

COURSE NUMBER: Ed.C 487-04

COURSE NAME: Special Topic: Simulation Games in  
Education

SEMESTER: Summer/1974 (Summer Session)

CALENDAR DESCRIPTION: The study of simulation-gaming, its rationale, and  
role in education at all levels.

COURSE INFORMATION:

<u>Instructor</u>	<u>Dates</u>	<u>Day(s)</u>	<u>Time(s)</u>
John C. Attig	July 2 - Aug.9	M, W	8:30-12:30

Range of Topics

The course will cover the history of simulation-gaming; the use of gaming in research; the use of simulation-games in classrooms, business, and the military; types of simulation-games; evaluation techniques; and game design.

Recommended Reading

Abt, Serious Games, New York: Viking, 1970

Raser, Simulations and Society, Boston: Allyn & Bacon, 1971

Walford, Games in Geography, London: Longman, 1971

Stoll & Inbar, Simulation Games for the Social Studies Teacher, New York: Free Press, 1973

Zuckerman & Horn (eds.), The Guide to Simulations/Games for Education and Training, 2nd ed., Lexington, Mass.: Information Resources, Inc., 1973

Requirements

Most of the classroom will be devoted to the demonstration and play of a wide variety of simulation-games. Regular attendance is a must. Participants enrolled in the course will be expected to design their own simulation-game. Essentially this is a workshop course in which students will actively participate in the playing and evaluation, as well as design, of many simulation-games.

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COURSE INFORMATION SHEET

Course number: Ed.C 487

Credit: 4 hours

Title: Special Topic: Simulation Games in Education

Instructor: John C. Attig, Faculty Associate.  
B.A., DePauw University, Greencastle, Indiana. M.A., U. of Chicato.  
Majors: Political Science and History.  
Author of several articles on simulation-games and designer of several simulation-games currently in use.

Prerequisite: Education 401-402 or the equivalent or current status as a classroom teacher. Permission from the instructor may be granted as waiver of this requirement.

Course Content: Simulation-games are operating models of social systems. They are widely used as teaching devices by business firms, government agencies, universities, and schools.

The course will survey the history of simulation-gaming, its rationale characteristics of its use in educational settings, problems associated with simulation-gaming, and game design. Simulation-games of all types and levels of sophistication will be demonstrated with students in the course as actual participants.

Emphasis will be placed on workshop activities stressing student participation. 85% of the classroom time will be devoted to non-lecture activities. Students will be required to design their own simulation-games.

Meeting times: Inter-session. Thursday evenings 4:30-9:00 and four Saturday sessions 9:00-4:30 on May 12, May 19, June 9 and June 16.

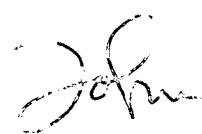
Jan 29/73

Revised Course Description.

**SIMULATION-GAMES IN EDUCATION**

Simulation-gaming is a teaching technique widely used in business, government, and schools. It features simulation of social systems on a model scale and developing the models into games. Game players interact according to scenarios, roles, and rules corresponding to the reality being simulated.

The course will survey game theory, application of the technique, and associated problems. Major emphasis will be placed on the actual play of several types of simulation-games. Included will be those used in business, teacher education, environmental education, social studies, and language arts at primary, intermediate, secondary, and post-secondary levels of instruction. Students will acquire experience in simulation-game design.



John C. Attig

MEMORANDUM RE: Course Description for experimental course in  
Simulation-Gaming to be offered during the 1973  
second term.

FROM: John C. Attig

Below is the title and course information I wish to see included  
in literature distributed by Simon Fraser.

Course Title: Simulation-Gaming in Social Studies and Education.

Course Description: Simulation-gaming is a technique used for both  
research and instruction in business, government, and schools,  
particularly in the social sciences. It involves the simulating  
on a model scale of significant aspects of social systems and patterns  
of human behavior and developing them into games that involve  
the interaction of players according to roles, scenarios, and set  
rules corresponding to the reality being simulated.

This experimental course will emphasize the theory and application  
of simulation-gaming in intermediate and secondary schools. Particular  
stress will be placed on its use in social studies.

The course will cover the theory of simulation-gaming, rationale  
for its use, different types of simulation-games, evaluation  
techniques, and problems connected with the method. Game design  
will be a major feature of the course with each student being  
required to assist in the development of a simulation-game. It  
is hoped that a series of simulation-games will be developed that  
will be immediately applicable in courses of Canadian history and  
geography.

The instructional approach will emphasize actual participation in  
selected simulation-games and involvement of students in research  
and game design. Vicarious experiences will be kept to a minimum.

John

TO: SHEILA O'CONNELL

FROM: JOHN C. ATTIG

This is in regards to our phone conversation of last week. I have discussed the situation with my family and Ian Allen and have arrived at the following conclusions.

I prefer to offer the course on Simulation-Gaming during the first part of the summer term, the Inter-Session. Even though we will have no difficulty extending our Burnaby housing arrangements, we are concerned about our own house in Palo Alto, California. We are leasing it for the year, but the tenant will complete his stay on June 15. We will be here until July 1 anyway in order to permit the children to complete the school year. I would like to spend the interval between the completion of the SFU term in April and the end of June in a profitable activity. We also have made some tentative travel plans for July and August that are exciting to us and which we are reluctant to forego.

There are several ways the course could be offered during the Inter-Session. I have listed some of the alternatives below in order of my own preference. There may be other ways of scheduling it.

✓ Alternative 1 -- Seven evening sessions of four hours each and four Saturday sessions of seven hours. An arrangement of this sort will permit some extensive workshop and laboratory activities and a degree of continuity difficult to implement in a conventional class time scheme. This schedule should encourage the enrollment of classroom teachers.

Alternative 2 -- Seven Saturday sessions. This will do the same thing as alternative 1, but has the drawback of committing students to a long succession of weekends which many people are reluctant to tie up.

Alternative 3 -- Two four hour sessions per week to be held late afternoons or evenings. This may tend to discourage all but the most dedicated of part-time students. Few classroom teachers will be willing to make this commitment.

Alternative 4 -- Offer the course in two segments with the time allotment being that of Alternative 1. Permit students to sign up for either 2 or 4 hours of credit. The 2 hour course would consist of the Saturday sessions. These would emphasize simulation-game theory, laboratory experiences, and implementation. The 4 hour course would include the evening sessions in addition. These sessions would emphasize the simulation-game design aspect of the course. This type of arrangement would reach the greatest number of prospective enrollees, but may cause some logistical problems.

Alternative 5 -- Offer the course during the normal working day. This would preclude the enrollment of classroom teachers.

I personally believe the course should be offered for 4 hours credit. My reasoning is that the students working on simulation-game designs for the Canadian social studies curriculum must have time to try out their works, find out what problems exist in the original designs, correct the problems, and develop a more finished product.

EDUCATION C487  
Simulation Games in Education

Simon Fraser University  
J.C. ATTIG

### CALENDAR AND ASSIGNMENTS

#### Purpose:

This course will attempt to survey the history of simulation-gaming, the rationale for simulation-gaming, types of games and their characteristics, problems of gaming, and game design. Stress will be placed on the use of simulation-games in education. It is hoped that students will acquire a comprehensive understanding of simulation-gaming, become confident users of simulation-games, and acquire some skill at designing their own simulation-game materials.

#### Personal Contacts:

Regular office hours for the instructor will Monday and Wednesday, 1:30-2:30 and by appointment. The phone number of that part of the education complex is 291-3620 and the office is in Building #5.

#### Required Assignment:

Each student enrolled in the course will be required to design a simulation-game to be used for educational purposes. If they wish several students may combine their efforts and work together.

Small portions of the initial sessions of the course will be devoted to brainstorming and consultation on game design problems. Portions of the final four sessions of the course will be allocated to student games designers trying out their creations.

All simulation-games being designed should include an instructor's manual, participant manuals, and, if needed, control manuals and scoring forms.

Attendance. Because most of the in-class activities of the course will be of a workshop nature in which many types of games will be demonstrated and because simulation-games require considerable numbers of players in order to be effectively demonstrated, attendance at sessions of this course can not be of a casual nature. Failure to attend course sessions will be reflected in the final grade of the course. Missing one evening of the course is the equivalent of missing one week's work in a normal semester. Absence from more than one course session will probably result in penalties.

Grading Scale:

Evaluation will be on the following basis:

- A - Design of a good simulation game with a minimum of detectable bugs and excellent attendance.
- B - Design of a simulation game and excellent attendance OR design of a good simulation game and fair attendance.
- C - Design of a simulation game and fair attendance.
- D - Signs of life
- F - Failure to meet course requirements