

USING SIMULATION FOR STUDENT LEARNING ASSESSMENT: DOS AND DON'T'S

McMaster University, Hamilton, Canada

While simulation has great potential for helping students learn skills and for assessing their learning, there is a real potential for costly abuse. There appears to be an unwritten assumption that "the more the merrier" and that higher fidelity simulation are inherently better for learning, transfer and skill development than simpler methods. This can't be universally true; a novice pilot will learn nothing from a session in a Boeing 747 simulator. Can we develop guidelines about how to use simulation most effectively to meet different instructional goals?

Geoff Norman
MDCL 3519
McMaster University
1200 Main St. W.
Hamilton ON L8N3Z5, Canada
norman@mcmaster.ca>norman@mcmaster.ca
(905) 525-9140, ext.22119