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Abstract

The use of simulations in the field of International Relations (IR) has become an increasingly recognized pedagogical tool, especially in teaching the structure and functioning of international organizations. This article examines how simulations, such as Model United Nations (MUN) and European Union role-play exercises, enhance student engagement, critical thinking, negotiation skills, and practical understanding of global governance. The study explores the theoretical foundations of experiential learning and provides evidence of the effectiveness of simulation-based instruction in university-level IR education.

Introduction. The complexity of international organizations and their multifaceted roles in global politics often pose significant challenges for students of International Relations. Traditional lecture-based methods, while necessary for theoretical grounding, may fall short in demonstrating the dynamic and often unpredictable nature of international diplomacy. Simulation-based learning has emerged as an effective complement to traditional pedagogy by actively involving students in problem-solving and decision-making processes.

Theoretical Framework. The pedagogical approach to simulations is grounded in experiential learning theory, particularly as articulated by Kolb (1984), who emphasized the importance of experience in the learning process. Simulations align with this theory by offering a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the context of IR, this means students gain hands-on experience representing state and non-state actors, engaging in diplomatic negotiation, and simulating real-world institutional processes.

Types of Simulations Used in IR Education. Model United Nations (MUN): One of the most widespread forms of simulations, MUN replicates the structure and

proceedings of UN bodies, enabling students to assume the roles of diplomats and engage in policy debates.

European Union Simulations: These exercises replicate EU institutions, such as the European Commission or the European Parliament, and help students understand EU lawmaking, supranational governance, and regional integration.

Crisis Simulations: These involve real-time decision-making under pressure, mimicking international crises such as conflicts, humanitarian disasters, or climate emergencies.

Educational Benefits. Simulation-based learning has demonstrated measurable benefits in IR education. These include:

Enhanced Engagement: Students actively participate and invest emotionally in their roles, which improves attendance and attention.

Skill Development: Simulations develop public speaking, critical thinking, negotiation, writing, and research skills.

Collaborative Learning: Students must work in teams, fostering cooperation and cross-cultural communication.

Empathy and Perspective-Taking: Role-play allows students to understand international issues from different viewpoints, cultivating a more nuanced understanding of world politics.

Despite their pedagogical value, simulations are not without limitations. They require considerable time for preparation and execution, and their success depends heavily on instructor facilitation and student participation. Furthermore, simulations may oversimplify complex international dynamics or reinforce stereotypes if not properly contextualized.

Several studies underscore the effectiveness of simulations. For instance, a survey conducted at the University of Geneva found that over 85% of students participating in a MUN course reported a deeper understanding of UN processes. Similarly, EU simulation participants at Maastricht University demonstrated improved policy analysis and negotiation outcomes in post-simulation assessments. These findings support the integration of simulations into the core curriculum of IR programs.

Conclusion. Simulations of international organizations offer a dynamic and practical approach to teaching International Relations. They help bridge the gap between theory and practice, cultivating the competencies needed for a career in diplomacy, international law, or global governance. While challenges remain in their implementation, the pedagogical value of simulations in higher education is evident. As global affairs become increasingly complex, simulation-based learning can prepare students not just to understand international systems, but to engage with them critically and effectively.

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