MARÍA LAURA ANGELINI

Valencia Catholic University Saint Vincent Martyr
https://orcid.org/0000-0001-5972-5039
marialaura.angelini@ucv.es

Teacher Education through Integrated Dialogic and Simulation-Based Learning: A Comprehensive Approach to Interpersonal Interactions

Kształcenie nauczycieli poprzez zintegrowane uczenie się oparte na dialogu i symulacji: kompleksowe podejście do interakcji międzyludzkich

Abstract: This paper presents a scholarly report on the SIM+VE project, an innovative program that integrates dialogic learning and simulation-based methodologies in teacher education. Drawing on six years of empirical data and published studies by Angelini from 2023 and 2024, the report synthesizes outcomes from over 650 participants across multiple countries engaging in authentic classroom and school scenarios through virtual exchange platforms. The SIM+VE project's evidence base demonstrates significant improvements in knowledge acquisition, motivation, engagement, and critical higher-order competencies – including problem solving, critical thinking, and metacognitive growth – among pre-service and in-service teachers. These outcomes were measured using standardized rubrics, scenario-based assessments, reflective essays, and validated questionnaires drawn from previous research. By situating results within a robust theoretical framework and integrating longitudinal findings, this scholarly review shows how SIM+VE fosters professional identity development, intercultural competence, and inclusive learning environments. The program's design principles and international collaborations position SIM+VE as a transformative, evidence-based model for advancing teacher education in diverse, modern classrooms.

Keywords: simulation; dialogic learning; virtual exchange; pre-service teachers; teacher education

Abstrakt: W artykule przedstawiono naukowy raport dotyczący projektu SIM+VE, innowacyjnego programu łączącego nauczanie dialogowe i metodyki oparte na symulacjach w kształceniu nauczycieli. Opierając się na sześcioletnich danych empirycznych i opublikowanych badaniach Angelini z lat 2023 i 2024, raport zawiera syntezę wyników uzyskanych od ponad 650 uczestników z wielu krajów, którzy brali udział w autentycznych scenariuszach lekcyjnych i szkolnych za pośrednictwem platform wymiany wirtualnej. Dowody zebrane w ramach projektu

SIM+VE wskazują na znaczną poprawę w zakresie przyswajania wiedzy, motywacji, zaangażowania i kompetencji krytycznych wyższego rzędu – w tym rozwiązywania problemów, krytycznego myślenia i rozwoju metapoznawczego – wśród nauczycieli przed rozpoczęciem pracy i w trakcie jej wykonywania. Wyniki te zostały zmierzone przy użyciu standardowych rubryk, ocen opartych na scenariuszach, esejów refleksyjnych i sprawdzonych kwestionariuszy zaczerpniętych z poprzednich badań. Umieszczając wyniki w solidnych ramach teoretycznych i integrując wyniki badań longitudinalnych, niniejszy przegląd naukowy pokazuje, w jaki sposób SIM+VE sprzyja rozwojowi tożsamości zawodowej, kompetencji międzykulturowych i integracyjnych środowisk uczenia się. Zasady projektowania programu i międzynarodowa współpraca sprawiają, że SIM+VE jest transformacyjnym, opartym na dowodach modelem służącym doskonaleniu kształcenia nauczycieli w zróżnicowanych, nowoczesnych klasach.

Słowa kluczowe: symulacja; dialogiczne uczenie się; wirtualna wymiana; nauczyciele doskonalenia zawodowego; kształcenie nauczycieli

INTRODUCTION

Teacher education is evolving to meet the demands of modern classrooms, requiring innovative approaches that prepare future educators for the complexities of real-life teaching scenarios (Hollins, 2015; Schiera, 2019). Traditional methods often fall short in fostering the practical and interpersonal skills essential for today's teachers. This scholarly report offers a comprehensive overview of the SIM+VE project, a program that integrates dialogic learning and simulation-based methodologies in teacher education. Drawing from six years of project development and empirical applications involving international groups of pre-service and in-service teachers, the SIM+VE program leverages technology-enhanced platforms and scenario-based simulations to facilitate authentic classroom experiences and meaningful professional discourse.

The SIM+VE model places meaningful dialogues at the center of student-student, teacher-student, and teacher-teacher interactions, fostering a supportive and effective learning environment. Through technology-enhanced exchanges – including virtual exchange (VE) platforms – pre-service teachers are afforded opportunities to practice complex teaching skills and engage in constructive professional conversations. This integrated approach is designed to promote knowledge acquisition, motivation, engagement, and the development of crucial higher-order thinking abilities. By weaving together dialogic and simulation-based methods, SIM+VE seeks to prepare future educators to adapt and transform contemporary learning spaces. This scholarly report reviews the structure and theoretical rationale of SIM+VE, examining implementation strategies and summarizing available evidence on how the model contributes to skill development and improved educational outcomes.

Rather than attempting to quantify broad outcomes such as professional identity formation or the creation of inclusive environments, this paper aims to guide readers through the program's foundational design, core activities, and the theoretical frameworks – dialogic learning and simulation-based learning – that underpin its pedagogical innovations. The overview synthesizes major project milestones, examples

of curriculum integration, and lessons learned from longitudinal implementation. The intention is to present the structure, processes, and conceptual rationale of SIM+VE as a potential model for teacher education, enabling readers to understand how the integration of these approaches might address emerging challenges in the field.

PROGRAM OVERVIEW

The SIM+VE project operates as a large-scale, international simulation initiative engaging over 650 pre-service and in-service teachers from countries including Spain, Canada, the USA, Norway, Austria, Romania, Ukraine, Poland, Tunisia, and Algeria. Participants interact via dedicated virtual exchange (VE) platforms such as Microsoft Teams and UNICollaboration, participating in scenario-based simulations and reflective synchronous and asynchronous dialogue.

International logistics and collaboration

A facilitator-academic from each country coordinates group involvement, logistical arrangements, and adaptation to local educational regulations. English is used as the *lingua franca*, supplemented by linguistic scaffolding and support mechanisms such as translation tools and bilingual facilitators. Synchronous sessions are scheduled during the spring semester and typically occur once a week from 19:00 to 21:00 CET, enabling effective connections among participants overseas and accommodating diverse time zones for international collaboration. Differences in time zones are managed with flexible asynchronous discussion forums, rotating meeting schedules, and recorded simulation sessions.

Curricular integration and diversity

The School of Valtance simulation is an internationally developed scenario designed to replicate the complexities of real educational communities and foster critical 21st-century teaching competencies. Simulation scenarios like School of Valtance are structured collaboratively, allowing adaptation to participants' distinct national curricula, educational systems, and accreditation standards. The scenario features a multi-stakeholder governance structure, with roles such as head of school, ESL teachers, pedagogical advisors, parents, service-learning representatives, special education teachers, and superintendents, collectively creating a rich ecosystem for interdisciplinary collaboration and negotiation. Key thematic objectives include:
- Decision-making in educational contexts, stakeholder analysis, and institutional policy evaluation (addressing areas such as active methodologies, special education, internationalisation, cyberbullying prevention, and AI integration).

- Technological and methodological innovation, teacher training, project-based and flipped learning, and the challenges and benefits of methodological diversity.

From a sociolinguistic perspective, the School of Valtance (see Annex) fosters advanced communicative skills: debate, negotiation, and sustained discourse. It emphasizes linguistic and intercultural competence, preparing participants to navigate and mediate across cultural and linguistic differences.

Digital cultural scenarios are central, leveraging virtual and augmented reality, AI translation tools, and cross-cultural online interaction, aligning with the simulation's commitment to digital citizenship and global understanding.

Ultimately, the simulation is grounded in principles of excellence, innovation, holistic student development, intercultural engagement, and social responsibility. Its comprehensive framework balances universal educational values – like inclusiveness and global citizenship – with localized themes that reflect the curricular debates, resource allocation, and stakeholder conflicts facing real schools in each participating country.

THEORETICAL DISCUSSION

This review is grounded in the theoretical frameworks of dialogic learning and simulation-based learning, examined through the lens of six years of implementation and data collection within the SIM+VE project (Angelini, 2023; Angelini & Muñiz, 2021; Simpson, 2018).

Dialogic learning (longitudinal perspective)

Over the six years of the SIM+VE project, dialogic learning has been a consistent focus. Dialogic learning, fundamentally, is an approach that emphasizes interaction, communication, co-construction of knowledge, active listening, and the valuing of diverse viewpoints (Alexander, 2020; Simpson & Goodyear, 2022; Wells, 2000). It posits that learning is not a solitary endeavour but a social process deeply rooted in dialogue and collaboration.

Key tenets of dialogic learning, as highlighted by Teo (2019) and elaborated by Alexander (2020) include:
- Collectivity: Knowledge constructed collectively through shared experiences and discussions.
- Reciprocity: Participants' engagement in reciprocal exchanges, building on each other's ideas and insights.
- Support: A supportive learning environment fostered together with risk-taking and open expression.
- Cumulation: Building upon prior knowledge and experiences, creating a cumulative understanding.

- Purpose: Purposeful and directed dialogue towards specific learning goals.

Within the SIM+VE project, dialogic learning is implemented to foster an environment where pre-service teachers move from being passive recipients of information to active co-constructors of pedagogical knowledge (Angelini & Muñiz, 2021). Meaningful exchanges with peers and mentors, both locally and internationally, are facilitated through simulations and virtual exchange platforms. This approach is designed to develop communicative competence, enhance reflective capabilities, and cultivate metacognitive awareness. The focus is on how these principles have shaped the experiences and outcomes of pre-service teachers over time, preparing them to create inclusive and democratic dialogue structures in their future classrooms.

Simulation-based learning (longitudinal perspective)

Simulation operates as a dynamic pedagogical tool by replicating authentic classroom and school-based scenarios while embedding dialectical tensions central to teaching practice. Rooted in Shirts' (1975) definition of norms reflecting reality and Warschauer and Healey's (1998) model of existing processes, simulations enable participants to navigate complex educational ecosystems through role-playing, problem-solving, and collaborative decision-making. By situating trainees in scenarios requiring self-directed learning and critical negotiation (e.g. managing inclusive classrooms or addressing parental concerns), simulations bridge theory and practice while fostering transformative learning.

Simulation-based training significantly enhances teacher competencies through targeted skill development across critical domains, as evidenced by Kasperski et al. (2025). In classroom management, pre-service teachers discuss behavior regulation strategies with other peers from abroad, reducing real-world risks while building confidence in analysing disruptions. For instructional planning, simulations like the "Think-Tank School" or "School of Valtance" models (Angelini, 2021; Angelini & Muñiz, 2023) require discussions on curriculum standards with active methodologies (e.g. flipped classrooms), fostering adaptability to diverse learner needs. Communication skills are honed through role-playing parent-teacher discussion during the simulation meetings, where trainees navigate conflicts and advocate for student needs within low-stakes environments. Notably, studies show that web-based simulations outperform traditional role-play by providing consistent, scaffolded practice with iterative feedback, particularly when combined with live coaching (Dai, 2023). Levin's (2024) work underscores simulation-based learning's (SBL) potential to promote deep learning by immersing educators in authentic, problem-based scenarios that require critical analysis of real-world teaching challenges. This aligns with Dai's emphasis on *in-situ* learning support, where preservice teachers engage in "collective reasoning" with AI agents to dissect student discourse and adjust teaching strategies dynamically. Both studies converge on the necessity of structured reflection to bridge theory and practice. However, Levin identifies gaps in understanding

contextual variables (e.g. learner differences, professional experience) that influence SBL outcomes, which Dai's model begins to address through adaptive AI support tailored to individual needs. Future research should merge these perspectives by investigating how scalable, AI-enhanced feedback systems (Dai, 2023) can be optimized to accommodate diverse learner profiles and foster Levin's "need-supporting dialogical orientation" in various educational settings. This synthesis could advance SBL frameworks that balance technical consistency (Dai, 2023) with contextual adaptability (Levin, 2024) to deepen professional learning outcomes.

Angelini (2024) accentuates the significant positive effects of SBL on learning outcomes. The author's work demonstrates how SBL bridges skill development and professional identity formation through its dual focus on structured role engagement and dissonant profile integration. By assigning pre-service teachers specific professional profiles, simulations create scenarios where participants must reconcile conflicting viewpoints inherent in educational systems. This intentional design fosters critical thinking and problem-solving, as noted in the study's findings, while simultaneously allowing pre-service teachers to embody and reflect on the multifaceted responsibilities of educators.

The dissonant profiles – roles that challenge participants' assumptions or introduce conflicting priorities – serve as catalysts for perspective transformation. When pre-service teachers engage with these profiles, they confront the complexities of real-world practice, such as balancing pedagogical goals with administrative constraints or addressing diverse student needs. This experiential process aligns with theories of situated cognition, where learning emerges through context-specific problem-solving, reinforcing both technical competencies and professional self-concept.

The evolution of teacher identity ("seeing themselves as real teachers") occurs as participants navigate these simulated challenges, integrating leadership and contingency management skills with a deeper understanding of relational dynamics. By grappling with dissonance, pre-service teachers move beyond abstract knowledge to embodied practice, where their evolving identity encompasses adaptability, collaboration, and reflective decision-making. This dual outcome – skill acquisition and identity formation – underscores Angelini's argument that SBL's effectiveness lies in its ability to mirror the dialectical tensions of actual educational environments, preparing teachers for the interdependent, often conflicting demands of the profession.

Thus, the use of dissonant profiles in simulations not only enhances competencies like critical thinking but also redefines participants' conceptions of teaching, positioning them as proactive agents within complex systems rather than passive recipients of pedagogical theory.

Integrated dialogic and simulation-based learning

The SIM+VE approach consistently demonstrates the effectiveness of dialogic approaches in improving educational outcomes (Pop, 2021). The reflections of par-

ticipants highlight the power of collaborative discussion in solidifying understanding and improving preparedness.

Over the past six years, the SIM+VE project has reached more than 650 participants from diverse countries, including Canada, the USA, Norway, Austria, Romania, Ukraine, Poland, Tunisia, Algeria, and Spain. Most participants were university students enrolled in teacher education programs, while some were in-service teachers. A facilitator-academic from each participating university or country coordinated these efforts, serving as a crucial link between the project's framework and the students or school teachers (Muñiz & Angelini, 2023).

A crucial component of the SIM+VE model in the six editions is the incorporation of VE. VE involves technology-enabled interactions that connect pre-service teachers with peers and mentors across geographical boundaries. This international collaboration is vital for several reasons:

- Broadening Perspectives: VE exposes pre-service teachers to diverse educational contexts, teaching methodologies, and cultural perspectives. This broader understanding challenges preconceived notions and encourages critical reflection on their own practices.
- Developing Intercultural Competence: VE fosters intercultural competence, a crucial skill for teachers in increasingly diverse classrooms. As O'Dowd and Dooly (2022) argue, VE is instrumental in developing pre-service teachers' abilities to communicate effectively, empathize with diverse students, and create inclusive learning environments. Interacting with peers from different cultural backgrounds enhances pre-service teachers' ability to navigate linguistic and cultural differences, promoting a more global mindset.
- Building Virtual Innovation and Support Networks: O'Dowd and Vinagre (2024) highlight the role of VE in creating virtual innovation and support networks for teachers. These networks provide ongoing professional development opportunities and a platform for sharing best practices, contributing to the sustainability and scalability of teacher education programs. The collaborative nature of these networks allows pre-service teachers to engage in continuous learning and adapt to the evolving demands of the teaching profession.
- Enhancing Dialogic Skills: VE provides opportunities for pre-service teachers to practice dialogic skills in authentic, cross-cultural settings. Navigating linguistic and cultural differences requires heightened communication skills, active listening, and a willingness to understand different viewpoints.
- Promoting Global Citizenship: By engaging in VE, pre-service teachers develop a sense of global citizenship and a commitment to addressing global educational challenges. They become part of a larger network of educators working collaboratively to improve learning outcomes for all students.

In this way, the SIM+VE model creates more inclusive learning spaces where all participants increase their engagement and take active, meaningful roles in discussions.

Metacognitive growth through dissonance

SBL in teacher education fosters metacognitive growth by intentionally embedding dissonant roles (e.g. resistant parent or superintendent's supervision) that challenge participants' assumptions and trigger the "valley of despair" – a critical phase marked by frustration as trainees confront gaps in their knowledge or inability to achieve role-specific goals (de Wijse-van Heeswijk, 2021). This cognitive-emotional tension compels preservice teachers to monitor their thinking processes, recognize limitations, and engage in self-regulated learning strategies to bridge knowledge gaps, as observed in studies where trainees demonstrated heightened awareness of their problem-solving strategies and decision-making biases (Carrera et al., 2016; Dieckmann, 2020; Jones, 2013, 2013; Kato, 2010; Kriz, 2010, 2017, 2020). The presence of "more knowledgeable others" (MKOs), such as mentors or "superintendents", further scaffolds this growth by providing dialogic feedback during debriefing sessions, enabling trainees to reframe failures as learning opportunities and internalize reflective practices. For instance, qualitative analyses reveal that dissonant roles deepen affective regulation skills, as participants learn to navigate discomfort while advocating for perspectives contrary to their own, thereby enhancing empathy and cultural responsiveness. By simulating high-stakes scenarios without real-world consequences, this approach cultivates metacognitive accuracy – the ability to self-assess competencies realistically – while fostering adaptability in complex classroom dynamics. Such deliberate dissonance not only strengthens self-efficacy through iterative practice but also prepares educators to transfer metacognitive strategies to authentic teaching contexts, where uncertainty and conflicting stakeholder needs are commonplace

Design principles for effective simulations
in teacher education

Effective profile role customization in teacher training simulations is central and requires strategic alignment of profile roles with specific learning objectives, particularly through the inclusion of dissonant profiles that mirror real-world educational tensions. In the described simulation "School of Valtance", roles such as *head of school*, *ESL teachers*, *pedagogical advisors*, *parents*, *service-learning representatives*, *special education teachers*, and *superintendents* collectively replicate the ecosystem of an educational community, fostering interdisciplinary collaboration and conflict resolution (Angelini, 2024; Angelini & Muñiz, 2021). These dissonant profiles – such as a parent advocating for reduced homework while teachers emphasise academic rigor – create cognitive friction, compelling participants to engage in perspective-taking and evidence-based negotiation. For instance, research shows that when participants embody roles like *service-learning representatives* pushing for community-based projects against administrative budget constraints, they develop adaptive leadership

skills by balancing ethical imperatives with institutional limitations (Riley, 2023). The deliberate mismatch between role objectives (e.g. superintendents prioritizing standardised metrics vs. special education teachers advocating for individualised support) mirrors the "valley of despair", where frustration arising from goal mis-alignment drives metacognitive reflection and problem-solving agility. This approach, grounded in situated cognition theory, ensures that role-specific challenges – such as reconciling inclusive practices with fiscal realities – directly translate to competency development in real-world educational leadership and advocacy.

In addition, the inclusion of a multi-virtual environment (multi-VE) involving participants from diverse regions (the USA, Canada, Romania, Poland, Austria, Ukraine, Norway, Tunisia, Algeria) over a six-year period amplifies the pedagogical value of simulations by enhancing intercultural dynamics and geographically distributed collaboration. Mixed-group interactions, facilitated by computer-mediated platforms, have enabled participants to navigate cross-role negotiation (e.g. parents vs. EFL teachers; head of school vs. superintendents) while engaging in perspective-taking that mirrors real-world educational ecosystems. For instance, scenarios requiring consensus-building between Tunisian service-learning representatives and Polish pedagogical advisors cultivate intercultural communication skills, as participants reconcile differing educational priorities (e.g. community engagement vs. standardised assessment).

These interactions, supported by collaborative digital workspaces and real-time polling tools, foster distributed leadership competencies – such as adaptive decision-making in diverse contexts.

Sim+VE studies (Angelini, 2021, 2024; Angelini & Muñiz, 2023) over these years have demonstrated that such multi-VE frameworks enhance collaborative problem-solving and metacognitive agility, with participants reporting improved ability to navigate cultural friction in professional settings. For example, hybrid simulations combining asynchronous communication (via UNICollaboration) and synchronous role-play have been shown to deepen intercultural empathy while maintaining scenario authenticity.

To summarise, this scholarly report claims that simulation-based methods increased critical thinking, problem solving, and metacognitive skills are supported by empirical evidence from previous studies (Angelini, 2024), where participants' abilities were quantitatively assessed using scenario-specific rubrics and qualitatively coded reflections.Data from Angelini and Muñiz (2021) and Angelini (2023, 2024) document measurable growth on validated Likert questionnaires and thematic analysis of post-simulation essays, indicating statistically and practically significant improvement across these higher-order competencies.Metacognitive outcomes were tracked using structured reflective interviews and self-regulatory surveys administered pre- and post-simulation, as outlined in Angelini (2024), providing a robust evidence base for these claims.

FINAL THOUGHTS

The SIM+VE model is advancing a paradigm shift in teacher education by integrating dialogic and simulation-based methodologies. Through meaningful exchanges between pre-service teachers, peers, and international mentors, participants transition from passive learners to active co-constructors of pedagogical knowledge. Testimonies from participants capture this transformation:

> Doing the simulations, especially when we talk about them afterwards, helps us see ourselves as real teachers, not just students learning about teaching.

> I think my view of what a teacher is has changed. Before, it was just about knowing the subject, but now I get that it's also about how you connect with students and other teachers.

By embedding democratic dialogue and inclusive practices in its design, SIM+VE fosters learning spaces where all participants experience increased engagement and take on meaningful, agentic roles. As future teachers practice inclusive dialogue structures, they acquire concrete strategies for shifting traditional power dynamics in their own classrooms. As one participant remarked:

> I never realized how small things in a school can make some students feel left out. Now I'm thinking about how to make sure everyone feels included.

> We should always be making sure everyone in the school feels like they matter.

Dialogic approaches in simulation contexts lead to improved educational outcomes, as pre-service teachers deepen their understanding through collaborative reflection:

> Talking things out in the simulations really helps us understand what we're doing and why.

> The more we talk about real-life situations, the better we get.

Importantly, the dual focus on communication and critical reflection in SIM+VE develops both communicative competence and higher-order thinking skills. This enables future educators to build cognitive and practical flexibility – essential attributes for navigating complex classroom realities. Reflections emphasize this growth:

> If you want to develop yourself professionally, you need to make yourself available to take more practical opportunities.

> It's not enough to just learn the rules. We need to really think about what we're doing and why.

Overall, integrating dialogic and simulation-based learning in teacher education leads to tangible growth in knowledge, motivation, engagement, and advanced thinking skills, as supported by both participant testimony and project research findings. The intentional inclusion of dissonant roles, technological scaffolding, and international collaboration not only enhances metacognitive growth and adaptability but also fosters sustained professional and intercultural networks.

SIM+VE's impact reaches beyond individual skill development – offering a vision for sustainable, inclusive, and effective teacher education that responds to the complexities of modern classrooms. Embracing this integrated, evidence-based approach is not simply methodological innovation; it is an opportunity to reimagine what it means to prepare the next generation of educators for transformative, equitable practice. Let this model serve as an invitation to collectively shape the future of teaching and learning.

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ANNEX

"The School of Valtance"

…Where Kindness and Curiosity Thrive!

BRIEFING

This briefing document outlines the intended learning outcomes and the simulation scenario for the simulation action, encompassing both thematic and sociolinguistic approaches. These outcomes are designed to align with the broader educational goals of the teaching degree, while allowing for flexibility to address additional objectives as deemed appropriate.

☐ The thematic approach aims to foster critical reflection and analysis on the following key areas:
1. Decision-Making in Educational Contexts: Evaluate the implications and consequences of administrative and pedagogical decisions within school environments
2. Stakeholder Interest Analysis: Critically examine the interplay between individual and collective interests in educational settings
3. Institutional Policy Evaluation: Analyse and critique institutional policies pertaining to:
   - Implementation of active methodologies
   - Provision of special education services
   - Internationalisation initiatives
   - Co-teaching practices
   - Cyberbullying prevention and intervention
   - Integration of artificial intelligence in education
   - Promotion of global peace and educational equity

☐ The sociolinguistic approach focuses on developing advanced communicative competencies and cultural awareness:
1. Advanced Communicative Skills: Enhance proficiency in debate, negotiation, and decision-making processes within higher education contexts
2. Linguistic Competence: Demonstrate mastery of simple grammatical forms and proficiency in selected advanced structures; and refine pronunciation at both segmental and suprasegmental levels.
3. Lexical Proficiency: Expand and effectively utilise a broad vocabulary range in topic-specific discourse.

4. Fluency and Extended Discourse: Produce sustained, coherent stretches of language with appropriate fluency
5. Intercultural Communicative Competence: Develop and apply skills for effective cross-cultural communication
6. Critical Global Awareness: Cultivate a nuanced understanding of diverse world realities and develop critical perspectives on global issues

These learning outcomes are situated within the broader educational philosophy of the School of Valtance, which emphasises:

- Excellence in teaching and student achievement
- Innovation and continuous improvement
- Holistic development of students
- Technological integration in pedagogy
- Social and environmental engagement
- Intercultural awareness and respect

The school's commitment to these principles is reflected in its governance structure, resource allocation, and community engagement strategies. The learning outcomes are designed to support the school's mission of preparing students for the complexities of the 21st century, with a strong emphasis on fostering fundamental values and embracing diversity.

This academic framework provides a comprehensive approach to education that balances subject-specific knowledge with broader competencies, preparing students for both academic success and effective global citizenship.

At the School of Valtance, the acquisition of fundamental values lies at the heart of all areas of the curriculum. The school aims to expose every student, every day, to experiences that will help them understand the needfor mutual respect, tolerance and understanding of people from different cultures.

Secondary School programmes of study centre around PBL (project-based learning) guiding questions that open up and develop thinking skills, subject knowledge, concepts and ideas. Technology is rapidly changing in our world and this stage of learning is a vital time for our students, who need to become skilled in its use and as a tool for learning.

The School of Valtance will be part of a consortium and will share the same principles. The School of Valtance has been providing accessible education since 2010. As a new model of education, several issues still have to be discussed and improved.

An elected Committee meets three times a year to discuss and share information pertaining to the whole school. This term, the Committee is meeting to deal with some inquiries presented to the Head of the school. This Committee is made up of the following people:

The inquiries and requests for clarification are classified into:

CLASSROOM MANAGEMENT

ValPAR, the Valtance Parent Association, has raised concerns about the current state of English lessons, citing:
- Students talking over the teacher
- Uncontrolled movement around the classroom
- Lack of attention to instruction

These issues have resulted in formal complaints about the ineffective learning environment. Teachers at ValED must develop strategies to:

1. Anticipate and prevent misbehaviours
2. Implement subtle and brief interventions
3. Create a welcoming classroom with clear expectations
4. Integrate management techniques with instructional activities
5. Ensure engaging and active learning experiences
6. Foster a positive environment for risk-taking and optimal performance

How could teachers…
- defuse potential disruptions before they escalate?
- redirect off-task behaviour without interrupting the flow of the lesson?
- create and maintain a positive classroom atmosphere?
- adapt management strategies to different learning activities?
- balance structure with flexibility to accommodate diverse learner needs?

Key Areas of Focus

In the face of unprecedented challenges, Valtance School is committed to leveraging technology to maintain educational excellence while prioritising the well-being of students and staff. This comprehensive approach addresses the immediate needs arising from the past health crisis, cybersecurity concerns, and the integration of artificial intelligence in education.

Digital Cultural Scenarios

The School of Valtance recognizes the importance of preparing students for digital cultural scenarios. This new focus area aims to equip students with the skills and knowledge necessary to navigate diverse online environments, foster global digital citizenship, and cross-cultural understanding and collaboration.

Current Landscape

1. Global Digital Connectivity
- Students engaging with peers from various cultures through online platforms
- Increased exposure to diverse digital content and media
2. Digital Literacy Challenges
- Need for critical evaluation of online information

- Importance of understanding cultural nuances in digital communication

3. Emerging Technologies
- Virtual and augmented reality for immersive cultural experiences
- AI-powered language translation tools facilitating cross-cultural dialogue

This step aligns with the School of Valtance's commitment to innovation, technological integration, and intercultural awareness. It aims to prepare students for the complexities of a digitally connected world while fostering understanding and respect for cultural diversity in online spaces.

- In which subject areas do you see the most potential for integrating digital cultural scenarios?
- How can we align digital cultural competencies with existing learning objectives?
- What assessment methods would be most effective in evaluating students' digital cultural skills?
- What training do teachers need to effectively guide students through digital cultural scenarios?
- How can we foster collaboration between teachers from different cultural backgrounds to enrich digital cultural experiences?
- How can we ensure equitable access to digital cultural resources for all students?

The School of Valtance prides itself on its commitment to innovation and continuous professional development. However, this progressive approach has led to challenges in establishing a unified pedagogical framework. This situation reflects a broader trend in education where traditional and innovative methodologies coexist, often creating tension and debate.

Current Landscape

1. Annual Teacher Training
- Regular updates on latest methodologies and resources
- Exposure to diverse teaching approaches

2. Methodological Diversity
- Traditional subjects: mathematics, languages, literature, social studies, sciences
- Emerging approaches: flipped classrooms, project-based learning, service learning, thinking-based learning

3. Lack of Consensus
- Difficulty in agreeing on optimal methodologies for different subject areas
- Criticism from ValPE (Valtance Pedagogical Board) regarding student confusion

Analysis of the Situation

The lack of consensus on teaching methodologies at the School of Valtance reflects a broader debate in educational circles. While innovation is crucial for progress, it can lead to fragmentation and confusion if not implemented systematically.

1. Benefits of Methodological Diversity
   a. Allows for personalised learning approaches
   b. Prepares students for diverse problem-solving scenarios
2. Challenges of Lack of Consensus
   a. Student confusion about expectations and procedures
   b. Potential inconsistencies in educational outcomes
3. English Language Teaching Considerations
   a. The C-Wheel approach aligns with modern understanding of language acquisition
   b. Comparison with CLIL 4Cs suggests a trend towards holistic language education
4. Addressing Listening and Speaking Challenges
   a. High percentage of students struggling with these skills indicates a systemic issue
   b. May reflect a mismatch between teaching methods and real-world communication needs

How could you implement a core pedagogical framework? What aspects would you prioritize? Justify.

WORLD PEACE & INCLUSIVENESS

Valtance School recognizes the critical role education plays in promoting world peace, inclusiveness, and respect for diversity. In alignment with Human Rights conventions and UNICEF guidelines, the school is committed to creating an environment that nurtures empathy, understanding, and acceptance among all members of its community.

What may a comprehensive approach to inclusiveness look like? Would you consider

1. Differentiated Instruction?
2. Culturally Responsive Teaching?
3. Language Support Strategies through SIOP (Sheltered Instruction Observation Protocol) for English language learners?
4. Special Needs Accommodations through IEP (Individualised Education Programme)?