

Is Participation in Technology-enhanced Model United Nations Conferences the Employability Skills Solution for Learners?

Final Report 2016

Dinnen, Mark; Judd, Madelaine-Marie; Lingham, Nicole; Carter, Matthew; Mau, Vandy; Bellamy, Alex; Kinash, Shelley; Trood, Russell; Richardson, Brittany

Published: 01/01/2016

Document Version:

Publisher's PDF, also known as Version of record

[Link to publication in Bond University research repository.](#)

Recommended citation(APA):

Dinnen, M., Judd, M-M., Lingham, N., Carter, M., Mau, V., Bellamy, A., Kinash, S., Trood, R., & Richardson, B. (2016). *Is Participation in Technology-enhanced Model United Nations Conferences the Employability Skills Solution for Learners? Final Report 2016*. Australian Government Office for Learning and Teaching. https://ltr.edu.au/resources/SD14_4405_Dinnen_Report_2016.pdf

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

For more information, or if you believe that this document breaches copyright, please contact the Bond University research repository coordinator.

Is participation in technology-enhanced Model United Nations Conferences the employability skills solution for learners?

Final Report 2016

Lead institution:

Bond University

Partner institutions:

Griffith University

The University of Queensland

Project leader:

Assistant Professor Mark Dinnen

Team members:

Madeline-Marie Judd, Project Manager

Nicole Lingham, Project Manager

Dr Matthew Carter, Bond University

Vandy Mau, Bond University

Professor Alex Bellamy, The University of Queensland

Professor Russell Trood, Griffith University

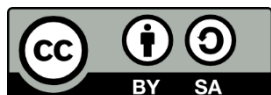
Consultants:

Associate Professor Shelley Kinash

Brittany Richardson

<http://www.muncrevolution.com/>

Support for the production of this report has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this report do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.



With the exception of the Commonwealth Coat of Arms, and where otherwise noted, all material presented in this document is provided under Creative Commons Attribution-ShareAlike 4.0 International License <http://creativecommons.org/licenses/by-sa/4.0/>.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the Creative Commons Attribution-ShareAlike 4.0 International License <http://creativecommons.org/licenses/by-sa/4.0/legalcode>.

Requests and inquiries concerning these rights should be addressed to:

Learning and Teaching Support Unit
Student Information and Learning Branch
Higher Education Group
Department of Education and Training

GPO Box 9880
Location code C50MA7
CANBERRA ACT 2601

<learningandteaching@education.gov.au>

2016

ISBN 978-1-76028-946-1 [PDF]
ISBN 978-1-76028-945-4 [PRINT]
ISBN 978-1-76028-947-8 [DOCX]

Cite as: Dinnen, M., Judd, M-M., Kinash, S., Richardson, B., Lingham, N., Carter, M., Mau, V., Bellamy, A., & Trood, R. (2016). *Is participation in technology-enhanced Model United Nations Conferences the employability skills solution for learners?* Report prepared for the Learning and Teaching Support Unit, Australian Department of Education and Training.

<http://www.muncrevolution.com/>

Acknowledgements

The project team would like to acknowledge and thank the Australian Government Office for Learning and Teaching for funding this research project and particularly Ellen Poels who provided outstanding support. The team wishes to extend gratitude to the students and staff that contributed to this research and participated in the project activities. Particular thanks must be paid to Brock Gunthorpe, Jessica Tselepy, Holli Sargeant, and Mark Borg for their willingness to volunteer as chairs and deputy chairs for the project's Model United Nations Conferences. The team would also like to thank Kelly Robinson and Tracy Burns for graphic design, Brandon Gardiner for photography, and the team from Mom's Friendly Development Company for web development. The project team wishes to also thank the executive leadership teams at Bond University, Griffith University and The University of Queensland for their support of this initiative as well as for their efforts to ensure that the project has sustainable impact at the lead and partner institutions.

List of acronyms used

BA	Bachelor of Arts
BATNA	Best Alternative to a Negotiated Agreement
BrizMUN	Brisbane Model United Nations
GSOC	Global Strategic Operations Centre
IHR	International Health Regulations
IR	International Relations
MUNC	Model United Nations Conference
NPT	Non-Proliferation Treaty
OLT	Office for Learning and Teaching
PBL	Problem-based Learning
PHEIC	Public Health Emergency of International Concern
SBL	Simulation Based Learning
SHOC	Strategic Health Operations Centre
UNSC	United Nations Security Council
WATNA	Worst Alternative to a Negotiated Agreement
WHO	World Health Organization

Executive summary

Issues, Context & Project Aims

Employment rates of higher education graduates have steadily declined. Averaged across disciplines, four months after graduation, less than 70 per cent are employed full-time (Graduate Careers Australia, 2015). As indicated in Figure 1, the situation is particularly bleak for humanities graduates, with only 58 per cent employed full-time. There is growing evidence in the research literature that higher education can lift employability through using targeted strategies (Bennett, Richardson, & MacKinnon, 2015; Jollands et al., 2015; Kinash & Crane, 2015). An illustrative example of efficacious pedagogy is simulation based learning activity, which can effectively strengthen graduate skills such as ethics, civic engagement, communication and critical thinking (Giovanello, Kirk, & Kromer, 2013; Hazleton & Mahurin, 1986; Hertel & Millis, 2002).

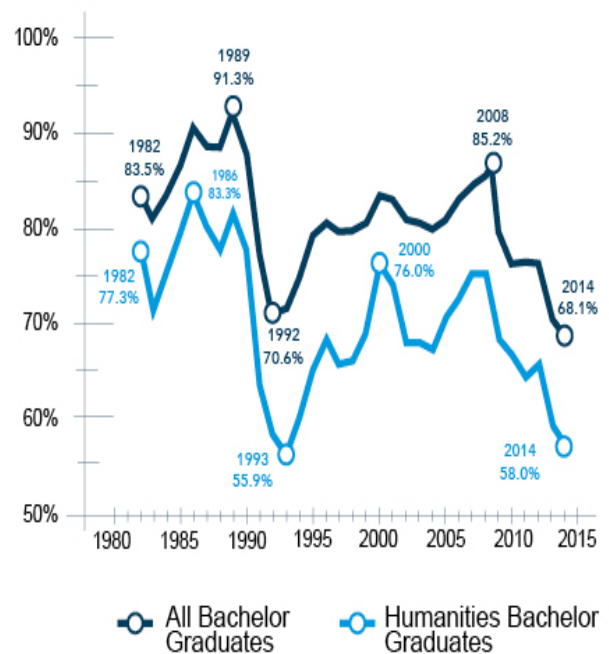


Figure 1. Fulltime employment of graduates reported by Graduate Careers Australia (2015).

Simulation-based activities, such as Model United Nations Conferences (MUNCs), are an effective mechanism through which to develop the skill-sets of students, whilst contextualising subject content into real-world scenarios (Crossley-Frolick, 2010; Hall, 2015; Hazleton & Mahurin, 1986; McIntosh, 2001; Obendorf & Randerson, 2013). The project team created the Global Strategic Operations Centre (GSOC), a computerised software platform that allows for the simulation of escalating crises. The GSOC builds on the Strategic Health Operations Centre (SHOC), which was created by the team in 2014 to illustrate the spread of a pandemic. Both the GSOC and the SHOC platforms facilitate the creation, tracking and escalation of input crises and their associated impact.

Figure 2 illustrates the GSOC process using the example of a pandemic. In this instance a facilitator chooses to simulate a pandemic using the software. In response, students collaborate with their peers in an attempt to mitigate the effects of the given crisis. Students are then tasked with creating and submitting a resolution through the program, which the assessor, or facilitator, examines, ultimately indicating the impact of the resolution on both the simulated state's national power, and the escalating crisis.

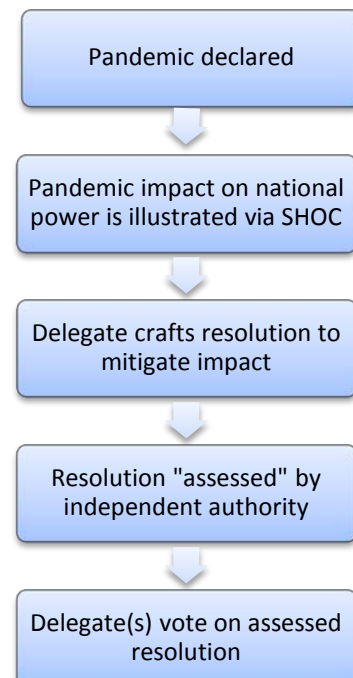


Figure 2. The GSOC Process.

The overall aims of this project were to: 1) pilot test the hypothesis that the MUNC process improves learning outcomes and graduate attributes for improved employability; 2) further explore the use of both non-technology and technology-enhanced MUNCs in a structured and rigorous research process; 3) apply a design-based research approach to recording and analysing full transcript observations from all conferences to assess whether there is improvement in learning outcomes; 4) analyse results to determine whether the impact on learning outcomes and graduate attributes were affected by the introduction of technology to the MUNC process; and 5) engage other educators in the wider sector on the MUNC process through masterclasses and an online, open-access toolkit.

The two main research questions addressed by this project were:

- i. Will evidence emerge that technologically-enhanced Model United Nations Conferences (MUNCs) improve student learning outcomes and graduate attributes for improved employability;
- ii. What is good practice in utilising technologically-enhanced programs for teaching through Model United Nations Conferences?

The project activities included: facilitating six MUNCs with 121 student participants overall (three MUNCs with technology-enhanced software and three without technology); analysis of MUNC transcripts; and hosting two masterclasses attended by 21 educators from four different Australian institutions. The MUNCs were held on the campuses of the partner institutions and were facilitated between May and October of 2015.

Overall results

The participating students appeared to believe that technology-enhanced MUNCs have the capacity to improve learning outcomes and graduate attributes for improved employability. Of students who completed surveys after participating in technology-enhanced MUNCs, 85 per cent recognised the educational value of this learning activity. Furthermore, 74 per cent anticipated what they learnt during the technology-enhanced MUNC to be useful later in life. Through post-participation surveys, 78 per cent of students in both technology-enhanced and regular MUNCs indicated a belief that they learnt concepts and skills that will contribute to their success in the workplace. Whereas a high percentage of overall participants indicated a belief that the MUNCs supported them to better assess their own abilities (71 per cent) and to reflect on the quality of their performance (76 per cent), these beliefs were even higher for those who participated in technology-enhanced MUNCs (five per cent and three per cent higher respectively). The main good practice recommendation for other educators intending to use technology-enhanced programs for teaching through MUNCs is to use the technology to compellingly illustrate the information in order to inspire learners to discover solutions. The technology needs to play a supporting role in the learning exercise, with the primary role of the simulation being played by the learner.

Outputs/Deliverables

1. A **final report** including key issues, strategies and recommendations for incorporation of technology into MUNCs;
2. **Online open-access toolkit** of good practice learning and teaching guides for technology-enhanced MUNCs (<http://www.muncrevolution.com/>);
3. **Six MUNCs** hosting 121 undergraduate and high school students;
4. **Two MUNC masterclasses** delivered face-to-face and posted online for sustainability;
5. Full **Innovation and Development Proposal** to be submitted in 2018.

Table of contents

Acknowledgements.....	3
List of acronyms used	4
Executive summary	5
Issues, Context & Project Aims	5
Overall results	6
Outputs/Deliverables.....	6
List of Figures and Tables	8
Figures.....	8
Tables	8
Chapter 1: Literature Review	9
Employability skills and learning.....	9
Simulation based learning (SBL)	10
Model United Nations Conferences (MUNCs).....	10
Chapter 2: Project Activities	11
Phase One: Planning and Preparation	11
Phase Two: The Model United Nations Conferences	11
Phase Three: Dissemination, Engagement & Impact	13
Chapter 3: Results	14
Demographic information of student delegates	14
The impact of MUNCs on student learning and perceived employability	15
The impact of MUNCs on developing and enhancing key graduate attributes	16
Results of transcript analysis	17
Masterclasses.....	18
Chapter 4: Meaning and Implications of Results	19
Will evidence emerge that technology-enhanced Model United Nations Conferences improve student learning outcomes and graduate attributes for improved employability?	19
What is good practice in utilising technology-enhanced programs for teaching through Model United Nations Conferences?	21
Chapter 5: Impact	23
Chapter 6: Recommendations	24
Recommendations for further research	24
Recommendations for future leaders of seed projects.....	24
Recommendations for educators regarding facilitating technology-enhanced MUNCs.....	24
Recommendations for students to get the most from their MUNC Participation	25
References	26
Appendix A Lead Institution Certification	29
Appendix B Rules of Procedure.....	30
Appendix C Pre MUNC Surveys.....	42
Appendix D Post MUNC Surveys	48
Appendix E Masterclass Presentation	55
Appendix F Pre/Post Surveys for Masterclass	70

List of Figures and Tables

Figures

<i>Figure 1.</i> Fulltime employment of graduates reported by Graduate Careers Australia (2015).	5
<i>Figure 2.</i> The GSOC Process.	5
<i>Figure 3.</i> The duality of employability skills.	9
<i>Figure 4.</i> Project engagement with Facebook.	11
<i>Figure 5.</i> Project engagement with Instagram.	11
<i>Figure 6.</i> Age range of MUNC student delegates.	14
<i>Figure 7.</i> Degree of student delegate MUNC experience.	14
<i>Figure 8.</i> Student self-perceived graduate attributes pre and post participation in MUNCs without technology-enhanced activities.	16
<i>Figure 9.</i> Student self-perceived graduate attributes pre and post participation in MUNCs with technology-enhanced activities.	17
<i>Figure 10.</i> Masterclass participants' years of teaching experience.	18
<i>Figure 11.</i> Educators' masterclass evaluation.	18

Tables

<i>Table 1.</i> An overview of the MUNCs implemented.	12
---	----

Chapter 1: Literature Review

Employability skills and learning

The decline of higher education graduate employment rates has been at the forefront of research and public concern (Barrie, Hughes & Smith, 2009; Guthrie, 2015; Johnes, Taylor & Ferguson, 1987; Kinash & Crane, 2015; Lim, 2010; Ting, 2015). In recent research, employment rates of higher education graduates at four months post-graduation were the lowest in over thirty years, with only 68 per cent of graduates across the disciplines engaged in full-time employment (Graduate Careers Australia, 2015). The employment rate of humanities graduates is particularly problematic at 42 per cent. Researchers have posited a number of variables to explain this decline ranging from: the state of the economy (Calota & Ilie, 2013; Cappelli, 2015; Jackson, 2009); a perceived graduate skill gap (Jackson, 2009); to claims of an oversupply of skilled graduates in proportion to sector demand (Alexandre, Portela & Sa, 2009; Australian Bureau of Statistics, 2013; Montague, 2014). The former Australian Federal Government education minister, the Honourable Christopher Pyne, reiterated the importance of the employability agenda. Pyne (2014) stated that an effective higher education system fosters the development of graduates who are highly employable with progressive, future-oriented knowledge, skills, and attributes (see Figure 3, for project's interpretation of employability skills).

Consequently, extensive research has been conducted in the context of graduate attributes as a mechanism to enhance employability (Barrie, Hughes & Smith, 2009; Bennett, Richardson, Mahat, Coates, Mackinnon & Schmidt, 2015; Guthrie, 2015; Ting, 2015). Graduate attributes, commonly referred to as generic or transferable skills, can be applied across a diverse range of contexts (Cottrell, 2003; Cox & King, 2006; El Tantawi, Abdelaziz, Abdelraheem, & Mahrous, 2014; Knight & Yorke, 2004; Raybould & Sheedy, 2005; Wickramasinghe & Perera, 2010). Barrie (2006) defined graduate attributes as "skills, knowledge and abilities of university graduates beyond disciplinary content knowledge, which are applicable in a range of contexts and are acquired as a result of completing any undergraduate degree" (p. 127). Oliver (2011) conducted a comprehensive analysis of graduate attributes facilitated through Australian higher education institutions. According to Oliver & Whelan (2011), the attributes can be clustered into: "written and oral communication; critical and analytical; problem-solving; information literacy; learning and working independently; ethical and inclusive engagement with communities, cultures and nations" (p. 11). These identified attributes align with other sets articulated nationally and internationally (Ashe, 2012; Dearing, 1997; Harvey & Shahjahan, 2013).

The importance of developing graduate attributes has been reflected in calls from industry for graduates with transferable skill-sets (Raybould & Sheedy, 2005). Although humanities programs have been commended for supporting key graduate attributes such as communication, team work, and critical thinking (Lee, Foster, & Snaith, 2014), graduates from this discipline remains susceptible to some of the lowest employability rates (Graduate Careers Australia, 2015).

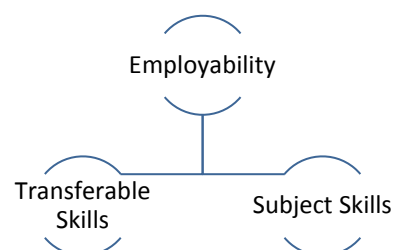


Figure 3. The duality of employability skills.

Educators have thus deployed a series of approaches to develop the employability skill-sets of their students (Ernst & Young, 2012). One such approach, popular across domestic and international higher education, is Simulation Based Learning (SBL).

Simulation based learning (SBL)

Simulation based learning (SBL) means the creation of authentic scenarios and activities which mirror what graduates are likely to experience in the workplace (Starkey & Blake, 2001). SBL thereby allows students to meaningfully engage with cross-disciplinary curricula (Hertel & Millis, 2002) and smoothly transition into careers (Taylor, 2013). Authors have published evidence that SBLs contribute to the development of graduate attributes such as analytic and strategic thinking, communication, teamwork, negotiation and problem solving, (Kauneckis & Auer, 2013; Taylor, 2013) and to engage and empower students (Asal, 2005; Asal & Blake, 2006; Giovanello, Kirk & Kromer, 2013; Simpson & Kausler, 2009).

Model United Nations Conferences (MUNCs)

The simulation of intergovernmental negotiations with Model United Nations Conferences (MUNCs) as the most common manifestation, have been commended as powerful learning experiences for students (Haack, 2008; McIntosh, 2001). The first recorded MUNC occurred in March 1947 and the prevalence of MUNCs has steadily increased to a reported 400 conferences hosting 200,000 to 400,000 delegates on an annual basis (Crossley-Frolick, 2010; Muldoon, 1995; Obendorf & Randerson, 2013). These conferences require delegates to adopt the personas of designated country officials during simulated international discussions. Delegates must research their countries' positions on pre-determined topics or themes and represent the country accordingly (McIntosh, 2001; Obendorf & Randerson, 2013; Taylor, 2013).

MUNCs require peer cooperation and critical thinking, whereby students create solutions to complex real-world issues (Starkey & Blake, 2001). Educators have published empirical evidence noting that through active learning experiences such as MUNCs, students develop communication, presentation, negotiation, and research skills (Haack, 2008; Hall, 2015). Development of these graduate attributes is critical in a context where there is increasing evidence that humanities and other Bachelor of Arts (BA) graduates commonly suffer from "lack of confidence... to sell themselves to employers" (Harvey & Shahjahan, 2013, p. 5). Educational researchers recommend greater emphasis on incorporating practical components within BA curricula to contextualise content and learning experiences. It is posited that simulation based activities, such as MUNCs, have the ability to foster and develop communication and presentation skills, whilst contextualising content and real-world issues.

Chapter 2: Project Activities

The aims of this project were to refine, develop, assess, disseminate, and engage other educators in the teaching approach of technology-enhanced MUNCs to enhance student learning outcomes and graduate attributes for improved employability. In order to achieve this, the project activities were conducted in three consecutive phases.

1. Planning and preparation
2. Assessment of Model United Nations Conferences (MUNCs)
3. Dissemination, engagement, and impact

Prior to project commencement, ethics approval was obtained from the human research ethics committee at the lead institution (RO15112).

Phase One: Planning and Preparation

A project team meeting was conducted on 24 January, 2015 to finalise conference dates, recruitment strategies, logo branding, and to delineate project tasks among team members. The project team decided that developing a social media presence would assist in recruiting students for MUNC participation. Subsequently, the project team created Facebook and Instagram pages. As indicated through Figures 4 and 5, social media served as an effective means of gaining student attention. The numbers represent the views and/or 'likes' within the respective social media platform. The project team followed-up with the students who had engaged through social media and secured 121 registered students for participation across a total of six MUNCs.

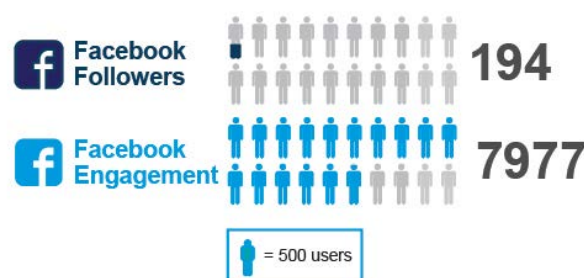


Figure 4. Project engagement with Facebook.

During phase one, the project team were invited to attend the 2015 Brisbane Model United Nations (BrizMUN), administered by experienced final year university students. During the BrizMUN, the OLT project team was invited to deploy and utilise the Global Strategic Operations Centre (GSOC) program. The GSOC program was created by members of the research team in order to simulate the impacts of a global crisis, challenging students to respond to the crisis in a collaborative way to mitigate this impact. The use of the program at BrizMUN served as a pilot test, allowing refinement of the software and approach for the OLT project's MUNCs.

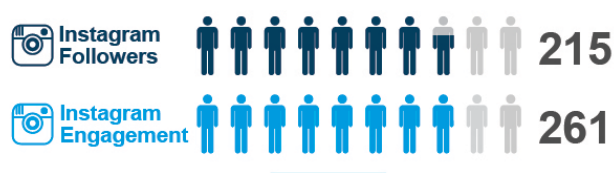


Figure 5. Project engagement with Instagram.

Phase Two: The Model United Nations Conferences

The project facilitated six MUNCs: three with the use of the GSOC (technology-enabled) platform, and three without the use of technology. Specifically, technology-enhanced MUNCs refer to the use of digital displays to progressively illustrate escalating crises. For example, the GSOC platform allows facilitators to display a large world heat map on the screen and illustrate the development, and escalation, of a growing crisis. The animation of the heat map allowed the facilitator to illustrate the differences in severity of the crisis by using shading or colours across

Is participation in technology-enhanced Model United Nations Conferences the employability skills solution for learners?

different countries or regions. Students were compelled to think on their feet and to collaborate with neighbouring national delegates as the technology helped them to visualise the disastrous effects of failing to make decisions.

As illustrated in Table 1, the MUNCs consisted of a diverse range of topics and timeframes. The locations were pre-established within the proposal design and housed on the campuses of partner institutions. The scheduling was based upon feedback obtained from stakeholders, with the rationale that delivery gaps allowed the project team to analyse the implications of variations to student learning outcomes. The durations were designed for pedagogical reasons, aligned with the complexity of the MUNC topics. The topics were opportunistic based on current events. The student numbers were based on registrations. All MUNCs were ungraded and student participation was optional and voluntary.

Table 1

An Overview of the MUNCs implemented.

MUNC No.	Location	GSOC	Date	Length	Topic	No. of delegates	Survey Response Rate
1	Bond University		29/5 2015	6 hours	International Health Regulations (IHR)	25	Pre: 25
							Post: 25
2	Bond University	✓	5/6 2015	6 hours	2015 Public Health Emergency of International Concern (PHEIC)	28	Pre: 28
							Post: 25
3	Griffith University		26/9 2015	3 hours	Nuclear Non-Proliferation Treaty (NPT)	22	Pre: 22
							Post: 21
4	Griffith University	✓	26/9 2015	3 hours	Diaoyu Islands Missile Crisis	22	Pre: 22
							Post: 19
5	Bond University	✓	23/10 2015	90 mins	European Refugee Crisis	12	Pre: 12
							Post: 11
6	Bond University		23/10 2015	90 mins	Emergency Special Session: Mass Kidnapping of Foreign National Minors within France	12	Pre: 12
							Post: 9

Note. GSOC = Global Strategic Operations Centre program

Pre and post surveys were administered to all MUNC delegates (see Appendices C and D). These surveys were designed to measure the student delegates':

- Demographic information;
- Self-perceived impact of MUNCs on learning;
- Self-perceived impact of MUNCs on developing and enhancing key graduate attributes;
- Student beliefs about the extent to which technology-enabled (as compared to non-technology-enabled) MUNCs foster learning and development environments.

Table 1 also shows the response rates across each MUNC and survey version. Survey data was qualitatively and quantitatively analysed using manual coding and narrative theme identification as well as descriptive statistics through Microsoft Excel. Data analysis was conducted by the Project Leader, confirmed and discussed with the rest of the project team, and then validated by an external consultant. In addition to the surveys filled-out by delegates, each conference was audio-recorded, transcribed, and then thematically analysed. Analysis was conducted by two team members using NVivo qualitative software.

Certain limitations should also be noted. The main research limitations were the small sample sizes and unequal group numbers. From a research perspective (as elaborated in the results section of this report) the validity and reliability of the results were also compromised by the number of uncontrolled variables (e.g., duration, topic, and prior experience). It is also likely that the inconsistent survey response rate between pre and post MUNC surveys further exacerbated the small research sample size. The seed team thereby recommends that a future Innovation and Development project recruits a larger sample size and implements random allocation to either a technology-enhanced MUNC or non-technology enhanced MUNC (control group). All extraneous variables, including topic, duration, and previous experience should also be help constant. It may also be helpful for future studies to incentivise survey completion to improve response rates.

Phase Three: Dissemination, Engagement & Impact

The final phase involved dissemination of project findings. This included the development of a final report, good practice guides, a project website, and two MUNC masterclasses for educators. The masterclasses were promoted at all three partner institutions through the following methods:

- Over 450 flyers were distributed to academic staff;
- Personalised emails were sent to over 30 academic colleagues; and
- Advertisements were posted through the staff daily email digest and digital signage at Bond University.

Over twenty educators attended each of the Bond and Griffith University masterclasses. The masterclasses were conducted over two and a half hours in which the project leader presented the research findings, answered educator questions, and showcased the simulation of the GSOC platform (see Appendix E for the masterclass PowerPoint presentation). The presentations had a high attendance rate from registration, with 94 per cent of registrants attending the masterclasses. The project team designed pre and post masterclass surveys to measure educator perceptions of the utility of technology-enhanced MUNCs to develop graduate attributes (see Appendix F for pre and post masterclass surveys). Of the 21 educators who attended, 15 responses were received, with a total response rate of 71 per cent.

The project leader was also invited to present at the Bond University Learning and Teaching Week 2015. On 1 October, 2015 the project leader presented the preliminary research findings to 18 Bond University educators. This was opportunistic extension dissemination and assured embedded impact at the lead institution.

Chapter 3: Results

Demographic information of student delegates

Gender and Age

Both the technology-enhanced and non-technology MUNCs included a balanced mix of females and males. The technology-enhanced MUNCs were equally split with female/male representation and the non-technology MUNCs differed by one per cent (with females having a slightly higher enrolment). As illustrated in Figure 6, 90 per cent of the student delegates from the non-technology and technology-enhanced MUNCs were within the age range of 18 to 25 years.

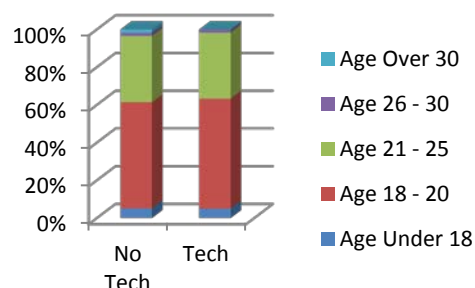


Figure 6. Age range of MUNC student delegates.

Degree of experience

The surveys also sought to elicit prior experience in attending, and participating in, MUNCs. Figure 7 highlights the experience levels between the technology-enhanced and non-technology MUNCs. As illustrated by Figure 7, participants in the technology-enhanced MUNCs were more MUNC experienced than participants in non-technology-enhanced MUNCs. For example, 31 per cent of the participants in the technology-enhanced conferences had never attended a MUNC before versus 54 per cent of the participants in the non-technology-enhanced MUNCs. Upon further analysis, this difference is largely explained by the repeat-attendance and sequencing of the MUNCs. The MUNCs with technology-enhanced activities were conducted after those without and many of the same students attended both.

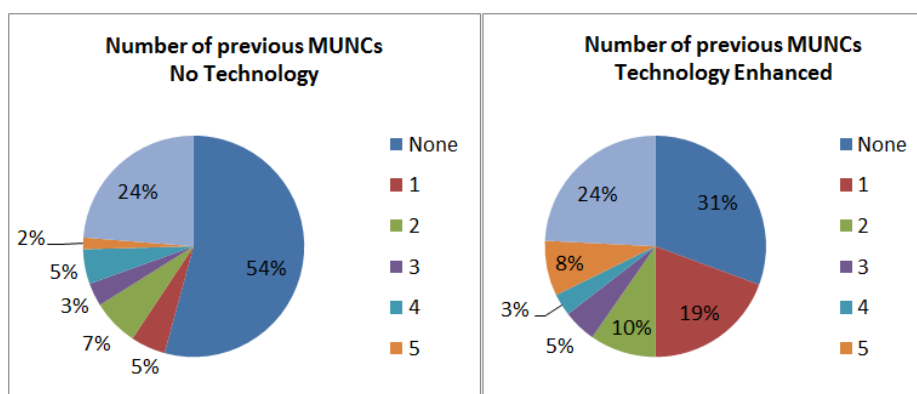


Figure 7. Degree of student delegate MUNC experience.

Level of preparation

The level of preparation carried out by delegates was varied; however, the majority of attendees spent up to three hours preparing for each conference. Notably, 85 per cent of participants in both types of conferences reported intentions to spend more time preparing for their next MUNC.

The impact of MUNCs on student learning and perceived employability

Educational value and student satisfaction of MUNCs

For both the technology-enhanced and non-technology MUNCs, approximately 78 per cent of student delegates either 'agreed' or 'strongly agreed' that participating in a MUNC was a valuable way to learn concepts and skills that will contribute to their success in the workplace. A total of 87 per cent of delegates in both types of MUNCs 'agreed' or 'strongly agreed' that the MUNC was of educational value. Participation in MUNCs appeared to increase students' awareness regarding potential employment in international relations fields, with post-MUNC surveys revealing a 25 per cent (technology-enhanced) and 12 per cent (non-technology enhanced) increase in endorsement of 'agree' or 'strongly agree' for this statement. Notably, participation in the MUNCs also appeared to reduce perceptions of public speaking anxiety, with 74.6 per cent of delegates in the technology-enhanced conference and 67 per cent in the non-technology enhanced conference reporting a reduction in level of anxiety experienced when speaking.

Post survey results suggested that MUNC simulations were perceived to be an effective learning tool by students, helping them to understand how complex situations unfold, with 77 per cent of participants in non-technology MUNCs and 84 per cent of participants in technology-enhanced MUNCs either 'agreeing' or 'strongly agreeing' to this statement. Furthermore, students indicated a strong belief that the MUNC platform provided them access to an experience they may not otherwise have had in the university context, with over 85 per cent of delegates from the non-technology MUNC and 93 per cent of delegates from the technology-enhanced MUNC either 'agreeing' or 'strongly agreeing' with the relative statement.

Overall, 74 per cent of delegates stated that simulations (whether or not technology-enhanced) maintained their interest. Although students who attended the technology-enhanced MUNCs had slightly higher positive engagement scores (77 per cent for technology enhanced vs 73 per cent for non-technology-enhanced), it is unknown whether these differences were statistically significant due to sampling limitations (e.g., small sample size, inconsistent group numbers). When asked if they would like to take part in future simulated-based learning exercises following-on from this MUNC experience, 89 per cent of respondents from the technology-enhanced MUNCs and 85 per cent from the non-technology MUNCs responded positively.

Students reported that participation in the MUNCs provided them with an opportunity to assess their own skills and capabilities, particularly when technology was introduced. Over 75 per cent of technology-enhanced delegates and 67 per cent of non-technology delegates 'agreed' or 'strongly agreed' that participation in a MUNC allowed them to more accurately measure their abilities compared to traditional simulated learning environments. Furthermore, 78 per cent of technology-enhanced delegates and 75 per cent of non-technology delegates 'agreed' or 'strongly agreed' the MUNC provided a method to reflect on the quality of their performance.

Overall, it should be noted that although minor differences between the technology-enhanced and non-technology enhanced groups were revealed, statistical significance cannot be inferred due to sampling limitations (e.g., small sample size, inconsistent group numbers). Despite this, the findings do provide some insight into the possible differences between technology-enhanced and non-technology enhanced MUNCs, which warrant further empirical investigation.

The impact of MUNCs on developing and enhancing key graduate attributes

To assess the impact of MUNCs on developing and enhancing key graduate attributes, participants were asked to 1) complete pre-MUNC surveys to evaluate traits they believed could be developed through participation in simulation-based learning, and 2) complete post-MUNC surveys to reflect upon how these views changed after participation in a MUNC.

Additional survey questions were designed to prompt students to perform self-evaluations of their own abilities and subsequently into how they felt these skills and graduate attributes were developed through participation in the MUNCs.

MUNC Graduate Attributes: Summary and Emerging Themes

Overall, the survey results indicated a relationship between the participants' MUNC experiences and self-perceived development of various key graduate attributes. One of the questions presented students with a list of ten literature-derived key graduate attributes. Students were then asked to select which ones they felt could be facilitated through simulation based learning. Participants were presented with the same question in the post-survey.

The attributes included:

- Thinking critically;
- Engaging with world issues;
- Professional understanding;
- Thinking spontaneously;
- Independence and creativity;
- Interpreting and responding to digital information;
- Contributing appropriately to group processes;
- Communicating with confidence and authority;
- Mentoring and being mentored by others; and
- Ethical and social understanding.

The majority of pre-survey respondents indicated a belief that participation in simulation based learning, such as a MUNC, could facilitate development of nine of the ten listed attributes (See Figures 8 and 9). The anomaly was with regard to the attribute *mentoring/being mentored by others*, which was selected by only 42 per cent of pre-MUNC survey respondents. After participation in a MUNC, the majority of respondents agreed that MUNCS helped facilitate the development of all ten attributes.

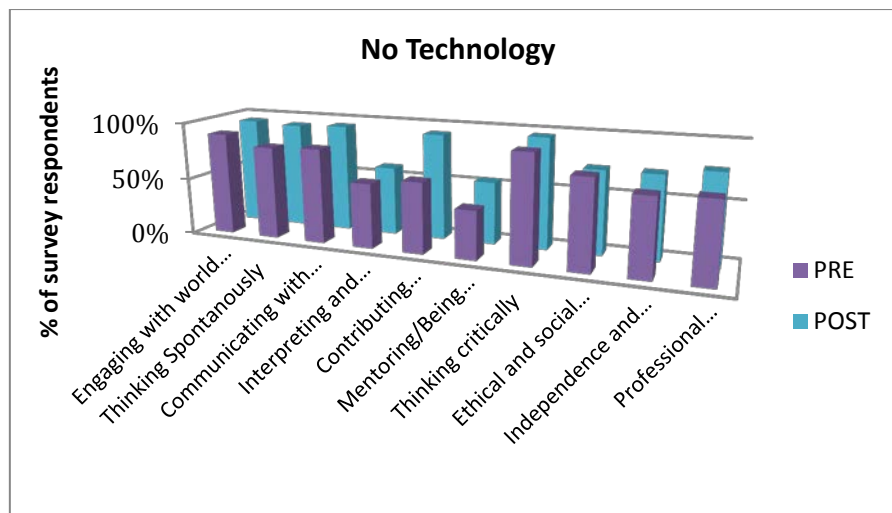


Figure 8. Student self-perceived graduate attributes pre and post participation in MUNCs without technology-enhanced activities.

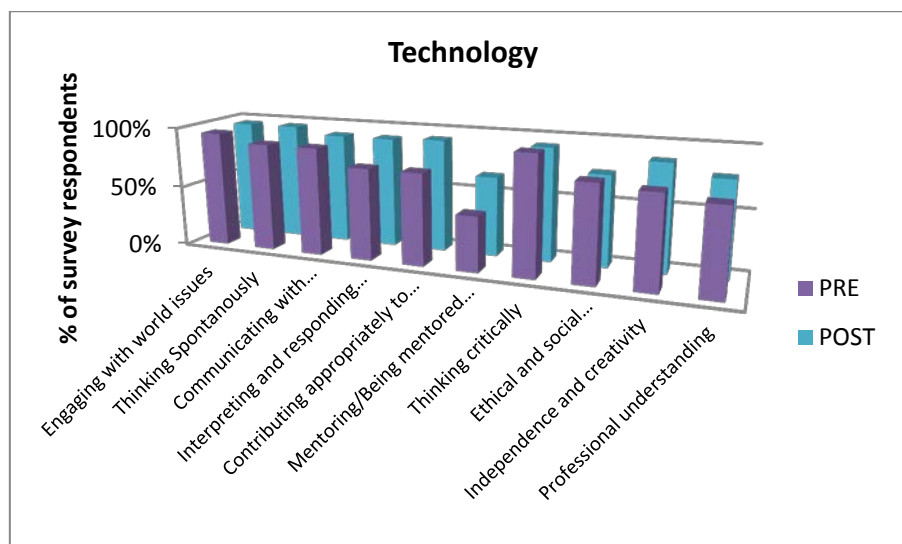


Figure 9. Student self-perceived graduate attributes pre and post participation in MUNCs with technology-enhanced activities.

Post survey results indicated that, after experiencing a MUNC, students appeared to recognise, and have a stronger appreciation for, the role of simulation-based learning in preparing graduates, specifically when technology was used to enhance the experience.

Results of transcript analysis

Qualitative analysis and comparison of the transcripts between MUNCs run with and without technology-enhanced activities revealed that in the latter, delegates discussed a greater number of unrelated topics. Furthermore, there were a greater number of instances whereby the facilitators and chairs reiterated and reinforced the *rules* and *procedures* in response to transgressions and noise indicating distractions. The project team postulated these results possibly indicate that technology-enhanced activities heightened the engagement of participants, while also keeping them focussed and on-task. It is recommended this hypothesis be tested in future projects evaluating technology-enhanced MUNCs.

Masterclasses

The final phase of the project included conducting two masterclasses for educators. One was held at Bond University and the other at Griffith University. The purposes of these masterclasses were to disseminate research findings and share effective strategies to enhance student learning outcomes, such as the development of graduate attributes (see Appendix E for Masterclass presentation).

In total, twenty-one educators from four different institutions and from the Royal Australian Navy ($n = 3$) participated in the two masterclasses. Educators were from a range of disciplines. As illustrated in Figure 10, the majority of educators possessed fifteen or more years of teaching experience, with over sixty per cent of educators describing their roles to include both research and teaching.

As illustrated in Figure 11, when asked for impressions of the technology-enhanced MUNC platform, educators provided a favourable endorsement. Furthermore, 90 per cent of educators either 'agreed' or 'strongly agreed' that the masterclass appeared to illustrate the educational value of incorporating technology-enhanced pedagogies into their teaching practice. The masterclass

also appeared to provide the opportunity for educators to reflect on their approaches to teaching. When asked if the masterclass helped them to identify further teaching strategies to enhance graduate employability, 72 per cent either 'agreed' or 'strongly agreed.'

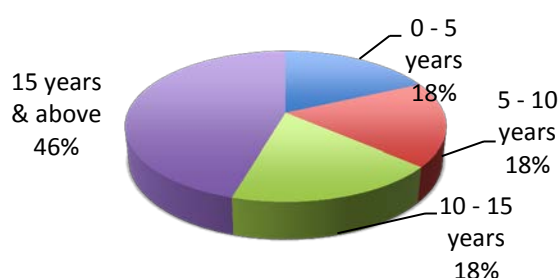


Figure 10. Masterclass participants' years of teaching experience.

Anecdotal evidence from informal educator feedback further reinforced a belief in the potential of technology-enhanced MUNCs to enhance transferable skills. In particular, educators noted the potential for advancing multicultural experiences and cultural appreciation for students, as well as the interdisciplinary nature and appeal of the MUNC platform as a means to enhance diverse students, learning outcomes.

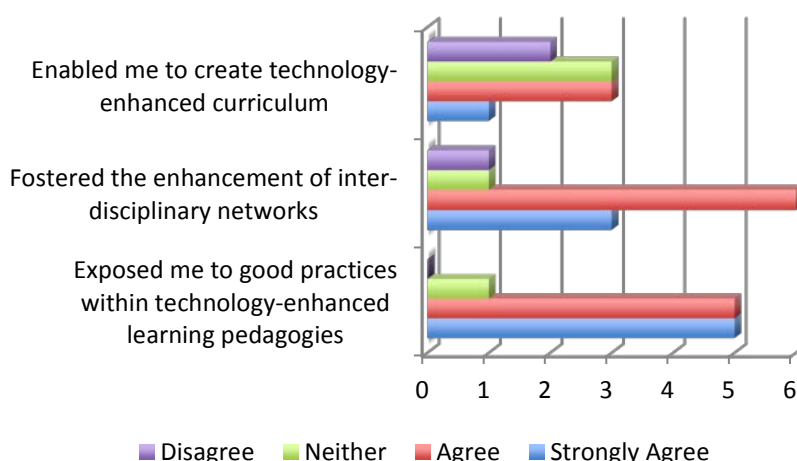


Figure 11. Educators' masterclass evaluation.

Chapter 4: Meaning and Implications of Results

This chapter addresses the key research questions guiding this project:

- a) Will evidence emerge that technology-enhanced Model United Nations Conferences improve student learning outcomes and graduate attributes for improved employability?
- b) What is good practice in utilising technology-enhanced programs for teaching through Model United Nations Conferences?

Will evidence emerge that technology-enhanced Model United Nations Conferences improve student learning outcomes and graduate attributes for improved employability?

The results of this project appeared to indicate endorsement from students on the educational value of MUNCs, particularly those that included technology-enhanced activities. Furthermore, results indicated that participating students believed that MUNC participation (and again particularly when technology was included) supported their development of graduate attributes and thus heightened their employability.

Delegate research and engagement

The onus of responsibility was placed upon individual delegates to spend an appropriate amount of time researching the issues, or themes, as well as their designated country's position on these issues/themes. Student delegates were assigned countries two weeks prior to the conference, and informed of the issues/themes one week prior. Delegate preparation varied widely and there was persistent feedback from student delegates in both MUNCs formats that overall they should have spent more time preparing.

Without the enhancement offered by technology, delegates were reliant on their own knowledge to contribute to the proceedings. For first-time MUNC participants (particularly from MUNCs without technology-enhanced information displays), this appeared to be a significant hurdle. One learner (from a MUNC without technology-enhanced activities) commented that if he had *"more information concerning topics/issues for discussion, if presented, would have led to increased participation from myself."* Other delegates requested further information. An illustrative example of this (again from a participant in a non-technology-enhanced MUNC) included a student who requested *"a summary sheet about the country you represent."* In contrast, when analysing technology-enhanced conference transcripts, commentary largely related to procedural issues, or matters that were in control of the chair, as opposed to a lack of delegate preparation.

Some delegates of the non-technology MUNCs questioned the intent of the conference. For example, an illustrative participant comment was, *"no practical effect, only theoretical – how was what I did a contribution?"* Other concerns raised by students involved the repetitive nature of student contributions. An illustrative comment was, *"most statements given were just that they agreed with a previous country's submission, without much original thought to move along the dialogue."* These types of comments appeared less prevalent in the transcripts from technology-enhanced MUNCs; however, further research is needed to quantitatively verify these findings.

Through the use of the GSOC platform, the project team was able to evolve and escalate the crisis over the length of the conference. In some instances this was done blindly by members of the team that were outside of the conference room and at other times the chair was able to activate an incident or a further crisis should he or she feel the room was getting stuck on minutia. The evolution and staging of the crisis was, as one delegate put it, *“integral to teaching the processes of solving complicated issues.”* That being said, the crisis evolution process must be carefully managed. During the six hour technology-enhanced MUNC at Bond University, a delegate commented that *“it was easy to lose focus of the matter at hand as other issues came up – and we did lose focus.”* Therefore, it is vital that technology-enhanced conferences are carefully managed to ensure the intent of the exercise is realised.

The addition of reality to the simulation exercise further lends itself to enhancing learning outcomes. Learners commented that *“the ability to witness the direct effects of the decisions made”* was central to the simulation being considered authentic and valuable. Without being made aware of the ramifications of their actions and thus closing the feedback loop, conference delegates frequently appeared to derive unrealistic determinations. However, the GSOC platform appeared to provide an avenue to receive feedback and appreciate the impact of the decisions being made, thereby allowing delegates to determine if the costs of such actions outweighed the benefits. This project appeared to reinforce the notion of accountability as a vital element of the learning outcomes for the MUNC experience; without accountability, there appeared to be a danger of the exercise losing its pedagogical value altogether.

The project appeared to provide delegates with the opportunity to evaluate the graduate attributes they thought they had derived from the MUNC process. As described in the results section, the learners believed there was high value in participating within a MUNC as a learning exercise. There was some variance based on the amount of time the learners engaged in a conference that appears to warrant investigation through a larger, more controlled study. The results from this seed project appeared to indicate that the longer the duration of the conference (particularly in the case of technology-enhanced MUNCs); the higher the delegates rated their development of graduate attributes. Analysis of the transcripts suggested this may have been a result of the substantive period of time devoted to explaining the software platform. The determination of whether or not a student has acquired an attribute to enhance employability is somewhat difficult. In the case of this project, these gains were self-assessed. However, there is strong reason to tentatively believe that the use of the software platform to evolve the crisis and ensure accountability for decisions contributed towards a greater level of student contribution.

Within the project’s technology-enhanced MUNCs, more learners made contributions, there was a greater reduction in the level of participation anxiety reported by delegates, and students demonstrated more capability to creatively mitigate the impacts of a variety of crises. That being said, the level of improvement in learning outcomes and graduate attributes can only be ensured via following good pedagogical practice. In summary, the data tentatively suggests possible relationships between technology, student contribution, pedagogy, and the development of graduate attributes. It is recommended these relationships be pursued through further study.

What is good practice in utilising technology-enhanced programs for teaching through Model United Nations Conferences?

The results of the project provided suggestions and guidelines to follow to ensure good practice in technology-enhanced MUNCs for heightened impact on learning outcomes and graduate attributes and employability. The suggestions presented below were empirically derived through analysis of student post-participation surveys, analysis of recorded and transcribed conference proceedings, documented observations of the project team, in addition to dissemination discussions and survey results from masterclass participants. The content presented below is a brief overview of the three stages of good practice developed through this research project. There are three elements to consider when promoting best practice: pre-conference briefings, conference proceedings, and the post-conference debrief.

Pre-Conference Briefing

Once the logistics of the MUNC have been organised, it is suggested the process should unfold as outlined below:

- Thematic adoption – prior to conference registration occurring, ensure that a theme or scenario has been adopted for the conference;
 - Thematic mapping – on adopting a conference theme, the educator should commence a mapping process to illustrate the evolution of the theme. This mapping should lead to the creation of three to five additional scenarios, which may or may not be utilised.
- Student registration – specifically, in relation to country allocation, it is important to consider the level of learning that the educator wishes to instil. If learners are expected to research a country position, allocating specific countries to students can ensure an equal playing field. Taking this into consideration, there are two approaches to consider for country allocation:
 - Self-allocation – provides the learner the opportunity to select their country of representation, which may decrease the level of research required, that is, if a South Korean student chooses South Korea.
 - Educator allocation – learners are allocated their country by conference organisers. The advantage of this approach is that it decreases the chances of unfair advantage.
- Research process – once participants have been assigned their country and are aware of the chosen theme, the research expectations should be clearly outlined. At a minimum this should include research into the theme, and their country's position on the topic. Ideally, learners would be encouraged to research relevant resolutions and treaties, other country and regional positions, and develop their strategy for the conference, for example, BATNA (Best Alternative to a Negotiated Agreement), WATNA (Worst Alternative to a Negotiated Agreement).
- Creation of an online environment – establish an online chat room or group for delegates to arrange meetings and hold discussions prior to the conference. This will also provide an avenue for first-time delegates to reach out for guidance.
- Pre-conference briefing – organisers should arrange a pre-conference briefing to explain the MUNC process, the rules of procedure, and any technology-enhanced approaches being utilised. The central premise of the pre-conference briefing is to ensure the conference proceedings commence as scheduled.

Conference Proceedings

Conference proceedings should be conducted in an orderly fashion. The conference should be presided over by a chair; the selected chair is preferably a peer of the conference delegates and is able to command a presence within the conference room. In evolving the theme, or creating a crisis, a few issues should be considered:

- Is the room progressing towards a conclusion, or are they stalled?
- Will the additional crisis/information impede the process of negotiation, or improve it?
- Has the room become comfortable enough for the scenario to progress?

The use of additional scenarios, or the provision of further information, should be considered by the educator as a way to implicitly incorporate a time limit into the proceedings.

Evaluations of the resolutions by the educator should occur in a timely fashion to ensure progress of the conference. However, delegates may need to be reminded of their positions and the purpose of the exercise. Learners will inevitably attempt to stray from their role as the representative of a country, and attempt to pass resolutions that appear to be more akin to a political decree. The role of the educator, in collaboration with the chair, is to ensure the learners are aware of the collaborative nature of the solution, and the need to push for consensus, not a unilateral approach.

Post-Conference Debriefing

On concluding the conference, debriefing is crucial to ensure students understand the learning outcomes of the exercise as well as the explicit development of graduate attributes and employability. The role of debriefing in simulation based learning is vital as, without it, the likelihood of the learner appreciating the breadth of the learning exercise is significantly lower. Furthermore, graduates need to be able to express their employability attributes to potential employers. Debriefing can help students and future graduates to explicitly identify what they have learnt through MUNC participation, which they can then use as concrete examples in interviews. Some of the student delegates participating in this project endorsed the use of the project survey as a type of debrief tool. At a minimum, conference delegates should be asked to comment on their satisfaction with the result and process of the negotiation, prior to being asked to reflect on their experience throughout the conference.

Chapter 5: Impact

Changes (evidenced and anticipated) at:	Project completion	6 months post completion	12 months post completion	24 months post-completion
(1) Team members	Enhanced global networks for facilitating effective MUNCs. Presentation at Bond University 2015 Learning and Teaching Week	Submission of peer-reviewed journal paper for publication consideration	Professional development for incorporating simulation-based exercised in curriculum	Peer review journal article cited in other publications
(2) Immediate students / graduates	121 students participated in MUNCs, thereby enhancing skill sets		More students participating in MUNCs	Heightened employability of MUNC participants
(3) Spreading the word	Project engaged with over 7900 people via Facebook		Good Practice Guides and Final Report posted on MUNC website	Project Leader conducted three additional masterclasses for educators
(4) Narrow opportunistic adoption	Masterclasses attended by 21 educators at partner institutions			
(5) Narrow systemic adoption		Submission of Crisis Centre to be developed at Bond University	Partner institutions use Good Practice Guides for student and staff development	MUNCs embedded in multiple disciplines as co-curricular employability strategy
(6) Broad opportunistic adoption	Project Leader attended the 2015 Japan University English Model United Nations (JUEMUN) Conference		Project Leader presented at 2016/2017 JUEMUN Conference	Japanese higher education institutions embedded MUNCs as co-curricular strategy
(7) Broad systemic adoption				Submission of Innovation and Development grant to PELTHE

Chapter 6: Recommendations

Throughout the life of this project the project team developed a number of recommendations.

Recommendations for further research

- The establishment of a larger scale innovation and development project that provides for a more controlled research methodology;
- Wider research into the impact of MUNCs, both technology enhanced and non-technology enhanced, on the employability experience of previous delegates – reach out to previous delegates to measure the contribution they perceive the MUNC experience has made to their careers;
- What role could simulation based learning play in developing other employability skills, for example, multi-cultural collaboration;
- What role could technologically enhanced MUNCs play in enhancing education amongst disadvantaged learners?

Recommendations for future leaders of seed projects

- Acquire a mentor to assist and guide you through the seed project process.
- Ensure the roles and responsibilities for each team member are clear from the creation of the proposal. Ensure an equitable distribution of responsibilities that allows for easier oversight of the project process.
- Managing a social media presence can be a time consuming process. That being said, it is also beneficial. Ensure that a member of the team is well versed in social media management if there is a need to engage with student learners.
- Investigate ways to incentivise the survey completion process to ensure a consistent response rate between pre and post surveys

Recommendations for educators regarding facilitating technology-enhanced MUNCs

- The three-phased approach to MUNCs - pre-briefing; simulation; and de-briefing – will provide your learners with the strongest learning experience.
- The inclusion of technology should be as a support mechanism for the negotiations that take place within the conference itself.
- Ensure that delegates are accountable for their actions. The virtue of the technological simulation is the examination process attached to the resolutions. Delegates are unable to get away with outlandish resolutions if they are held to account for their actions.

Recommendations for students to get the most from their MUNC Participation

- The four P's (preparation prevents poor performance) will help you, but you must discover a way to overcome hesitation about making a contribution. Almost every first time delegate expressed concern about making a viable contribution, but they eventually did. In short, the sooner participation occurs, the better the learning experience.
- Organisation – if you are going to represent a country's national interest you need to be organised about your approach to the negotiation. Spend time preparing your research in a logical fashion; understand the role of the organisation and the role of your country within it.
- Perhaps most importantly have fun! By participating in a MUNC you are able to represent a country in a simulated environment. By working together you may be able to solve some of the more complicated issues being faced by the international community.

References

- Alexandre, F., Portela, M. & Sá, C. (2009). Admission conditions and graduates' employability. *Studies in Higher Education*, 34(7), 795-805. doi: 10.1080/03075070802688553
- Asal, V. (2005) 'Playing games with international relations', *International Studies Perspectives*, 6(3), pp. 359–373. doi: 10.1111/j.1528-3577.2005.00213.x.
- Asal, V. & Blake, E. L. (2006) 'Creating simulations for political science education', *Journal of Political Science Education*, 2(1), pp. 1–18. doi: 10.1080/15512160500484119.
- Ashe, F. (2012). Harnessing Political Theory to Facilitate Students' Engagement with Graduate 'Employability': A Critical Pyramid Approach. *Politics*, 32(2), 129-137. doi: 10.1111/j.1467-9256.2012.01435.x
- Australian Bureau of Statistics. (2013). *Young adults: Then and now*. Retrieved 12/01/2016 from: <http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4102.0Main+Features40April+2013>
- Barrie, S. (2006). Understanding what we mean by generic attributes of graduates. *Higher Education*, 51(2), 215-241. doi: 10.1007/s10734-004-6384-7
- Barrie, S., Hughes, C. & Smith, C. (2009). *The National Graduate Attributes Project: Integration and assessment of graduate attributes in curriculum*. Sydney, Australia: Australian Learning & Teaching Council. Retrieved 12/01/2016 from: <http://www.olt.gov.au/project-integration-assessment-graduate-sydney-2007>
- Bennett, D., Richardson, S. & MacKinnon, P. (2015). *Enacting strategies for graduate employability: How universities can best support students to develop generic skills: Final Report 2015*. Sydney, Australia: Australian Government Office for Learning and Teaching.
- Bennett, D., Richardson, S., Mahat, M., Coates, H., MacKinnon, P. & Schmidt, L. (2015, July). Navigating uncertainty and complexity: Higher education and the dilemma of employability. Paper presented *Research and Development in Higher Education: Learning for Life and Work in a Complex World*. Melbourne, Australia.
- Calota, G. & Ilie, G. (2013). The lost generation. An analysis on the employability of higher education graduates in Europe. Case study: Romania, *Internal Auditing and Risk Management*, 30(1), 135-144.
- Cappelli, P. H. (2015). Skill gaps, skill shortages, and skill mismatches: Evidence and arguments for the United States. *Industrial and Labor Relations Review*, 68(2), 251-290. doi: 10.1177/0019793914564961
- Cottrell, S. (2003). *Skills for success: Personal development and employability*. London, England: Macmillan Education UK.
- Cox, S. & King, D. (2006). Skill sets: An approach to embed employability in course design. *Education + Training*, 48(4), 262-274. doi: 10.1108/00400910610671933
- Crossley-Frolick, K.A. (2010). Beyond Model UN: Simulating Multi-Level, Multi-Actor Diplomacy Using the Millennium Development Goals. *International Studies Perspectives*, 11(2), 184 – 201. doi: 10.1111/j.1528-3585.2010.00401.x
- Dearing, R. (1997). *Higher education in the learning society*. Retrieved 15/01/2016 from the National Committee of Inquiry into Higher Education website: <http://www.leeds.ac.uk/educol/ncihe/>
- El Tantawi, M.M.A., Abdelaziz, H., Abdelraheem A.S., & Mahrous, A.A. (2014). Using peer-assisted learning and role-playing to teach generic skills to dental students: the health care simulation model. *Journal of Dental Education*, 78(1), 85 – 97.

- Ernst & Young. (2012). *University of the future: A thousand year old industry on the cusp of profound change* (Score No. AU00001492). Retrieved 23/01/2016 from: [http://www.ey.com/Publication/vwLUAssets/University_of_the_future/\\$FILE/University_of_the_future_2012.pdf](http://www.ey.com/Publication/vwLUAssets/University_of_the_future/$FILE/University_of_the_future_2012.pdf)
- Giovanello, S.P., Kirk, J.A. & Kromer, M.K. (2013). Student perceptions of a role-playing simulation in an introductory international relations course. *Journal of Political Science Education*, 9(2), 197 – 208. doi: 10.1080/15512169.2013.770989
- Graduate Careers Australia. (2015). *Graduate Destinations 2014: A report on the work and study outcomes of recent higher education graduates*. Retrieved 14/01/2016 from: <http://www.graduatecareers.com.au/research/researchreports/graduatedestinations/>
- Guthrie, B. (2015) *Australian graduate survey 2014*. Retrieved 14/01/2016 from: http://www.graduatecareers.com.au/wp-content/uploads/2015/06/AGS_REPORT_2014_FINAL.pdf
- Haack, K. (2008). UN Studies and the curriculum as active learning tool. *International Studies Perspectives*, 9(4), 395 – 410. doi: 10.1111/j.1528-3585.2008.00344.x
- Hall, G. (2015). Developing human rights and political understanding through the Model United Nations program: A case study of an international school in Asia. *Ethos*, 23(3), 9 – 14.
- Harvey, N. & Shahjahan, M. (2013). *Employability of Bachelor of Arts graduates*. Sydney, NSW: Office for Learning & Teaching. Retrieved 18/01/2016 from: http://www.olt.gov.au/system/files/resources/CG9_1156_Harvey_Report_2013_1.pdf
- Hazleton, W. A. & Mahurin, R. P. (1986). External simulations as teaching devices: The Model United Nations. *Simulation & Gaming*, 17(2), 149-171. doi: 10.1177/0037550086172002
- Hertel, J.P. & Millis, B. J. (2002). *Using simulations to promote learning in higher education: An introduction (enhancing learning series)*. Sterling, United States: Stylus Publishing.
- Jackson, D. (2009). An international profile of industry-relevant competencies and skill gaps in modern graduates. *International Journal of Management*, 8(3), 29-58. doi: 10.3794/ijme.83.288
- Johnes, G., Taylor, J. & Ferguson, G. (1987). The employability of new graduates: A study of differences between UK universities. *Applied Economics*, 19(5), 695-710. doi: 10.1080/000368487000000033
- Jollands, M., Clarke, B., Grando, D., Hamilton, M., Smith, J., Xenos, S.,...Pocknee, C. (2015). *Developing graduate employability through partnerships with industry and professional associations*. Sydney, Australia: Australian Government Office for Learning and Teaching.
- Kauneckis, D.L. & Auer, D.L. (2013). A simulation of international climate regime formation. *Simulation & Gaming*, 44(2-3), 302 – 327. doi: 10.1177/1046878112470542
- Kinash, S. & Crane, L. (2015). *Supporting graduate employability from generalist disciplines through employer and private institution collaboration*. Sydney, Australia: Australian Government Office for Learning and Teaching. Retrieved 12/01/2016 from: <http://www.olt.gov.au/project-supporting-graduate-employability-generalist-disciplines-through-employer-and-private-instit>
- Knight, P., & Yorke, M. (2004). *Learning, curriculum and employability in higher education*. London: Routledge.
- Lee, D., Foster, E. & Snaith, H. (2014). Implementing the employability agenda: A critical review of curriculum developments in political science and international relations in English universities, *Politics*, p. n/a–n/a. doi: 10.1111/1467-9256.12061.

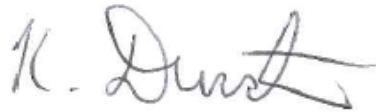
- Lim, H. E. (2010). Predicting low employability graduates: The case of universiti utara Malaysia. *Singapore Economic Review*, 55(3), 523-535. doi: 10.1142/S0217590810003870
- McIntosh, D. (2001). The uses and limits of the Model United Nations in an international relations classroom. *International Studies Perspectives*, 2(3), 269-280. doi: 10.1111/1528-3577.00057
- Montague, A. (2014) *Uni's should take responsibility for graduate oversupply*. Retrieved 20/01/2016 from: <https://theconversation.com/unis-should-take-responsibility-for-graduate-oversupply-29909>
- Muldoon, J. P. (1995). The model United Nations revisited. *Simulation & Gaming*, 26(1), 27–35. doi:10.1177/1046878195261003
- Obendorf, S. & Randerson, C. (2013). Evaluating the Model United Nations: Diplomatic simulation as assessed undergraduate coursework. *European Political Science*, 12(3), 350 – 364. doi: 10.1057/eps.2013.13
- Oliver, B. (2011). Assuring graduate outcomes. Sydney, NSW: Office for Learning and Teaching. Retrieved 12/01/2016 from: <http://www.olt.gov.au/resource-assuring-graduate-outcomes-curtin-2011>
- Oliver, B. & Whelan, B. (2011). Building course team capacity to enhance graduate employability. Sydney, NSW: Office for Learning and Teaching. Retrieved 12/01/2016 from: http://www.olt.gov.au/resource_graduate_employability
- Pyne, C. (2014). Embracing the new freedom: Classical values and new frontiers for Australia's universities [speech], Address to the Universities Australia conference dinner, February 26. Retrieved 15/01/2016 from: <https://ministers.education.gov.au/pyne/embracing-new-freedom-classical-values-and-new-frontiers-australias-universities>
- Raybould, J. & Sheedy, V. (2005). Are graduates equipped with the right skills in the employability stakes? *Industrial and Commercial Training*, 37(5), 259-263. doi: 10.1108/00197850510609694
- Simpson, A. W. & Kaussler, B. (2009). IR teaching reloaded: Using films and simulations in the teaching of international relations. *International Studies Perspectives*, 10(4), 413-427. doi: 10.1111/j.1528-3585.2009.00386.x
- Starkey, B. & Blake, E. (2001). Simulations in international relations education. *Simulations and Gaming*. 32(4), 537–551. doi: 10.1177/104687810103200409
- Taylor, K. (2013). Simulations inside and outside the IR classroom: A comparative analysis. *International Studies Perspectives*, 14(2), 134 – 149. doi: 10.1111/j.1528-3585.2012.00477.x
- Ting, I. (2015, November 8). Gen Y: Australia's most educated generation faces worst job prospects in decades. *The Sydney Morning Herald*. Retrieved 20/01/2016 from: <http://www.smh.com.au/business/the-economy/generation-y-overqualified-but-unprepared-for-work-20151106-gkt2ud.html>
- Wickramasinghe, V. & Perera, L. (2010). Graduates', university lecturers' and employers' perceptions towards employability skills. *Education + Training*, 52(3), 226-244. doi: 10.1108/00400911011037355
- Yorke, M., & Knight, P. (2004). Self-theories: Some implications for teaching and learning in higher education. *Studies in Higher Education*, 29(1), 25-37. doi: 10.1080/1234567032000164859

Appendix A Lead Institution Certification

Certification by Deputy Vice-Chancellor (or equivalent)

I certify that all parts of the final report for this OLT grant/fellowship (remove as appropriate) provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: Prof. Keitha Dunstan Date: 29/1/16



Professor Keitha Dunstan

Pro Vice-Chancellor (Learning & Teaching)

Interim Pro Vice-Chancellor (Research)

Chair, Academic Senate

Appendix B Rules of Procedure



RULES OF PROCEDURE

LONG FORM

I. SESSIONS

REGULAR SESSIONS

Opening Date

Rule 1

The MUNC Revolution General Assembly shall meet every year in regular session commencing on the Friday of the last week in May, counting from the first week that contains at least one working day

Closing Date

Rule 2

On the recommendation of the General Committee, the MUNC Revolution General Assembly shall, at the beginning of each session, fix a closing date for the session.

Place of Meeting

Rule 3

The MUNC Revolution General Assembly shall meet at the Headquarters of the United Nations unless convened elsewhere in pursuance of a decision taken at a session or at the request of a majority of the Members of the United Nations.

Rule 4

Any Member of the United Nations may, at least one hundred and twenty days before the date fixed for the opening of a regular session, request that the session be held elsewhere than at the Headquarters of the United Nations. The Secretary-General shall immediately communicate the request, together with his recommendations, to the other Members of the United Nations. If within thirty days of the date of this communication a majority of the Members concur in the request, the session shall be held accordingly.

Notification of Session

Rule 5

The Secretary-General shall notify the Members of the United Nations, at least sixty days in advance, of the opening of a regular session.

II. AGENDA

Provisional Agenda

Rule 6

The provisional agenda for a regular session shall be drawn up by the Secretary-General and communicated to the Members of the United Nations at least sixty days before the opening of the session

Rule 7

The provisional agenda of a regular session shall include:

- a) The report of the Secretary-General on the work of the Organisation;
- b) All items which the Secretary-General deems necessary to put before the MUNC Revolution General Assembly.

Adoption of the Agenda

Rule 8

At each session the provisional agenda and the supplementary list, together with the report of the General Committee thereon, shall be submitted to the MUNC Revolution General Assembly for approval as soon as possible after the opening of the session.

III. DELEGATIONS

Composition

Rule 9

The delegation of a Member shall consist of not more than five representatives and five alternate representatives and as many advisers, technical advisers, experts, and persons of similar status as may be required by the delegation.

IV. PRESIDENTS AND VICE-PRESIDENTS

Elections

Rule 10

Unless the MUNC Revolution General Assembly decides otherwise, the MUNC Revolution General Assembly shall elect a President and One (1) Vice-President at least three (3) months before the opening of the session over which they are to preside. The President and the Vice-President so elected will assume their functions only at the beginning of the session for which they are elected and shall hold office until the close of the session.

Acting President

Rule 11

If the President finds it necessary to be absent during a meeting or any part thereof, they shall designate their Vice-President to take their place.

Rule 12

A Vice-President acting as President shall have the same powers and duties as the President.

General Powers of the President

Rule 13

In addition to exercising the powers conferred upon them elsewhere by these rules, the President shall declare the opening and closing of each plenary meeting of the session, direct the discussions in the plenary meeting, ensure observance of these rules, accord the right to speak, put questions, and announce decisions. They shall rule on points of order and, subject to these rules, shall have complete control of the proceedings at any meeting and over the maintenance of order thereat. The President may, in the course of the discussion of an item, propose to the MUNC Revolution General Assembly the limitation of the time to be allowed to speakers, the limitation of the number of times each representative may speak, the closure of the list of speakers, or the

closure of debate. They may also propose the suspension, or the adjournment, of the debate on the item under discussion.

Rule 14

The President, in the exercise of their functions, remains under the authority of the MUNC Revolution General Assembly.

The President Shall Not Vote

Rule 15

The President, or a Vice-President acting as President, shall not vote but shall designate another member of their delegation to vote in their place.

V. GENERAL COMMITTEE

Composition

Rule 16

The General Committee shall comprise of the President of the MUNC Revolution General Assembly, who shall preside, the twenty-one Vice-Presidents and the Chairpersons of the six Main Committees. No two members of the General Committee shall be members of the same delegation, and it shall be so constituted as to ensure its representative character. Chairpersons of other committees upon which all Members have the right to be represented and which are established by the MUNC Revolution General Assembly to meet during the session shall be entitled to attend meetings of the General Committee and may participate without vote in the discussions.

Substitute Members

Rule 17

If a Vice-President of the MUNC Revolution General Assembly finds it necessary to be absent during a meeting of the General Committee, they may designate a member of their delegation to take their place. The Chairperson of a Main Committee shall, in case of absence, designate one of the Vice-Chairpersons of the Committee to take their place. A Vice-Chairperson shall not have the right to vote if they are of the same delegation as another member of the General Committee.

Functions

Rule 18

The General Committee shall, at the beginning of each session, consider the provisional agenda, together with the supplementary list, and shall make recommendations to the MUNC Revolution General Assembly, with regard to each item proposed, concerning its inclusion in the agenda, the rejection of the request for inclusion, or the inclusion of the item in the provisional agenda of a future session. It shall, in the same manner, examine requests for the inclusion of additional items in the agenda and shall make recommendations thereon to the MUNC Revolution General Assembly. In considering matters relating to the agenda of the MUNC Revolution General Assembly, the General

Committee shall not discuss the substance of any item except insofar as this bears upon the question whether the General Committee should recommend the inclusion of the item in the agenda, the rejection of the request for inclusion, or the inclusion of the item in the provisional agenda of a future session, and what priority should be accorded to an item the inclusion of which has been recommended.

Rule 19

The General Committee shall make recommendations to the MUNC Revolution General Assembly concerning the closing date of the session. It shall assist the President and the MUNC Revolution General Assembly in drawing up the agenda for each plenary meeting, in determining the priority of its items, and in coordinating the proceedings of all committees of the Assembly. It shall assist the President in the general conduct of the work of the MUNC Revolution General Assembly, which falls within the competence of the President. It shall not, however, decide any political questions.

Rule 20

The General Committee shall meet periodically throughout each session to review the progress of the MUNC Revolution General Assembly and its committees and to make recommendations for furthering such progress. It shall also meet at such other times as the President deems necessary or upon the request of any other of its members.

Participation by Members Requesting the Inclusion of Items in the Agenda

Rule 21

A member of the MUNC Revolution General Assembly which has no representative on the General Committee and which has requested the inclusion of an item in the agenda shall be entitled to attend any meeting of the General Committee at which its request is discussed and may participate, without a vote, in the discussion of that item.

Revision of the Form of Resolutions

Rule 22

The General Committee may revise the resolutions adopted by the MUNC Revolution General Assembly, changing their form but not their substance. Any such changes shall be reported to the MUNC Revolution General Assembly for its consideration.

VI. SECRETARIAT

Duties of the Secretary-General

Rule 23

The Secretary-General shall act in that capacity in all meetings of the MUNC Revolution General Assembly, its committees and its subcommittees. They may designate a member of the Secretariat to act in their place at these meetings.

Rule 24

The Secretary-General shall provide and direct the staff required by the MUNC Revolution General Assembly and any committees or subsidiary organs, which it may establish.

Duties of the Secretariat

Rule 25

The Secretariat shall receive, translate, print and distribute documents, reports, and resolutions of the MUNC Revolution General Assembly, its committees and its organs; interpret speeches made at the meetings; prepare, print, and circulate the records of the sessions; have the custody and proper preservation of the documents in the archives of the MUNC Revolution General Assembly; distribute all documents of the Assembly to the Members of the United Nations, and, generally, perform all other work which the Assembly may require.

Report of the Secretary-General on the Work of the Organisation

Rule 26

The Secretary-General shall make an annual report, and such supplementary report as are required, to the MUNC Revolution General Assembly on the work of the Organisation. They shall communicate the annual report to the Members of the United Nations at least forty-five days before the opening of the session.

Notification Under Article 12 of the Charter

Rule 27

The Secretary-General, with the consent of the Security Council, shall notify the MUNC Revolution General Assembly at each session of any matters relative to the maintenance of international peace and security which are being dealt with by the Security Council and shall similarly notify the MUNC Revolution General Assembly, or the Members of the United Nations if the MUNC Revolution General Assembly is not in session, immediately the Security Council ceases to deal with such matters.

VII. LANGUAGES

Official and Working Languages

Rule 28

English shall be both the official and the working languages of the MUNC Revolution General Assembly, its committees, and its subcommittees.

Languages of the Journal of the United Nations

Rule 29

During the sessions of the MUNC Revolution General Assembly, the Journal of the United Nations shall be published in the languages of the Assembly.

Languages of Resolutions and Other Documents

Rule 30

All resolutions and other documents shall be published in the languages of the MUNC Revolution General Assembly.

Publications in Languages Other than the Languages of the MUNC Revolution General Assembly

Rule 31

Documents of the MUNC Revolution General Assembly, its committees, and its subcommittees shall, if the Assembly so decides, be published in any language other than the languages of the Assembly or of the Committee concerned.

VIII. RECORDS

Resolutions

Rule 32

Resolutions adopted by the MUNC Revolution General Assembly shall be communicated by the Secretary-General to the Members of the United Nations within fifteen days after the close of the session.

IX. PUBLIC AND PRIVATE MEETINGS OF THE MUNC REVOLUTION GENERAL ASSEMBLY, ITS COMMITTEES AND ITS SUBCOMMITTEES

General Principles

Rule 33

The meetings of the MUNC Revolution General Assembly and its Main Committees shall be held in public unless the organ concerned decided that exceptional circumstances require that the meeting be held in private. Meetings of other committees and subcommittees shall also be held in public unless the organ concerned decides otherwise.

Private Meetings

Rule 34

All decisions of the MUNC Revolution General Assembly taken at a private meeting shall be announced at an early public meeting of the Assembly. At the close of each private meeting of the Main Committees, other committees and subcommittees, the Chairman may issue a communiqué through the Secretary-General.

X. MINUTE OF SILENT PRAYER OR MEDITATION

Invitation to Silent Prayer or Meditation

Rule 35

Immediately after the opening of the first plenary meeting and immediately preceding the closing of the final plenary meeting of each session of the MUNC Revolution General Assembly, the President shall invite the Representatives to observe one minute of silence dedicated to prayer or meditation.

XI. PLENARY MEETINGS

CONDUCT OF BUSINESS

Reference to Committees

Rule 36

The MUNC Revolution General Assembly shall not, unless it decides otherwise, make a final decision upon any item on the agenda until it has received the report of a committee on that item.

Discussion of Reports of Main Committees

Rule 37

Discussion of a report of a Main Committee in a plenary meeting of the MUNC Revolution General Assembly shall take place if at least one third of the members present and voting at the plenary meeting consider such a discussion to be necessary. Any proposal to this effect shall not be debated but shall be immediately put to the vote.

Quorum

Rule 38

The President may declare a meeting open and permit the debate to proceed when at least one third of the members of the MUNC Revolution General Assembly are present. The presence of a majority of the members shall be required for any decision to be taken.

Speeches

Rule 39

No representative may address the MUNC Revolution General Assembly without having previously obtained the permission of the President. The President shall call upon speakers in the order in which they signify their desire to speak. The President may call a speaker to order if his remarks are not relevant to the subject under discussion.

Precedence

Rule 40

The Chairman and the Rapporteur of a committee may be accorded precedence for the purpose of explaining the conclusion arrived at by their committee.

Statements by the Secretariat

Rule 41

The Secretary-General, or a member of the Secretariat designated by them as their representative, may at any time make either oral or written statements to the MUNC Revolution General Assembly concerning any question under consideration by it.

Points of Order

Rule 42

During the discussion of any matter, a representative may rise to a point of order, and the President, in accordance with these rules of procedure, shall immediately decide the point of order. A representative may appeal against the ruling of the President. The appeal shall be immediately put to the vote, and the President's ruling shall stand unless overruled by a majority of the members present and voting. A representative rising to a point of order may not speak on the substance of the matter under discussion.

Time Limit on Speeches

Rule 43

The MUNC Revolution General Assembly may limit the time to be allowed to each speaker and the number of times each representative may speak on any question. Before a decision is taken, two representatives may speak in favour of, and two against, a proposal to set such limits. When the debate is limited and a representative exceeds their allotted time, the President shall call them to order without delay.

Closing List of Speakers, Right of Reply

Rule 44

During the course of a debate, the President may announce the list of speakers and, with the consent of the MUNC Revolution General Assembly, declare the list closed. They may, however, accord the right of reply to any member if a speech delivered after they have declared the list closed makes this desirable.

Adjournment of Debate

Rule 45

During the discussion of any matter, a representative may move the adjournment of the debate on the item under discussion. In addition to the proposer of the motion, two representatives may speak in favour of, and two against, the motion, after which the motion shall be immediately put to the vote. The President may limit the time to be allowed to speakers under this rule.

Closure of Debate

Rule 46

A representative may at any time move the closure of the debate on the item under discussion, whether or not any other representative has signified their wish to speak. Permission to speak on the closure of the debate shall be accorded only to two speakers opposing the closure, after which the motion shall be immediately put to the vote. If the MUNC Revolution General Assembly is in favour of the closure, the President shall declare the closure of the debate. The President may limit the time to be allowed to speakers under this rule.

Suspension of Adjournment of the Meeting

Rule 47

During the discussion of any matter, a representative may move the suspension or the adjournment of the meeting. Such motions shall not be debated but shall be immediately put to the vote. The President may limit the time to be allowed to the speaker moving the suspension or adjournment of the meeting.

Order of Procedural Motions

Rule 48

Subject to rule 61, the motions indicated below shall have precedence in the following order over all other proposals or motions before the meeting:

- a) To suspend the meeting;
- b) To adjourn the meeting;
- c) To adjourn the debate on the item under discussion;
- d) To close the debate on the item under discussion.

Proposals and Amendments

Rule 49

Proposals and amendments shall normally be submitted in writing to the Secretary-General, who shall circulate copies to the delegations. As a general rule, no proposal shall be discussed or put to the vote at any meeting of the MUNC Revolution General Assembly unless copies of it have been circulated to all delegations not later than the day preceding the meeting. The President may, however, permit the discussion and consideration of amendments or of motions as to procedure, even though such amendments and motions have not been circulated or have only been circulated the same day.

Withdrawal of Motions

Rule 50

A motion may be withdrawn by its proposer at any time before voting on it has commenced, provided that the motion has not been amended. A motion thus withdrawn may be reintroduced by any member.

Reconsideration of Proposals

Rule 51

When a proposal has been adopted or rejected, it may not be reconsidered at the same session unless the MUNC Revolution General Assembly, by a two-thirds majority of the members present and voting, so decides. Permission to speak on a motion to reconsider shall be accorded only to two speakers opposing the motion, after which it shall be immediately put to the vote.

VOTING

Voting Rights

Rule 52

Each member of the MUNC Revolution General Assembly shall have one vote.

Two-Thirds Majority

Rule 53

Decisions of the MUNC Revolution General Assembly on important questions shall be made by a two-thirds majority of the members

present and voting. These questions shall include: recommendations with respect to the maintenance of international peace and security; the election of the non-permanent members of the Security Council; the election of the members of the Economic and Social Council, the election of members of the Trusteeship Council in accordance with paragraph 1 c or Article 86 of the Charter; the admission of new Members to the United Nations; the suspension of the rights and privileges of membership; the expulsion of Members; questions relating to the operation of the trusteeship system; and budgetary questions.

Rule 54

Decisions of the MUNC Revolution General Assembly on amendments to proposals relating to important questions, and on parts of such proposals put to the vote separately, shall be made by a two-thirds majority of the members present and voting.

Simple Majority

Rule 55

Decisions of the MUNC Revolution General Assembly on questions other than those provided for in rule 54 and 55, including the determination of additional categories of questions to be decided by a two-thirds majority, shall be made by a majority of the members present and voting.

Meaning of the Phrase “Members Present and Voting”

Rule 56

For the purposes of these rules, the phrase “members present and voting” means members casting an affirmative or negative vote. Members which abstain from voting are considered as not voting.

Method of Voting

Rule 57

- (a) The MUNC Revolution General Assembly shall normally vote by show of hands or by standing but any representative may request a roll-call. The roll-call shall be taken in the English alphabetical order of the names of the members, beginning with the member whose name is drawn by lot by the President. The name of each member shall be called in any roll-call, and one of its representatives shall reply “yes”, “no”, or “abstention”. The result of the voting shall be inserted in the record in the English alphabetical order of the names of the members.
- (b) When the MUNC Revolution General Assembly votes by mechanical means, a non-recorded vote shall replace a vote by show of hands or by standing, and a recorded vote shall replace a roll-call vote. Any representative may request a recorded vote. In the case of a recorded vote, the MUNC Revolution General Assembly shall, unless a representative requests otherwise, dispense with the procedure of calling out the names of the members; nevertheless, the result of the voting shall be inserted in the record in the same manner as that of a roll-call vote.

Conduct During Voting

Rule 58

After the President has announced the beginning of voting, no representative shall interrupt the voting except on a point of order in

connection with the actual conduct of the voting. The President may permit members to explain their votes, either before or after the voting, except when the vote is taken by secret-ballot. The President may limit the time to be allowed for such explanations. The President shall not permit the proposer of a proposal or of an amendment to explain their vote on their own proposal or amendment.

Division of Proposals and Amendments

Rule 59

A representative may move that parts of a proposal or of an amendment should be voted on separately. If objection is made to the request for division, the motion for division shall be voted on. Permission to speak to the motion for division shall be given only to two speakers in favour and two speakers against. If the motion for division is carried, those parts of the proposal or of the amendment which are approved shall then be put to the vote as a whole. If all operative parts of the proposal, or of the amendment, have been rejected, the proposal or the amendment shall be considered to have been rejected as a whole.

Voting on Amendments

Rule 60

When an amendment is moved to a proposal, the amendment shall be voted on first. When two or more amendments are moved to a proposal, the MUNC Revolution General Assembly shall first vote on the amendment furthest removed in substance from the original proposal and then on the amendment next furthest removed therefrom, and so on until all amendments have been put to the vote. Where, however, the adoption of one amendment necessarily implies the rejection of another amendment, the latter amendment shall not be put to the vote. If one or more amendments are adopted, the amended proposal shall be voted upon. A motion is considered an amendment to a proposal if it merely adds to, deletes from, or revises part of the proposal.

Voting on Proposals

Rule 61

If two or more proposals relate to the same question, the MUNC Revolution General Assembly shall, unless it decides otherwise, vote on the proposals in the order in which they have been submitted. The MUNC Revolution General Assembly may, after each vote on a proposal, decide whether to vote on the next proposal.

Appendix C Pre MUNC Surveys



Participant Number

Thank you for participating in today's simulation event. In order to assist the research team please enter your unique participant number into the box below.

Note: participant numbers are allocated randomly and will be solely utilised to match your responses for the before and after survey. This is designed to provide you with a level of anonymity. Following the conclusion of today's simulation, and completion of the final survey, you may take your participant identification card with you.

Demographic Questions

Please indicate your age group

Under 18

☐

18 - 20

☐

21 - 25

☐

26 - 30

☐

Over 30

☐

Please indicate your gender?

☐ Male

☐ Female

☐ Rather not say

How many Model UN Conferences have you participated in before today?

None

☐

1

☐

2

☐

3

☐

4

☐

5

☐

More than 5

☐

Engaging With World Issues

What would you consider to be your awareness level of international events?

☐ Not very informed at all

☐ Below Average

☐ Average

☐ Above Average

☐ Very high

How do you engage with world issues? (select as many that apply)

- ☐ TV
- ☐ Social Media
- ☐ Newspapers
- ☐ Radio
- ☐ Online
- ☐ Other

If other please expand:

Please indicate the frequency of your engagement with world issues via the media listed below on a daily basis.

	Not At All	Sometimes	Often	Frequently
TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspapers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Approximately how many hours did you spend preparing (reading materials and conducting background research) for today's event?

- | | | | | |
|-----------------------|------------------------------|-------------------------|-------------------------|-------------------------------|
| No preparation | Less than 1 hour preparation | 1 - 3 hours preparation | 4 - 6 hours preparation | More than 6 hours preparation |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

In which of the following ways did you prepare for today's event? (Tick all that apply)

- ☐ Newspapers
- ☐ Online News Sites
- ☐ Internet Research via Search Engines
- ☐ Internet Research via Wikipedia
- ☐ Internet via Social Media sites
- ☐ Internet Research via Other Sites
- ☐ Talking to people about the event
- ☐ Talking to other experienced MUN attendees about the event
- ☐ Research at my School/University library
- ☐ Research at a public library
- ☐ I did not prepare for today's event

How would you rank your engagement with, and knowledge of, international issues?

Poor Fair Good Very Good Excellent

☐ ☐ ☐ ☐ ☐

How would you rank your classmates' engagement with, and knowledge of, international issues?

Poor Fair Good Very Good Excellent

☐ ☐ ☐ ☐ ☐

Contributing Appropriately to Group Process

Do you feel you work best alone or in a group?

Alone In a group

☐ ☐

How would you currently evaluate yourself in the following categories:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I work effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I speak clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand people of other racial and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can solve complex real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a strong awareness of potential employment in the international relations field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is participation in technology-enhanced Model United Nations Conferences the employability skills solution for learners?

Thinking about the last time you worked in a group environment, which of the following "task roles" most closely describes the role you adopted:

- ☐ **Initiating:** suggesting ideas, proposing tasks or goals, defining problems, generating options, beginning activities.
- ☐ **Clarifying:** asking for needed information, reflecting on ideas and suggestions, clearing confusion, giving examples, elaborating ideas.
- ☐ **Opinion seeking:** asking for feedback from others, seeking clarification of feelings and values, checking on the level of consensus.
- ☐ **Diagnosing:** determining sources of difficulties, analysing blocks, planning interventions.
- ☐ **Information giving:** offering facts, providing relevant information, stating beliefs or ideas.
- ☐ **Summarising:** pulling ideas together, summing up areas covered, offering conclusions on decisions.
- ☐ **Evaluating:** measuring, comparing, focusing on group goals.

Thinking about the last time you worked in a group environment, which of the following "maintenance roles" most closely describes the role you adopted:

- ☐ **Encouraging:** being approachable, friendly, responsive to others, accepting the contributions of others.
- ☐ **Gate-keeping:** facilitating others' participation, making openings for others to express thoughts and feelings.
- ☐ **Expressing feelings:** sharing your feelings, sensing and verbalising other people's feelings, commenting on the mood of the group.
- ☐ **Following:** going along with group decisions, accepting ideas of others.
- ☐ **Compromising:** admitting mistakes, being willing to compromise where conflict is involved.
- ☐ **Harmonising:** reducing tensions, clarifying differences, reconciling disagreements.
- ☐ **Setting standards:** expressing standards for the group to use, applying standards, evaluating performance.

Communicating with Confidence and Authority

Do you feel that you speak with confidence and authority?

- Yes ☐ Sometimes ☐ No ☐

How good a speaker do you consider yourself to be?

- Very Poor ☐ Poor ☐ Fair ☐ Good ☐ Very Good ☐

How much personal anxiety do you usually experience when speaking?

- None ☐ Some ☐ Quite a Bit ☐ An Extreme Amount ☐

For each of the following statements please indicate the level that most accurately reflects you:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I am confident talking to people I don't know	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have high expectations for myself and my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at articulating my ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in making presentations and interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at thinking spontaneously and responding to matters addressed to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at speaking in front of an audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy giving speeches regardless of the size of the audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While speaking, I retain my composure and train of thought regardless of interruptions or distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find question and answer sessions stimulating and enjoyable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give speeches that are clear, understandable, and well organised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Concluding Questions

Do you believe that simulation based learning exercises can accurately replicate international negotiations?

Yes

☐

Depends

☐

No

☐

You answered 'depends' in the previous questions, please briefly describe what you feel it depends on:

What types of themes would you like to see covered in simulation exercises?

Which of the following attributes do you believe participation in simulation-based learning exercises facilitates? (tick all that apply)

- ☐ Engaging with world issues
- ☐ Thinking spontaneously
- ☐ Communicating with confidence and authority
- ☐ Interpreting and responding to digital information
- ☐ Contributing appropriately to group processes
- ☐ Mentoring/Being mentored by others
- ☐ Thinking critically
- ☐ Ethical and social understanding
- ☐ Independence and creativity
- ☐ Professional understanding

Is participation in technology-enhanced Model United Nations Conferences the employability skills solution for learners?

Appendix D Post MUNC Surveys



Participant Identification

Thank you for participating in today's simulation event. In order to assist the research team please enter your unique participant number into the box below.

Note: participant numbers are allocated randomly and will be solely utilised to match your responses for the before and after survey. This is designed to provide you with a level of anonymity. Following the conclusion of today's simulation, and completion of the final survey, you may take your participant identification card with you.

Engaging With World Issues

Taking into consideration today's exercise, do you still believe you possess the same level of awareness of international events that you did prior?

Yes

☐

No

☐

What would you now consider to be your awareness level of international events?

- ☐ No awareness
- ☐ Below Average
- ☐ Average
- ☐ Above Average
- ☐ Very high awareness

Please indicate how useful each of the following communication mediums were in assisting you to prepare for today's simulation.

	Unhelpful	Somewhat Unhelpful	Neutral	Somewhat Helpful	Helpful
TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspapers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has today's event encouraged you to spend more time preparing (reading materials and doing background research) for future Model UN Conferences?

Yes
☐

No
☐

Which of the following ways did you find most beneficial in preparing for today's event? (tick all that apply)

- ☐ Newspapers
- ☐ Online News Sites
- ☐ Internet Research via Search Engines
- ☐ Internet Research via Wikipedia
- ☐ Internet via Social Media sites
- ☐ Internet Research via Other Sites
- ☐ Talking to people about the event
- ☐ Talking to other experienced MUN attendees about the event
- ☐ Research at my School/University library
- ☐ Research at a public library

Contributing Appropriately to Group Process

During today's simulation was the majority of your experience alone or in a group?

Alone
☐

In a group
☐

Do you feel that working in a group allowed you to perform to the best of your ability?

Yes
☐

No
☐

Considering today's simulation exercise how would you evaluate yourself in the following categories:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A
I work effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I speak clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand people of other racial and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can solve complex real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a strong awareness of potential employment in the international relations field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During today's exercise which of the following *task role* descriptions most closely describes your behavior:

- ☐ **Initiating:** suggesting ideas, proposing tasks or goals, defining problems, generating options, beginning activities.
- ☐ **Clarifying:** asking for needed information, reflecting on ideas and suggestions, clearing confusion, giving examples, elaborating ideas.
- ☐ **Opinion seeking:** asking for feedback from others, seeking clarification of feelings and values, checking on the level of consensus.
- ☐ **Diagnosing:** determining sources of difficulties, analysing blocks, planning interventions.
- ☐ **Information giving:** offering facts, providing relevant information, stating beliefs or ideas.
- ☐ **Summarising:** pulling ideas together, summing up areas covered, offering conclusions on decisions.
- ☐ **Evaluating:** measuring, comparing, focusing on group goals.

During today's exercise which of the following *maintenance role* descriptions most closely describes your behavior:

- ☐ **Encouraging:** being approachable, friendly, responsive to others, accepting the contributions of others.
- ☐ **Gate-keeping:** facilitating others' participation, making openings for others to express thoughts and feelings.
- ☐ **Expressing feelings:** sharing your feelings, sensing and verbalising other people's feelings, commenting on the mood of the group.
- ☐ **Following:** going along with group decisions, accepting ideas of others.
- ☐ **Compromising:** admitting mistakes, being willing to compromise where conflict is involved.
- ☐ **Harmonising:** reducing tensions, clarifying differences, reconciling disagreements.
- ☐ **Setting standards:** expressing standards for the group to use, applying standards, evaluating performance.

Communicating with Confidence and Authority

After today's simulation do you feel that you speak with confidence and authority?

Yes

☐

No

☐

Why is it that you feel that you didn't speak with confidence and authority during today's simulation?

Following today's simulation how good a speaker do you consider yourself to be?

Very Poor

☐

Poor

☐

Fair

☐

Good

☐

Very Good

☐

Did you experience any personal anxiety when speaking during today's simulation?

Yes

☐

No

☐

How much personal anxiety did you experience when speaking today in comparison to previously?

Much Lower

☐

Slightly Lower

☐

About the Same

☐

Higher

☐

Much Higher

☐

Do you feel that today's exercise contributed towards reducing the level of anxiety you experience when speaking?

Yes

☐

No

☐

For each of the following statements please indicate the level that most accurately reflects where you are following today's exercise:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I am confident talking to people I don't know	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have high expectations for myself and my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at articulating my ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in making presentations and interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at thinking spontaneously and responding to matters addressed to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at speaking in front of an audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy giving speeches regardless of the size of the audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While speaking, I retain my composure and train of thought regardless of interruptions or distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find question and answer sessions stimulating and enjoyable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give speeches that are clear, understandable, and well organised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Non-Technology Simulation Questions

Today's simulation brought to life international topics and allowed me to relate those topics to the practice of international diplomacy.

Strongly Disagree

☐

Disagree

☐

Somewhat Disagree

☐

Neither Agree nor Disagree

☐

Somewhat Agree

☐

Agree

☐

Strongly Agree

☐

Today's simulation provided access to experiences that I may not otherwise have had in the university context.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Today's simulation helped me learn as the scenarios helped me understand how complex situations unfold.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I believe that today's simulation showed me the educational value of a Model United Nations Conference.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Today's simulation was a valuable way of learning concepts and skills that would be beneficial/contribute to my success in a real workplace.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Today's simulation provided a method for me to reflect on the quality of my performance.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Today's simulation helped me develop confidence in my presentation capabilities.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I expect my learning from today's simulation will be useful later in life.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Today's simulation allowed me to measure my abilities more accurately than I have been able too via traditional simulated learning environments.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Today's session provided a novel new learning method.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Today's simulation allowed me to reflect more on the role of an international diplomat.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Today's simulation allowed me to learn at my own pace and in my own time.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Today's simulation sustained my interest.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I was positively engaged in the experiences provided by today's simulation.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I would like to take part in future simulations based on my experiences from today's simulation.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Concluding Questions

Do you believe that today's simulation was an accurate example of international negotiations?

Yes

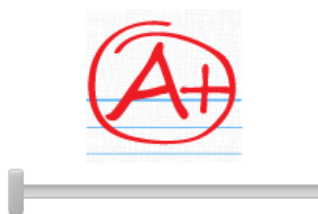
☐

No

☐

What was it about today's simulation that made you feel it was or wasn't accurate?

Use the slider below to grade the learning experience of today's simulation?



Which of the following attributes do you believe participation in simulation-based learning exercises facilitates? (tick all that apply)

- ☐ Engaging with world issues
- ☐ Ethical and social understanding
- ☐ Thinking spontaneously
- ☐ Communicating with confidence and authority
- ☐ Independence and creativity
- ☐ Interpreting and responding to digital information
- ☐ Professional understanding
- ☐ Contributing appropriately to group processes
- ☐ Mentoring/Being mentored by others
- ☐ Thinking critically

Do you have any suggestions to improve the student/delegate experience of today's simulation.

Appendix E Masterclass Presentation

MUNC Revolution Masterclass



Assistant Professor Mark Dinnen

1

Team Members & Institutional Partners

- Assistant Professor Mark Dinnen (Project Leader)
 - Ms Madelaine-Marie Judd (Project Manager)
 - Ms Nicole Lingham (Project Manager)
 - Dr Matthew Carter (Bond University)
 - Mr Vandy Mau (Bond University)
- Professor Alex Bellamy (The University of Queensland)
 - Professor Russell Trood (Griffith University)
 - Mr Jake Skoric (Bond University)



2

An Australian Government Office for Learning and Teaching Seed Project



Supported by the Australian Government Office for Learning and Teaching.

3

Agenda

- Employability Skills and the Higher Education Sector
- Simulation Based Learning
- The Model United Nations Programme
 - Competitive MUN
 - UN 4 MUN
 - JUEMUN
- Technologically Enhancing the MUN
 - From the SHOC to the GSOC
- The MUNC Revolution
- Results and Implications



4

Employability Skills and the Higher Education Sector

- Universities must 'provide their students with a broad or liberal education, to develop in them broad knowledge, general skills and a strong sense of ethics and civil engagement' (Pyne, 2012)
- '... studies of employer needs have repeatedly stressed the priority which they give to "personal transferable skills"
 - Higher Education and Employment Division of the Department for Education and Employment (1995)
- Employers, when employing graduates, aren't seeking specific skills and knowledge, but employees with the ability to be proactive

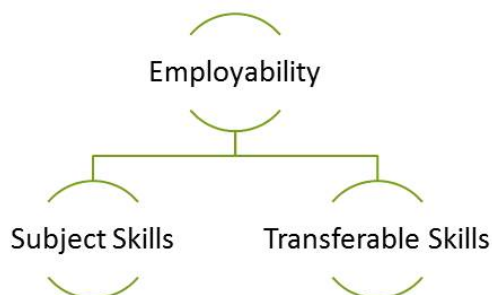


Source: <http://www.youthcentral.vic.gov.au/jobs-careers/planning-your-career/employability-skills>

5

Employability Skills and the Higher Education Sector

- 'A set of achievements that comprise skills, understanding and personal attributes that make an individual more likely to secure and be successful in his/her chosen occupation to the benefit of him/herself, the workforce, the community and the economy'
 - (Yorke and Knight, 2004)
- Transferable Skills
 - The abilities of an individual that can be taken from one job to another, used within any profession at any stage of his/her career
- Subject Skills
 - Skills relevant to a chosen career



6

Simulation Based Learning (SBL)



- A significant history
- The task of SBL
 - To weave 'substance-specific information into real-life problem in meaningful ways that students can understand' (Hertel and Millis, 2002)
- Adopting an SBL approach should 'allow for a deeper exploration of a complex issue or concept with greater student involvement and enjoyment in the learning experience' (Coffman, 2006)
- SBL provides learnings with the opportunity to acquire a skillset beyond the subject being simulated, the acquisition of a transferable skill

7

Simulation Based Learning (SBL) and Political Science (IR)

- Obendorff and Randerson (2013)
 - '...political science students learn in a diverse range of ways, yet social science disciplines continue to largely rely on traditional teaching methods such as lectures and seminars...'
- There is a level of complexity involved in teaching international relations in the modern era
 - Leaving it open to innovation within its teaching method
- Simpson and Kaussler (2009)
 - '...by using simulations, role-play scenarios and film, many aspects of IR including theory can be conveyed in a manner that students can more readily assimilate'



8

The Model United Nations Conference (MUNC)

- A long history of simulating the work of international organisations
- First record MUN took place 18 months after the organisation was founded
- *MUN simulation today is a global phenomenon, delivered at almost all levels of teaching and learning.*
 - Obendorf and Randerson (2012)
- Over 400 Model UN Conferences each year, with over 60,000 delegates from around the world attending
- MUNs are known to take place in teacher-led classrooms, and student-run extra-curricular activities
- MUNS are known to last as short duration in-class events, semester and year long programmes, as well as major international conferences



9

Three Types of MUN

The Mythical (Competitive) MUN

- How the MUN evolved into its competitive form has been widely unnoticed in academic circles
- Have a variety of “mythical” themes, and the existence of a “crisis committee”
 - Game of Thrones
 - Jesus vs. Satan
 - Harry Potter
- Strong focus on “winning” the conference
- Delegates are focused on defeating their fellow delegates
- Not necessarily held to account for their actions
- Educational skillset
 - Negotiation
 - Diplomacy
 - Public Speaking
 - Parliamentary Procedure

UN 4 MUN

- Commenced in 2009 – Global MUN (GMUN)
- UN’s Department of Public Information Global Outreach Programme
- Goal was to teach MUNs how to apply rules of procedure that more closely simulate the UN
- ‘The good delegates are NOT the ones that “wow” everyone with the wonderful speeches; but those who are able to connect more with the people informally and allow others to contribute to the debate. The good delegate is not the one whose draft resolution gets considered; but the one who gives the ideas of others a place in the final draft.’
 - Best Delegate

10

Three Types of MUN

Language Education @ MUN

- The Japanese University English Model United Nations
- Some 270 students, from 47 different universities, and 30 different nationalities
- Provides participants with cooperative hands-on learning, allowing them to confront an issue in English, from the perspective of their assigned country
- Delegates develop an appreciation of differing viewpoints, the frustration of negotiation, the rewards of cooperation, and a broader view of the human side of international relations and diplomacy, all whilst reinforcing their English language skillset



11

The Global Strategic Operations Centre



- United Nations Day (2013)
- Would it be possible to create the ultimate ticking time bomb
 - To slowly paint the world red
- 60 High School and University students would ultimately gather to debate international health security
- "... clearly visible that my people are dying"
- Software platform serves two purposes
 - Provision of a countdown mechanism
 - Ensure delegates are accountable for their choices

12

The MUNC Revolution

- Six Model UN Conferences
 - Three traditional
 - Three utilising the GSOC platform
 - Variation in time (6hr/3hr/90m)
- Delegates would be surveyed before and after each conference
- Analysis of transcripts



13

Bond University – Swine in the Aviary



- Draft a resolution regarding the International Health Regulations
 - Outcome of deliberations would determine the following weeks process
- Delegates were verbally updated of various discoveries along the way
- Following week would see the declaration of a PHEIC
- Numerous additional crises taking place
 - DPRK Nuclear test
 - Japanese Earthquake
 - Riots within the United States

14

Griffith University – China Flirts with the Cuban Method

- Draft a resolution regarding the Non-Proliferation Treaty's substantive clauses
 - Do so within a three hour time frame
- Delegates were verbally updates of various discoveries along the way
- Final outcome document was somewhat anticipated
- China would deploy nuclear weapons to its Diaoyu Island Chain
 - Chinese delegation was given an advance notification
 - Deployment of the US Pacific Fleet



15

Bond University – Syrian Refugees and a French Field Trip



- A model of the UN Security Council
- Solve the Syrian refugee crisis
 - GSOC platform was preloaded with up-to-date statistics
 - Merely 90 minutes to come to a resolution
 - Additional crises surprised some delegates
- School children kidnapping
 - The non-GSOC component

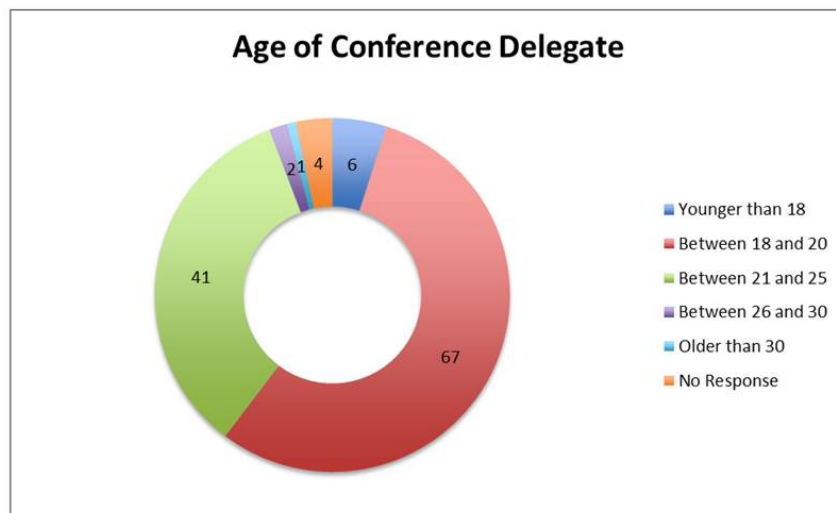
16



Not only were there attacks in France, but there was a hostage situation involving other nationals. What I found really interesting was reading the Security Council's response. A few hours after the attacks occurred they released a statement condemning the attacks. Their statement was so similar to the statement we were working on in the simulation. The mention of condemnation, swift justice and a recognition of the intelligence loss in France were all elements of the negotiation that we had in our own simulation! This made the entire exercise so worthwhile for me. The simulation now has more meaning in my mind as it so accurately reflects the events that play out in the real world...

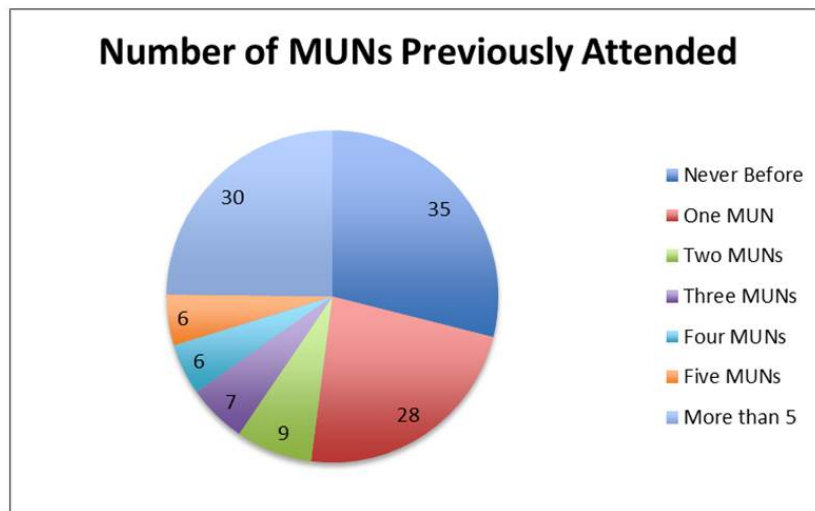
17

The Results



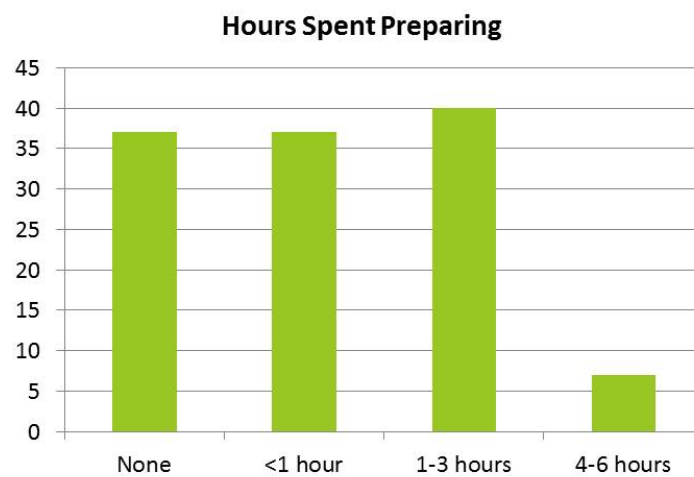
18

The Results



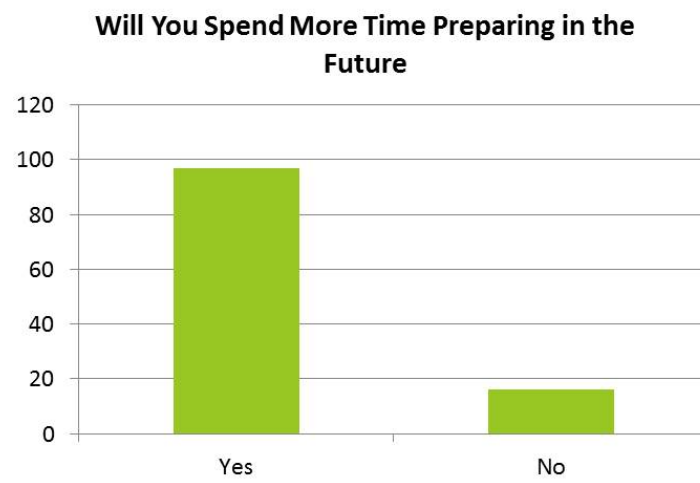
19

The Results



20

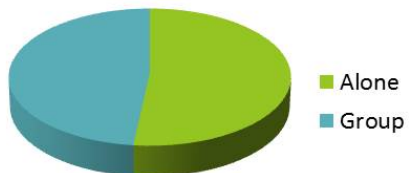
The Results



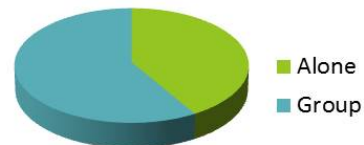
21

Results

Do you work best alone or in a group?



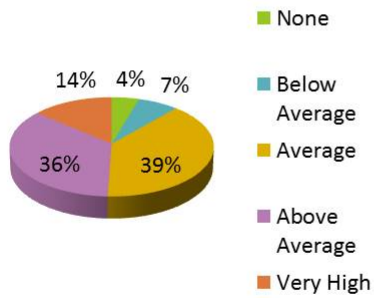
During the simulation did you work along or in a group?



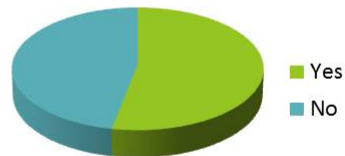
22

Results

Awareness of International Events



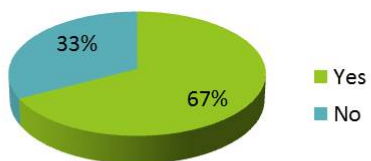
Following the simulation do you still feel you possess the same awareness?



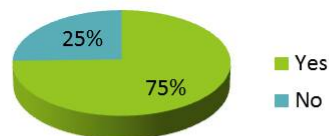
23

Reduction in Anxiety Levels

MUNC



GSOC MUNC



24

Graduate Attributes

Attribute	Post-MUNC (X)			Post-MUNC (%)			Post-GSOC (X)			(Post-GSOC %)			% Difference		
	6	3	90	6	3	90	6	3	90	6	3	90	6	3	90
Engaging with world issues	23	20	9	92	95.24	100	26	17	10	100	89.5	100	8.00	-5.76	0.00
Thinking Spontaneously	23	19	9	92	90.48	100	26	17	10	100	89.5	100	8.00	-1.00	0.00
Communicating with confidence and authority	22	21	9	88	100	100	24	16	10	92.31	84.2	100	4.31	-15.79	0.00
Interpreting and responding to digital information	13	13	7	52	61.9	77.8	25	17	8	96.15	89.5	80	44.15	27.57	2.22
Contributing appropriately to group processes	23	20	8	92	95.24	88.9	24	17	10	92.31	89.5	100	0.31	-5.76	11.11
Mentoring/Being mentored by others	12	12	6	48	57.14	66.7	20	10	6	76.92	52.6	60	28.92	-4.51	-6.67
Thinking critically	24	20	9	96	95.24	100	26	16	9	100	84.2	90	4.00	-11.03	-10.00
Ethical and social understanding	18	15	7	72	71.43	77.8	21	13	7	80.77	68.4	70	8.77	-3.01	-7.78
Independence and creativity	16	15	9	64	71.43	100	23	16	9	88.46	84.2	90	24.46	12.78	-10.00
Professional understanding	16	18	9	64	85.71	100	20	13	10	76.92	68.4	100	12.92	-17.29	0.00

25

Implications and Outcome

- The MUNCr Guide for Educators
 - Teaching Plans – Including briefing and debriefing structures
 - Student Preparation Kits
 - Rules of Procedure
 - A variety of themes
- Process for creating a MUNC Simulation
 - A variety of guides already exist, so a standardised formula may be applied



26

Is participation in technology-enhanced Model United Nations Conferences the employability skills solution for learners?

Planning a MUNC

- Decide on the approach of the MUNC
 - Competitive, UN4MUN, or an alternative learning style
 - Is the MUN to be academically examined?
- Decide on a leadership structure and the positions required
- Choose an appropriate theme
 - Provide students/delegates with a background briefing and assign their countries to them
 - Some MUNs allow students to select the country of representation, but this has its downfalls academically
 - Highlight important precedence
- Establish the Rules of Procedure for the Conference
 - Ensure the delegates have ample time for Q and A regarding the RoP
- Provide an online space for delegates to engage in pre-conference discussions

27

The Future for the MUNC Revolution



28

Contact Us

Web: www.muncrevolution.com

Facebook: <https://www.facebook.com/MUNCrevolution/>

Email: mdinnen@bond.edu.au

Or

mjudd@bond.edu.au

29

Select Bibliography

- Hertel, J.P. and Millis, B.J. (2002) *Using Simulations to Promote Learning in higher Education*, Stylus Publishing: Virginia.
- Pyne, C. (2014) *Embracing the New Freedom: Classical Values and New Frontiers for Australia's Universities* [speech], Address to the Universities of Australia Conference Dinner, February 26, available: <https://ministers.education.gov.au/pyne/embracing-new-freedom-classical-values-and-new-frontiers-australias-universities>
- Yorke, M. and Knight, P.T. (2004) 'Embedding Employability into the Curriculum', Learning and Employability Series, LTSN Generic Centre web site, available at: http://www.employability.ed.ac.uk/documents/Staff/HEABriefings/ESECT-3-Embedding_employability_into_curriculum.pdf (accessed December 8, 2015)

30

Appendix F Pre/Post Surveys for Masterclass

MUNC Masterclass – Bond University Pre-Masterclass Survey

I expect that this masterclass will:

	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
Expose me to good practices within technology-enhanced learning pedagogies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foster the enhancement of inter-disciplinary networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enable me to create technology-enhanced curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent can simulation-based learning (such as MUNCs) enhance graduate employability?

Limited correlation
Somewhat correlates
Large correlation

Do you believe that simulation-based learning exercises can accurately replicate international negotiations?

Yes
Depends
No

If you answered 'depends' please briefly describe what you feel it depends upon.

MUNC Masterclass – Bond University Post Masterclass Survey

University

Faculty

Please select your workshop venue

Bond University

Griffith, Nathan

What is your total teaching experience?

0 - 5 years

5 - 10 years

10 - 15 years

15 years & above

How would you describe your academic profile?

Teaching only

Research & Teaching

Research only

Are you a full-time academic?

Yes

No, part time

Are you considering implementing, or are you currently implementing, technology-enhanced Model United Nations Conferences within your undergraduate (UG) or postgraduate (PG) curriculum?

UG

PG

Both

Neither

If so, can you tell us the name of the degree program in which you are primarily implementing or considering implementing this method?

This masterclass:

	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
Exposed me to good practices within technology-enhanced learning pedagogies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fostered the enhancement of inter-disciplinary networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enabled me to create technology-enhanced curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is participation in technology-enhanced Model United Nations Conferences the employability skills solution for learners?

Today's masterclass brought to life international topics and allowed me to relate those topics to the practice of international diplomacy.

Strongly disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

Do you believe that simulation-based learning exercises can accurately replicate international negotiations?

Yes

Depends

No

If you answered 'depends' please briefly describe what you feel it depends upon.

Today's masterclass provided access to experiences that I may not otherwise have had in the university context.

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

I believe that today's masterclass showed me the educational value of incorporating technology-enhanced pedagogies within my teaching practice.

Strongly disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

Today's masterclass helped me to identify further teaching strategies to enhance employability of graduates.

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

I believe that MUNCs deliver the following graduate attributes:

Engaging with and understanding of world issues

Thinking spontaneously

Communicating with influence and authority

Interpreting and responding to digital information

Contributing appropriately to group process

Mentoring/being mentored by others

Thinking critically

Ethical and social understanding

Independence and creativity

Professional understanding

To what extent can simulation-based learning (such as MUNCs) enhance graduate employability?

Limited correlation

Somewhat correlates

Large correlation

Please list at least two practical goals to achieve within the next six months in relation to this workshop and your practice as an educator. (If you wish to be contacted to follow up in relation to this goal please include your email address within the response).