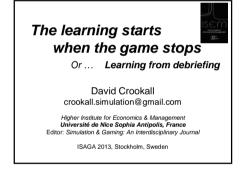
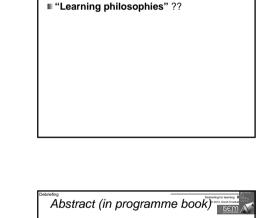
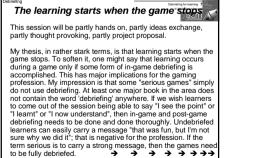


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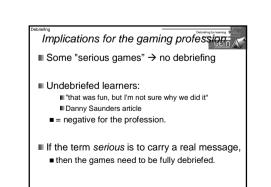








- Learning starts when the game stops
 Learning occurs in the debriefing,
 - not in the game
- Learning during a game,
- only if some form of in-game debriefing is accomplished (ie, the game stops)
- For learners to learn,
- ie, to say "I see the point" or "I learnt" or "I now understand", then
 ■ then in-game and post-game debriefing

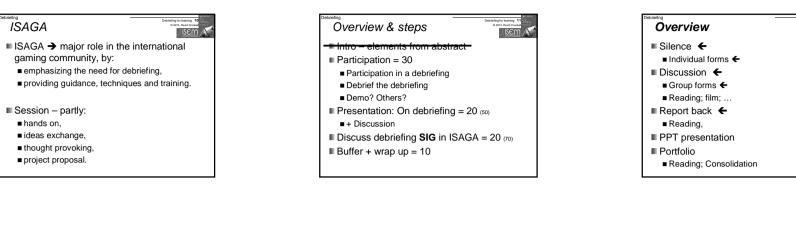


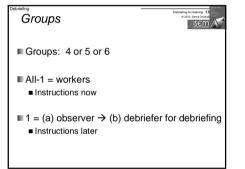
Overview & steps
Intro – elements from abstract

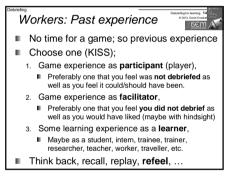
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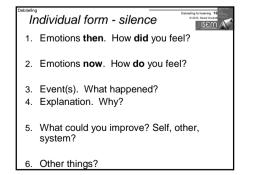
- Participation
- Participation in a debriefing
- Debrief the debriefing
- Demo? Others?
- Presentation: On debriefing
 + Discussion
- Discuss debriefing SIG in ISAGA
- Wrap up

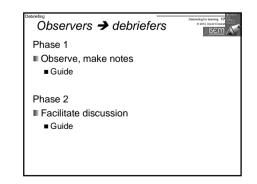






Silence. Name Date
Individual thoughts
1 Feel then
2 Feel now
2 Feel now
3 Events (what)
4 Explanations (why)
5 Improvements
6 Other





Observers	Debristing for learning 18 © 2013, David Crooker ISEM
 You cannot participate with you Observe mostly your group. You may also observe other groups 	0
Stay away from the group; do near or interfere with the parti	U
Keep a straight face; do not sh surprise, pleasure, disappointm	, ,
 With pen and paper, take not aspects of behaviour and inte Who does what (not why). 	

Debriefin	see next slide	Debristing for learning 19 © 2013, David Crookal
-		
	Form a circle - round; not oval. If necessary make people r	
÷.,	Using a pen, write on the group debriefing form, and summ simple list from everyone's individual forms. You should su oroup, which may be similar to or different from their individ	mmarize the collective thoughts of the
	If you have limited time for the discussion, go quickly over the later questions. Keep an eye on your watch. Leave en person should have more or less the same time to share.	the first questions, and spend more time o ough time to conclude. Each
	Start with a word of welcome. Make people feel at ease. O debriefing. Then invite people to share their feelings (usu exploring, sharing and learning.	
E	Affirm (encourage, thank) anyone who helps (especially at	the start). Help them to overcome inertia.
н. –	Ensure that the spirit of sharing and listening is respected	
8	Give timid people opportunities to express themselves. As	
	No personal attacks; criticism should be formulated positi can be done better next time).	ively, that is, people should focus on what
	Remain impartial at all times. Do not let yourself be involve balanced and constructive. Do not allow comments that an prejudiced (for example, disrespectful or intolerant of differe	e racist or sexist, or plainly negatively
	Facilitate the discussion: Do lead not too openly once it ha	
a	Make sure everyone who wishes to contribute can do so.	Remind people to speak respectfully.
	Avoid "yes/no" Qs. Use "why?". Do not push people to sp	eak against their will.
۰.	Do not tell participants what you think they should have lea (or would have liked learn).	
	From time to time, summarize the general sense or main p another question.	,
	Follow the structure of the group debriefing form. Encours question. Bring wanderers back to the main discussion.	ge participants to focus on the item in

Debriefers 1

Debriefers 3

Form a circle - round; not oval. If necessary make people move to obtain a tight round circle.

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- Summarize the group's ideas. This is not a simple list from everyone's individual forms. You should capture the essence and collective thoughts of the group.
- Keep an eye on your watch. Leave enough time to conclude. Each person should have more or less the same time to share.

Debriefers 1

■ Welcome – Make people feel at ease

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- Then invite people to share their feelings
- Spirit of exploring, sharing, listening and learning
- Affirm (thank) anyone who helps (esp at start)
 Give timid people opportunities to express
- themselves
- Ask talkative people to let others talk too

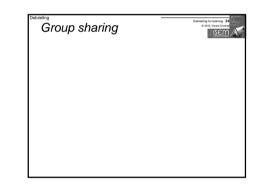
Debriefers 2

 Facilitate the discussion: Do lead not too openly once it has acquired its own momentum.
 Make sure everyone who wishes to contribute can do so. Remind people to speak respectfully.

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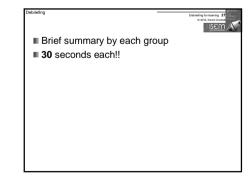
- Avoid "yes/no" Qs. Use "**why**?". Do not push people to speak against their will.
- Do not tell participants what you think they should have learned.
- From time to time, summarize the general sense or main points - clarify an issue before moving to another question.
- Follow the structure of the group debriefing form.
 Encourage participants to focus on the item in question.
 Bring wanderers back to the main discussion.

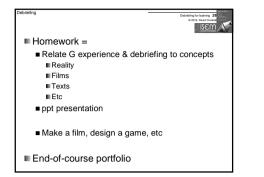


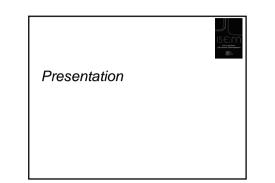


Discussion (debrie	fing the debriet
	Silence. Name Date Individual thoughts
Observer discussion leader	1 Feel then & now
	2 Events. Explanations.
Discussion leader only	
has form	3 Improvements to make
Workers: Consult your individual forme during	4 Important aspects of debriefing
individual forms during the discussion	5 Progress
	6 Suggestions for the discussion leader

Group form - discussion
Emotions then & now.
Event(s). Explanation.
What could you improve? What is worth improving? (individual experience &/or group debriefing)
What aspects of debriefing are important?
What progress, individually / collectvely?



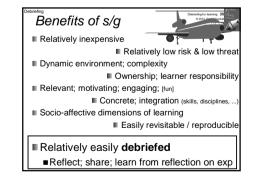


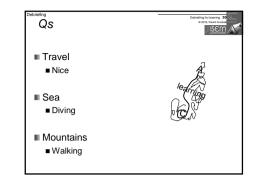




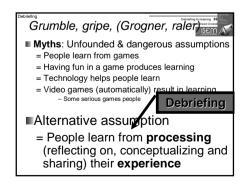


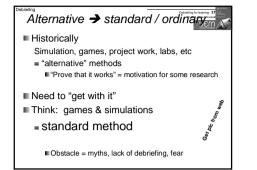
Detenting Terms ■ Game, exercise, simulation, role- play, model, virtual world, serious games, simulation/games, structured exercises, policy exercises, ■ Many terms & defs ■ Wittgenstein ■ Distinguish ■ Gs for entertainment ≠ learning ■ Maybe same G, but done differently	Terms Debriefing Processing experience After action review Critical analysis Game critique Reflection Feedback After-game discussion Pause & learn
Fashion	

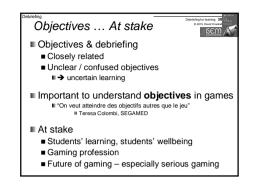




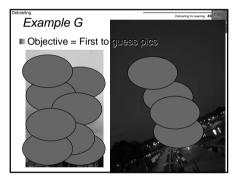
Survey	Dabrisfing for learning 33 © 2013, David Crookal
Games, simulation	ns, role-plays,
Design / designed gan	nes?
Conduct games in the	ir training ?
■ Participate in games 3	?
Debri	efing
Design debriefing ?	
Conduct debriefing ses	sions?
= Death to a to be debate for	a sessions ?

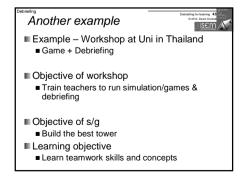




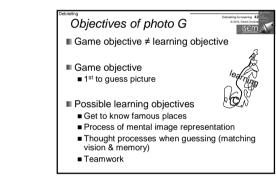




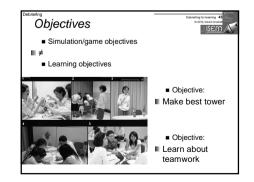


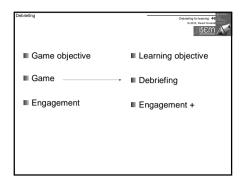


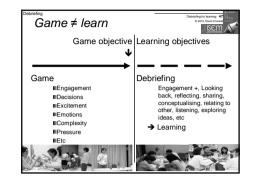


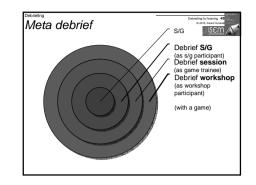


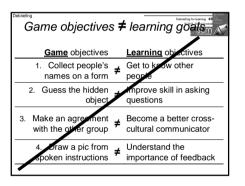


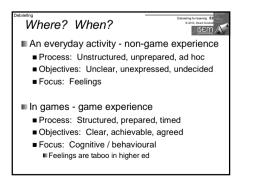


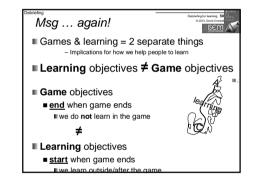


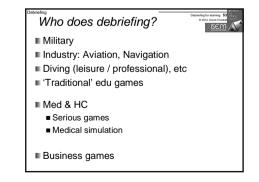


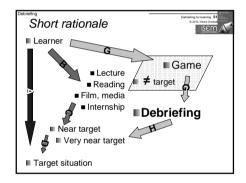


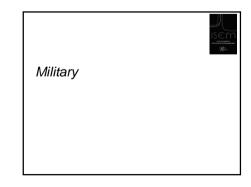








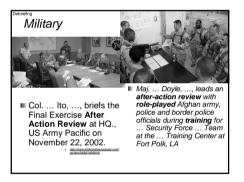




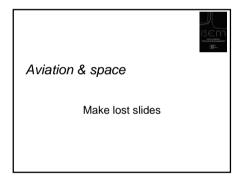




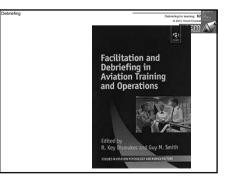




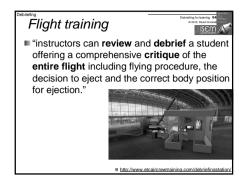


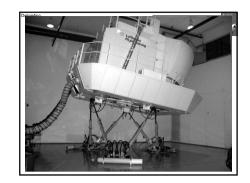


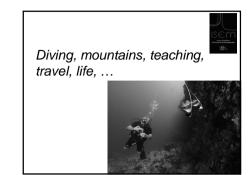


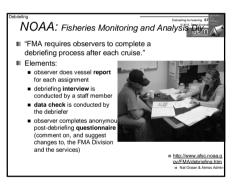


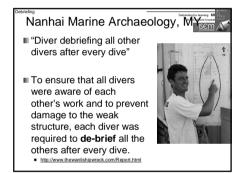




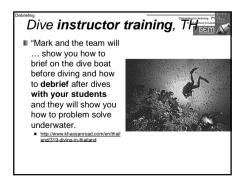


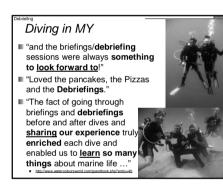


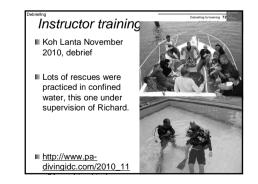


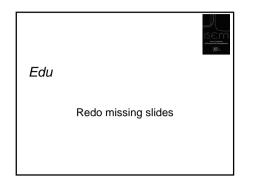






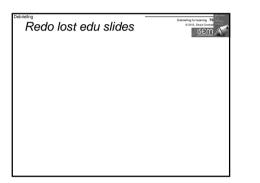


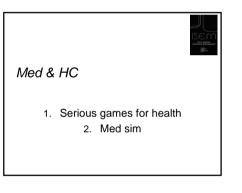


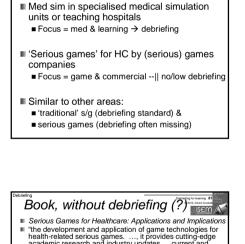


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Serious Games, Debriefing, and Simulation/Gaming as a Discipline	Ge * This search
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Debriefing a Health-Related Educational Game: A Case Study	My Marked Clusters
Jeffrey L. Lernon 더 Chock Kim Abstract Full Text(PDF) 립 References Table of Conten	ADD classons (0)
Debriefing can reduce misperceptions of feedback: The case of renewable resource management Hostan Oxford Ulan	EnsetTrailExaction Search Results Not 10 + New Search
C Check Item Abstract Full Text (PDF) 1 References Table of Contem	3
Written Debriefing: The Next Vital Step in Learning with Simulations	

Debriefing		rg for learning 75 2013, David Crooke ISEM
Le débriefing, clé du processus d'appre dans les pédagogies lud des pédagogies lud des pédagogies lud des pédagos de la particularment, dans la constitue de la provincient de la constitue et partitue au me application large du éthicitique de partitue au me application large du éthicitique et partitue au me application large du éthicitique et permission et la constitue et permissiones de la partitue de partitue et permissione et per la partitue et per la constitue et la partitue et per la partitue et per la partitue de la constitue et per la partitue et per la partitue de la constitue et per la partitue et per la partitue.	iques ilité dans le cadre se exercices de simulation fupes à son enseignement et apprenants. Cette réflexion, ntissage en général, dans un programme	Par David Crookati
L'importance du débriefing a plupart des appreches éducatives v'accordent sur torme-che feodules Cremant de cons de glammat besoin de mettre en ouvre une notion "ferte" : un constance de la constance constance autoritation de la constance de la constance constance autoritation de la constance constance de la constance constance autoritation de la constance en autoritation de la constance autoritation de la constance autoritation de la constance de la constance autoritation de la constance autoritation de la constance de la constance autoritation de la constance autoritation de la constance de la constance autoritation de la constance autoritation de la constance de la constance autoritation de la constance autoritation de la constance de la constance autoritation de la constance autoritation de la constance de la constance autoritation de la constance autoritation de la constance de la constance autoritation de la constance autoritation de la constance autoritation de la constance de la constance autoritation de la constance autoritation de la constance autoritation de la constance autoritation de la constance de la constance autoritation de la c	pour transformer l'expérience en apprentissage, mais trop souvent régligée. Le débriefing a été utilisé pendant des décennies, voire des siècles, nour aider les cens à	David Crookall est malter de conference à l'Université de Nice Sophia- Artipolis Ses Champs de recherche sont le débrefing, la simulation, de inc. la companie

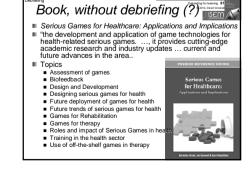


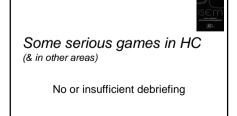


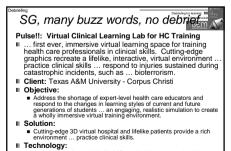


ISEM A

Impression







 Highly interactive and detailed 3D world with accurate physiology models. Fluid dynamics used to simulate blood flow ...

Table of Contents and List of Contributors Virtual Worlds in Neuflacture, Applications and Inglications (pages 1/201/m). Life(x) processing and the second se and the set of the aming (page , USA), Ester Siedden's (Massinch University, The Netherlands , USA), Amy Shirong Lu (Indiana University, USA), Richard Bur terractive Simulator for Health Education (pages 265-282)Br , João Madeiras Pereira (Instituto de Engenharia de Sistemas e envolvimento em Lisbao, Instituto 3) | 14.Improving the Identification

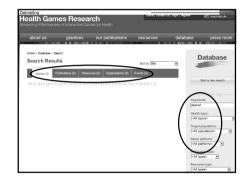


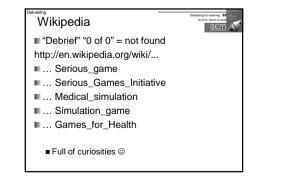


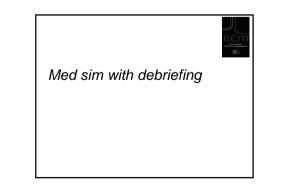
"Learn by doing", but no debrief

"Our 3D serious games and simulations are fully interactive allowing for <u>multiple outcomes</u> of the same scenario depending on the choices made by the <u>learner</u>. Our learn by doing approach allows for the <u>employees</u> to **know what to do virtually** so they do not cause harm physically before they are fully trained and ready. Find out how our serious game <u>or</u> simulation development solutions can help train your employees."

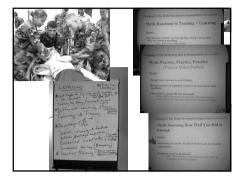






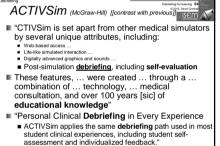




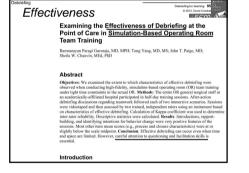


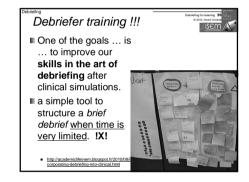
Gaba The Role of Debriefing in Simul	Debetering for Naming 92 = 2010, David Ground Iscond
Ruth M. Fanning, Mb, MRCPI,	Copyright © 2007 Society for Simulation in Healthca DOI: 10.1097/SIH.0b013e3180315539 Vol. 2, No. 2, Summer 2007
The simil of this paper is to critically review what is fold to important about the role of detecting in the field of sim- tics baseling controls and controls and advectory over time, and the different roles carporades that are us- high fielding simulations interants classified in the field of sim- tical baseling distributions and the simulation of the simulation training distribution in the simulation of the simulation of the simulation training distribution in the simulation of the simulation of the simulation training distribution of distributions and a simulation of the simulation distribution of the simulation of the simulation of the simulation training distribution of distributions and a simulation of the simulation of the simulation of the simulation of the simulation of the simula- tion baseline card in simulation of the simulation of the simula- tion baseline simulation of the simulation of the simulation of the simula- tion baseline simulation of the simulation of the simulation of the simula- tion of the simulation of the simulation of the simulation of the simula- tion of the simulation of the simulation of the simulation of the simula- tion of the simulation of the simulation of the simulation of the simulation of the simulation of the simulation of the simulation of the simulation of the simulation of the simulation of the simulation of the simulation of the simulation of the simulation of the simulation of the simulation of the simulation of the si	Ibir Their instances issued any specific floarning sepreturiny voll specific discuss data in the meta-time in a second

Debrief in med	Debriefing for learning 93 © 2013, David Crooker ISEM
Med sim = mostly ? HC serious games = patchy ?	
"A recent systematic review simulation literature identifie (including debriefing) as <u>th</u> feature of simulation-based education."	d feedback e most important
 Fanning & Gaba. 2007. The role based learning. Simulation in Hea * Issenberg et al. 2005. Features medical simulations that lead to e systematic review. Med Teach. 	and uses of high-fidelity

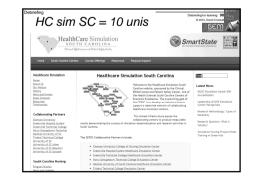


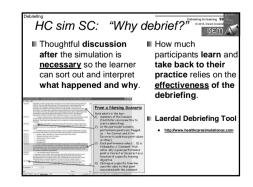
http://www.mhhe.com/activsim/aboutu

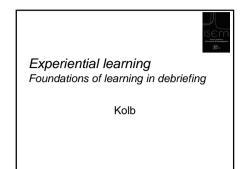


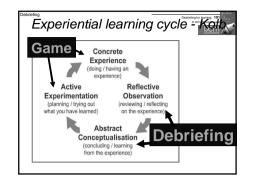


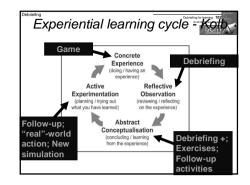
Surge		Debriefing for Issening 97
	Cogn Tech Work (2008) 19:265-274 DOI 10:1007510111-007-0065-9	
	ORIGINAL ARTICLE	
	Debriefing surgeons on non-technic	al skills (NOTSS)
	S. Yule · R. Flin · N. Maran · G. Youngson · A. Mitchell · D. Rowley · S. Paterson-Brown	
	Received: 23 February 2007/Accepted: 29 June 2007/Published onlin © Springer-Verlag London Limited 2007	e: 24 August 2007
	Abstract Surgical trainses must maximise the educa- tional and developmental opportunities of time spent in the operating theatre. Post-operative debriefing on perfor- mento based on observed shills is one way of achieving	Keywords Surgical training - Education - Debriefing - Non-technical skills - Patient safety
	this and is regularly done in other high-risk professions. The non-technical skills for surgeons (NOTSS) behaviour	1 Introduction
	The non-terminal statis for surgeous (NOTSS) behaviour rating system allows surgeous to observe trainces' behav- iour in the workplace and provide feedback for skill improvement in a structured manner. This paper describes the meeters of debriefine using NOTSS and research the	Surgical training in the United Kingdom (UK) has moved away from knowledge-based set pieces in favour of com- petency-based assessment in the workplace. This is encouraging urgater embrasis on identifying the skills
	ne precess of according using works and presents the results of a usability trial. Two case studies also illustrate how the system was used. The majority of surgical trainers	necessary to maximise safe and effective management of rutients. The connectency-based aneroach requires an

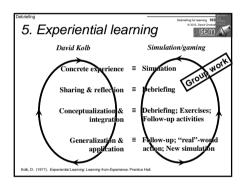


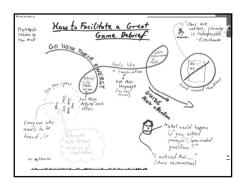


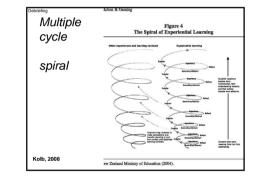


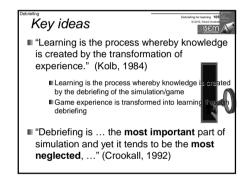


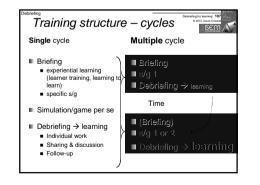


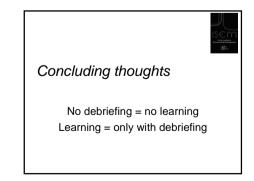


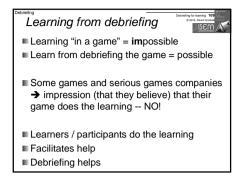


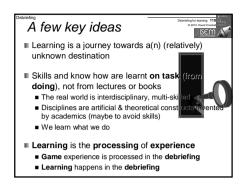


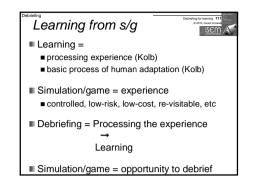


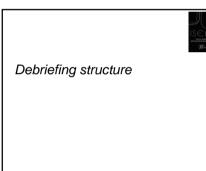












Generic debriefing structure

Generic debriefing structure 2
Application to other experiences and systems; differences & similarities :
What is this activity about?What other situations does it remind you of?
N/hat differences are there between the

. . . .

Debriefing for

What differences are there between the simulation and your previous experience or other systems?

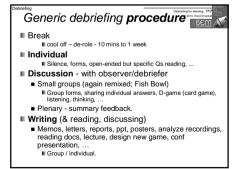
Generic **debriefing** structure 3

Future:

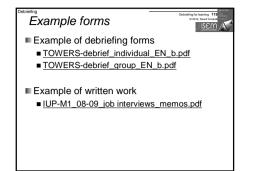
What will you do differently in this kind of situation in the future?

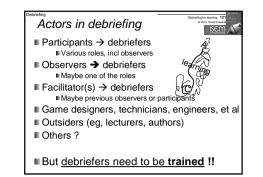
Learning:

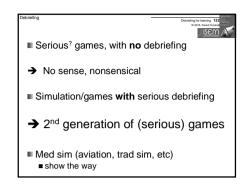
What have you learned about yourself? about others? about this kind of situation or system?



Partcipants	Observers
 What things were you practicing ? Observation Communication Listening Organizing Comparison Co-operation Which ones do you need to improve ? 	 Summary of notes made during play What things were they practicing? Which ones do they need to improve?







Tara	Debriafing for learning 123 © 2013, David Crooked
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