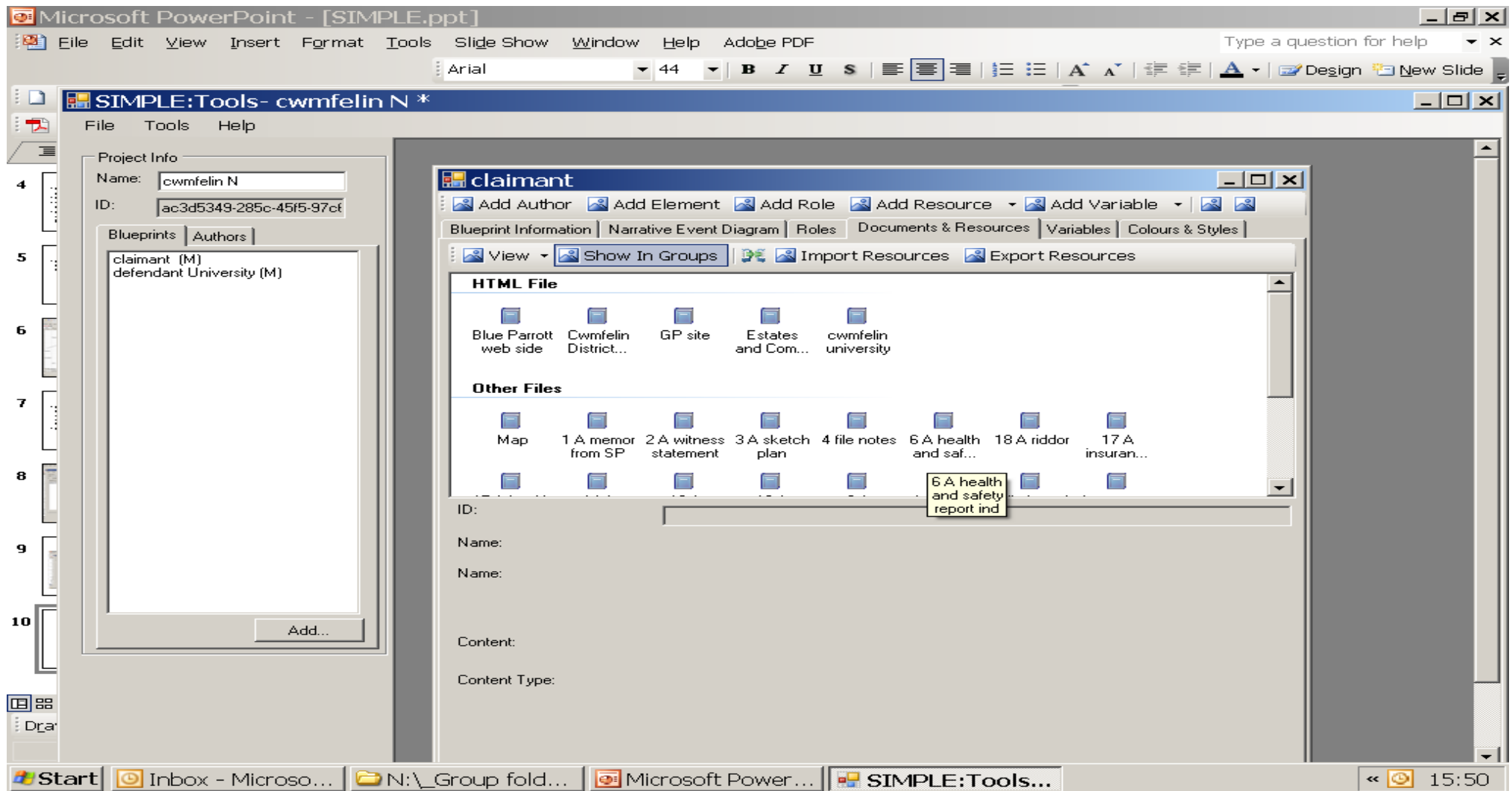
roles were identified



► Glamorgan simple

► 38

resources were loaded



► Glamorgan simple

► 39

Narrative Event Diagram constructed

The screenshot displays the SIMPLE:Tools application window. The main interface is divided into several sections:

- Project Info:** Located on the left, it shows the project name 'cwmfelin N' and ID 'ac3d5349-285c-45f5-97cf'. Below this is a list of Blueprints and Authors, including 'claimant (M)' and 'defendant University (M)'. An 'Add...' button is at the bottom.
- claimant Window:** A sub-window titled 'claimant' is open, showing a 'Narrative Event Diagram' tab. It contains a diagram with three horizontal swimlanes: 'Staff Activities', 'Player Activities', and 'Critical Events'.
 - Staff Activities:** Contains a box labeled '<Senior House Officer> Send casualty report'.
 - Player Activities:** Contains a box labeled 'Receive Casualty report'.
 - Critical Events:** Is currently empty.A red line connects the 'Send casualty report' box to the 'Receive Casualty report' box. A small 'co' label is visible at the end of the line in the Player Activities lane.
- Right Panel:** Contains fields for 'Element ID:', 'Element Name:', 'Level:', and 'Performer:', each with a corresponding input box or dropdown menu. An 'Update' button is below these fields. Below the input fields is a 'Notes' section with a text area and a 'Released Documents' tab.

The Windows taskbar at the bottom shows the Start button and several open applications: 'Inbox - Microso...', 'N:_Group fold...', 'Microsoft Power...', and 'SIMPLE:Tools...'. The system clock in the bottom right corner shows '15:51'.

► Glamorgan simple

► 40

what happened...?

- ▶ Only two teams failed to complete.
- ▶ Little group work fall out.
- ▶ Students not good at hitting the interim deadlines for each stage.
- ▶ Negotiation phase did not work well. Had to go to Plan B.
- ▶ Uplift in course work results AND examination results
- ▶ Students did not really work in the classrooms, they went off to the IT labs.
- ▶ Some students stepped out of the electronic environment during the negotiation stage.
- ▶ After stage one, work very well drafted.
- ▶ Imaginative engagement with material.

problems...?

- ▶ Very time-consuming to write but this should improve.
- ▶ Karen made mistakes in construction.
- ▶ Software issues which some students took badly.
- ▶ No html software so unable to product the background web sites for characters.

benefits...?

- ▶ Unexpected uplift in examination results.
- ▶ Students responded well to pressure and liked the constant feedback.
- ▶ Students threw themselves in to the role play and expected fast turnaround.
- ▶ Staff able to simulate a variety of roles.
- ▶ Students able to actively engage with subject matter – they liked the project.
- ▶ No issues of plagiarism.

the downside

- ▶ Don't underestimate the front loading in terms of writing the materials and loading the tools.
- ▶ Students expect you to respond quickly.
- ▶ People-resource intensive, more so in year 1.
- ▶ Think about hosting issue.

Case study 3

Management Science @ Strathclyde University Business School

Management Science

- ▶ Management Science 1 class: 140 students in their 1st year.
- ▶ Student can take the class as an elective or as one of their main subjects.
- ▶ Honours year student given project to develop a suitable concept and then build scenario as honour year dissertation.

what did they do?

Scenario involved assuming the role of a business consultant:



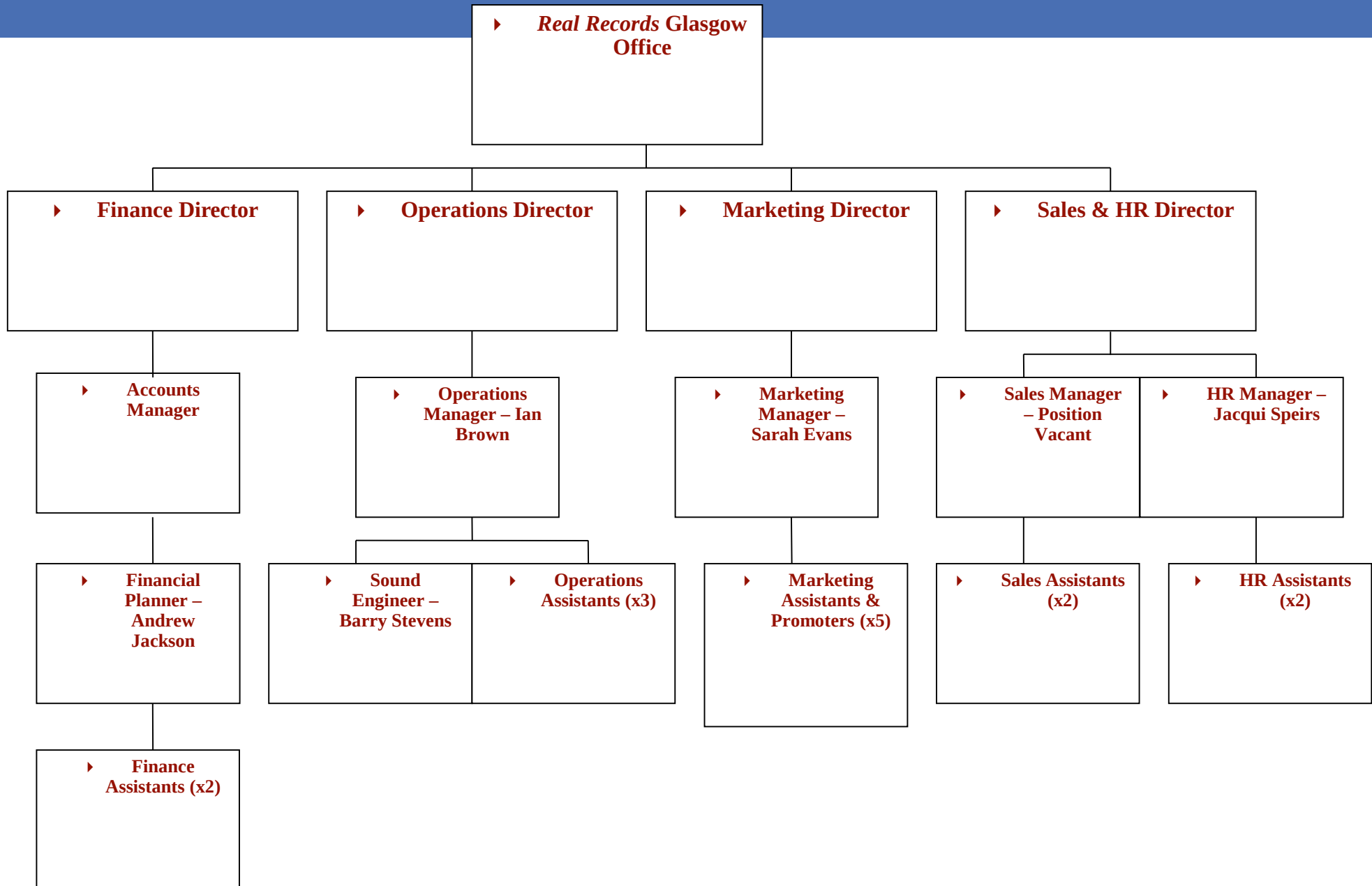
PVA Consulting

“Providing Real Business Solutions since 1989”

The client was a record company, *Real Records*, based in the Glasgow area and interested in running a music festival in the city.

Client needed a critical path project plan produced for the planning, organisation and running of the festival.

Real Records Organisational Chart



what was the format?

- ▶ Individual assignment
- ▶ Group Project
 - ▶ Staggered activities
 - ▶ Start in week 6
 - ▶ Questions by end of week 8
 - ▶ Polar task at start of week 9
 - ▶ Presentations in week 10 tutorials

how did they do this?

- ▶ Honours student developed scenario under supervision
- ▶ Uploaded the scenario, inputted all the admin (Approximately 5 hours to load users and simulations)
- ▶ Introductory session for tutors (1 hour)
- ▶ Introductory session for students in tutorials
- ▶ 3 tutors and Helyn (academic) ran the scenario, each taking between 3 and 8 groups. (between 0.5 - 3 hours each week for 3 weeks)
- ▶ Student presentations in tutorials

how did it go?

- ▶ Use of the system a little variable
 - ▶ Student engagement with issue fairly high – scenario seemed popular
 - ▶ Negative feedback confined to traditional group issues rather than system
 - ▶ Excellent in introducing realistic information retrieval
 - ▶ Standard of work/reports better than last year
-
- ▶ No technical problems
 - ▶ System efficiency opportunities
 - ▶ A significant improvement on SBG

plans for the future?

- ▶ Additional websites and information needed
 - ▶ Use of variables
 - ▶ More tutor resources
 - ▶ Different format of tutor resources
 - ▶ Possibly semester 1 group activity?
-
- ▶ New scenario for 1st year Business Technology Project.

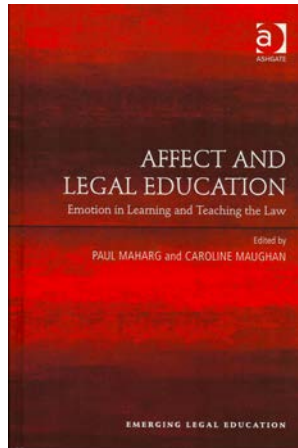
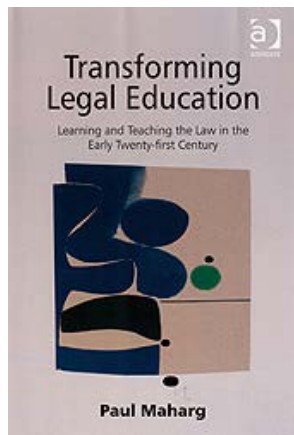
key lessons learned

- ▶ The scenario idea is the most important part
- ▶ It doesn't need to be complex or ambitious to be effective
 - keep it simple the first year you try it to get the hang of the approach
- ▶ The materials and prep for tutors is key

final words: 7 practical tips from staff...

- ▶ Start with a simple scenario for the first attempt.
- ▶ Run a pilot before letting students loose on it.
- ▶ Don't underestimate the skills you might need to get things up and running.
- ▶ Begin the process of developing the scenario as early as possible.
- ▶ Think in advance about how sim responses will be managed *ie* when/who/how often: set clear guidelines to students about how this will work.
- ▶ Allow time to familiarise yourself with both the technological aspects *ie* using the tools, and also with new concepts such as the Narrative Event Diagram.
- ▶ Plan & organise well in advance

transformational pedagogies



*Beyond Text:
The Arts and
the Legal
Academy,
volume 1.*

Zen Bankowski,
Maks del Mar,
Paul Maharg

Ashgate
Publishing
2012

Experience of...

- law in the world
- interdisciplinary trading zones
- creative, purposeful acts

Ethics in...

- an integrated curriculum
- habitual action
- reclamation of moral spaces in the curriculum

Technology for...

- our discipline, our curricula
- learner-centred control
- transactional learning

Collaboration between...

- students
- institutions
- academic & professional learning
- open-access cultures

- ▶ SIMPLE
 - ▶ <http://simplecommunity.org>
- ▶ Simshare:
 - ▶ <http://www.simshare.org.uk>
 - ▶ <http://www.ukcle.ac.uk/projects/past-projects/simshare/>
- ▶ More information:
 - ▶ <http://paulmaharg.com>

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Acknowledgments:

- ▶ SIMPLE team
- ▶ Karen Counsell for case study 2
- ▶ Helyn Gould for case study 3

