การจำลองสถานการณ์: แนวทางใหม่ในการพัฒนาการเรียนสังคมสงเคราะห์ในประเทศไทย
Simulation: new platform to develop social work study in Thailand

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Abstract

Simulation is well-known terminology in computer sciences and technology. Currently, simulation becomes one of study platforms in business and political sciences. The negotiation simulation is a popular platform applied into business and international trade. In political sciences, simulation has been used for indicating students how to implement the negotiation and mediation between or among stakeholders at all levels; especially, international level. In addition, Peace Studies also apply simulation to develop knowledge and skill of learners on peace negotiation. Simulation can indicate instructors know level of understanding, skill and knowledge of learners in the fields; on the other hand, learners can develop and sharpen skill and knowledge by practicing simulation. The simulation has a close relationship with role-play; however, the important difference among those is the solution finding. In role-play, learners merely express situations without trying to find out the solutions while they are assigned to find out solution in simulation. In Faculty of Social Administration, undergraduate students are assigned to do role-play to express the problematic situations in the society at the time and they are supposed to effectively develop their skill and knowledge on social work by doing simulation. In general, the simulation can be designed for either one-day or one-week long, in either small or big issue, and students from freshman to senior year can join the simulation to share their different skill to others on the same issues. Due to well blending with role-play, simulation can make students more cheerful and help to memorize what they have learnt more than traditional one-way teaching. Simulation is a new platform of social work learning that can make students confident, professional and skillful social workers, which is the main purpose of institute.

Key words: Simulation, New Platform, and Social Work Development

บทคัดย่อ

การจำลองสถานการณ์รู้จักกันดีในวงการคอมพิวเตอร์และเทคโนโลยี ปัจจุบัน การจำลองสถานการณ์เป็นหนึ่งในรูปแบบการสอนธุรกิจและรัฐศาสตร์ การจำลองสถานการณ์เจรจาเป็นแนวทางยอดนิยมในธุรกิจและการค้าระหว่างประเทศ ในสาขารัฐศาสตร์ การจำลองสถานการณ์ถูกนำมาใช้ให้ผู้ศึกษาเรียนรู้ถึงการจัดการเจรจาระหว่างกลุ่มผู้มีส่วนได้ส่วนเสียในทุกระดับชั้น โดยเฉพาะระดับสากล นอกจากนี้ สันติภาพศึกษาก็นำการจำลองสถานการณ์มาใช้เพื่อพัฒนาความรู้และทักษะของผู้เรียนในการเจรจาสันติภาพ การจำลองสถานการณ์สามารถชี้แนะให้ผู้สอนทราบถึงระดับความเข้าใจ ทักษะและความรู้ของผู้เรียน ขณะที่ผู้เรียนสามารถพัฒนาทักษะและความรู้ผ่านการจำลองสถานการณ์ การจำลองสถานการณ์มีความสัมพันธ์อย่างใกล้ชิดกับการแสดงบทบาทสมมติ อย่างไรก็ตาม ความแตกต่างสำคัญคือ การแสวงหาทางออก ในการแสดงบทบาทสมมติ ผู้เรียนเพียงถ่ายทอดสถานการณ์ โดยที่ไม่ต้องแสวงหาทางออกของสถานการณ์นั้น ขณะที่พวกเขาจะได้รับการชี้บอกให้หาทางออกในสถานการณ์จำลอง ในคณะสังคมสงเคราะห์ศาสตร์ นักศึกษาจะแสดงบทบาทสมมติเพื่อถ่ายทอดปัญหาสังคมในขณะนั้น และคาดว่าพวกเขาจะสามารถพัฒนาทักษะและความรู้ด้านสังคมสงเคราะห์มากขึ้นผ่านการจำลองสถานการณ์ โดยทั่วไป การจำลองสถานการณ์สามารถออกแบบได้ทั้งหนึ่งวันหรือหนึ่งสัปดาห์ ประเด็นเล็กหรือประเด็นใหญ่ และนักศึกษาตั้งแต่ปีที่หนึ่งถึงสี่สามารถเข้าร่วมในสถานการณ์จำลองนั้นเพื่อแลกเปลี่ยนทักษะกันได้ จากการผสมผสานกับการแสดงบทบาทสมมติอย่างลงตัว การจำลองสถานการณ์จะทำให้ผู้เรียนมีความเพลิดเพลินและสามารถจดจำประเด็นที่ศึกษาได้มากกว่าการเรียนแบบเดิม การจำลองสถานการณ์จึงถือเป็นแนวทางใหม่สำหรับการเรียนสังคมสงเคราะห์ที่จะทำให้ผู้เรียนเป็นนักสังคมสงเคราะห์วิชาชีพที่มีความมั่นใจ เป็นมืออาชีพและเปี่ยมไปด้วยทักษะ ซึ่งถือเป็นเป้าหมายหลักของสถาบัน

คำสำคัญ : การจำลองสถานการณ์, แนวทางใหม่, และการพัฒนางานสังคมสงเคราะห์

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Introduction

This paper is divided into two parts. Part one covers a definition and instruction of simulation, similarity and difference between simulation, game and role-play, and brief history of simulation used as one of pedagogical techniques in social sciences. Part two is the explanation on how to apply simulation into social work teaching in Thailand and what the benefit instructors will receive by doing simulation. Reviewing literature has been used as a main methodology for making this paper. In addition, some lesson learnt from simulation implementation for university students in SW446: Conflict Resolution in Social Work, the Faculty of Social Work has been narrated as example.

This paper does not cover computer simulation in social science and other kinds or simulation such as micro-simulation, simulation game, or agent-based simulation. Basic information on some types of simulation will be given if related to main issue but will not go in detail. Simulation mainly focused in this paper is negotiation simulation that has been implemented in class of international relations, peace studies, business management and law practice. However, this paper does not cover the detailed information of negotiation simulation either, such as step-by-step to do negotiation simulation.

Part I:

Simulation: Definition and instruction

Simulation is variously defined by many scholars working in negotiation teaching. Bratley, Fox and Schrage (1987, ix cited in Axelrod, 2003) defined that "simulation means driving a model of system with suitable inputs and observing the corresponding outputs". Society for Simulation in Healthcare or SSH (2013) mentioned that "Simulation is the imitation or representation of one act or system by another." Nigel Gilbert and Klaus G. Troitzsch (2005) defined that "simulation is a particular type of modeling… A model is a simplification – smaller, less detailed, less complex, or all of these together – of some other structure or system."

In general, simulation consists of three main parts; 1) a written background piece that sets a stage, 2) confidential instruction for each role player and 3) a teaching or debriefing note (Susskind and Corburn, 1999). The content of each part are briefly explained as follows;

The first step of negotiation simulation is identifying "target" which can be individual or group.According to Gilbert and Troitzsch (1999 cited in Egonsdotter, 2002), "the target is the real world phenomenon that will be studied. In social science, the target is dynamic, complex, and changing over time. It also reacts to the environment. The consequence is that the only way to study such target is through a simulation." Therefore, target is considered to be the most important factor for instructors to create simulation. Instructors need to study carefully how many relevant parties and possible targets should be included in the simulation. Without clear perspective on target, the simulation model and situational analysis cannot be clear either. Dividing parties relating to chosen situation can be done together with identifying target.

After identifying target, instructors need to work hard on situational analysis and pick up one which is significantly related to targets. Simulated situations in simulation can be based on either real or pseudo. In general, instructors may choose some situation with pseudonym of people and place in order to avoid partial perspective of simulation players. Roger Fisher pointed out that if the introductory simulations are too familiar to

participants, they have a tendency to "argue and fight" with them (Fisher, 1981 cited in Susskind and Corburn, 1999). Therefore, instructors need to think carefully on the situation they want to use for doing simulation.

Duration and the number of players in simulation is various, based on the complexity of chosen situation; it can be up to 40 players that may last several days for complex simulation (Crisis Simulation for Peace, 2012). However, for the highly complex simulation such as poverty simulation, the participants can be up to 70 (Community Action Service and Food Bank, 2012) The duration for complex simulation is longer than simple one and instructors can assign it as out-of-class activity allowing students or players do the negotiation through email (Weiss, 2008; cited in Druckman and Ebner, 2013) or other online communication such as Skype call. Out-of-class simulation will not consume teaching plan of instructor and students can apply what they have learnt from the class to simulation as well. Internet connection and communication is therefore important for out-of-class simulation, this technical matter can keep students or players in the loop of simulation all the time. Even players do not sit together for doing actual negotiation; they can do it and follow the progress via email or other forms of online communication.

A clear explanation on situational background and party profiles should be provided to students or players. The instruction should be also clear to well indicate students or players how to seek for solution. In simulation, instructors can also provide "confidential instruction" to secretly indicate parties what standpoints of them should be for the simulated situation. Confidential instruction is a technique that can examine the negotiating skill of students or players because it will provide each player in the simulation with a desired set of outcomes (Susskind and Corburn, 1999). With the condition proposed by each party, simulation players need to design agreement that can satisfy all parties.

Finally, after the final contract terms are specified and approved by the appropriate representatives of parties, the simulation is complete (Graham 1984). Further, it is a time of debrief and feedback that will be provided to all parties in order to inform them what benefit they gain from simulation and offer them an opportunity to share what they have learnt from simulation in both negative and positive aspects, respectively. Basically the objective of debrief in simulation is to enable everyone to examine his experience, to evaluate his individual performances and that of the group, to criticize the game and the technique, and to discuss the operational processes highlighted in the game. (Algie and Hall 1973) In doing so, instructors are required to link the groups' outcomes to key negotiation concept and theory provided in the class (Susskind and Corburn, 1999). The simulation debriefing can be done by either written evaluation or actual discussion between/among instructors and students. (Graham 1984)

To bring about effective debrief and feedback, videotape is recommended to use during the negotiation. With videotaping, players or students can analyze well what strengths and weaknesses of them, additionally; instructors also have a chance to know how much students understand their teaching which is transformed to negotiation skill during the simulation. For absent students, videotape is a good material for them to learn how to do simulation as well. In addition, videotaping can assist instructors to comprehensively analyze if several simulations conducted at the same time. (Graham 1984)

Simulation, game and role-play

Many are confused the definition of simulation, game and role-play. Some books used the term "simulation game" that can make more confused to some readers. In 1973, Jimmy Algie and Anthony S. Hall wrote about a work game in social service and what they explained was similar to simulation today but they mainly

called it as a game. In annual report of Crisis Simulation for Peace – CRISP (2012), it stated that "Simulation games are an innovative and promising method for management of conflicts and for civic education"

According to Virtual Peace (2008), it stated that "Simulations are proven tools for enhancing knowledge and promoting learning. Role-playing enables students to understand motivations and behavior of different stakeholders in a negotiation…Role-playing transforms the content of education from information into experience" also, it mentioned that game is not for only entertainment but it can assign players to understand environment and social context.

Lawrence E. Susskind and Jason Corburn (1999) explained the differences between simulations, games and role-plays that "games generally have an agreed upon set of rules that limit possible final solution or agreement…Role-plays typically involve a set of specifications or characteristics that are assigned to each participant…Simulations combine elements of games and role-plays." With the explanation of Lawrence E. Susskind and Jason Corburn, simulation has a relationship with game and role-play. The confidential instruction makes simulation similar to game in terms of specific condition to get the solution while role-play can allow players have emotional participation to what parties feel in simulation.

However, simulation is different from role-play and game because it provides players more alternative way for solution making. According to Max Bazerman (1991 cited in Susskind and Corburn, 1999), "the most important thing simulations do is unfreeze people from past practice" Roger Fisher (1981 cited in Susskind and Corburn, 1999) noted that "we use simulations because you can't tell someone how to deal with others and expect them to understand. They need to do it." What Roger explained is similar to the slogan of Crisis Simulation for Peace (2012) that is "I hear and I forget, I see and I remember, I do and I understand"

Hence, overall, simulation is closely related to free decision making which role-play and game cannot similarly be. Simulation supports players seek for appropriate solution with creativity and rationality. In simulation, participants can test and train their social abilities, and it also supports a self-organization of participants (Crisis Simulation for Peace, 2012). Interpersonal skill is one of advantages simulation can provide to players because it can help players recognize that each party has rational behind their decision and with such understanding, interpersonal relation among participants will be developed.

Simulation: one of pedagogical techniques in social sciences

There are several issues that instructors need to concentrate on when deciding to do social science simulation; 1) the interaction between the levels, 2) communication between agents, 3) complexity of agents and 4) number of agents in the simulation (Gilbert and Troitzsch, 1999 cited in Egonsdotter, 2002). Implementing simulation as one of pedagogical techniques is aiming to allow users to learn relationships and principles for themselves (Axelrod, 2003). In general, simulation has been implemented when instructors would like to educate their students to understand better in social processes.

Simulation is well-known for technology and computer science whereas it has also been utilized as one of teaching methods in social sciences for several decades (Druckman and Ebner, 2013; Axerold, 2003). Nigel Gilbert and Klaus G. Troitzsch (2005) stated that simulation was dated for the first example in the 1960s but it began to be used widely in the 1990s. In International Relations and Public Policy Course, simulation has been employed successfully since the late 1950's (Virtual Peace, 2008). The reputation of simulation technique in social sciences has been growing very fast in the past 15 years (Axerold, 2003) and it diminishes role-play – the

pedagogical technique which is close to simulation until some said it is a time of death for role-play (Alexander and LeBaron, 2009 cited in Druckman and Ebner, 2013). For social sciences, simulation is particularly utilized in those relating to "negotiation", such as international relations, business management, law and peace studies.

Paula Gutlove (2008), Professor at Simmons College, School of Management stated that "Negotiation simulations are a very important aspect of teaching negotiation". Lawrence E. Susskind and Jason Corburn (1999) mentioned that "simulations are a valuable tool for teaching negotiation. There has been an enormous growth in the number of professional schools and corporations teaching negotiation, and most of these teaching efforts are built around simulation." By using practical, real-life simulated negotiating scenarios, learners can develop more effective negotiating skills (Gagnon, 2007 cited in Hannay, 2009)

In Law School, simulation has been utilized for current conflict areas around the globe in order to train parties in negotiating techniques and to assist in the development of innovative diplomatic solutions to armed conflicts (Public International Law & Policy Group, 2013) Nigel Gilbert – Professor of Sociology and Klaus G. Troitzsch– Professor of Social Science Informatics (2005) mentioned that "simulation is an excellent way of modeling and understanding social processes."Regarding to the statements, it reveals that simulation becomes an important method for negotiation teaching.

Besides social sciences, instructors teaching in the department of public health, nursing and medicine decide to utilize simulation as part of course curriculum for training students to be familiar with simulated situations. By doing so, it can somehow ensure that graduated students can deal with really complicated and unexpected situations while working. Overall, simulation is the teaching technique mainly utilized for training. Robert Axelrod (2003) stated that "Many of the earliest and most successful simulation systems were designed to train people by providing a reasonably accurate and dynamic interactive representation of a given environment."

Due to the high recognition of simulation in social science teaching today, simulation guideline and format are online and offline provided to instructors and everybody interested to design simulation. Some educational institutes also design the simulation platform to be appropriately in line with the offered courses. For example the Open Simulation Platform (OSP) of United States Institute of Peace (USIP), the objective of USIP OSP is to help leverage technology better, and to make simulation training easily accessible to all educators and trainers. The USIP OSP guides teachers and trainers through a process to develop realistic and meaningful simulations (United States Institute of Peace, 2013). USIP OPS is one of examples of simulation platforms and relevant issues that are available online and ones interested to study more on or implement it can access it for free.

Simulation in social science is just in its early stages and that there is much to do within the field. (Gilbert and Troitzsch, 1999 cited in Egonsdotter, 2002) However, with simulation practice, students can be more confident and be able to work as professional in the field. For negotiation class, students are in the simulation will be trained know how to do a negotiation with different parties having different purposes and standpoints. Even the situation in simulation is simplified and less complex than real situation, it can train students to be well prepared for real situation they will face after graduated. Also, in some fields of study requiring skillful people work on emergency cases, such as medical doctors and healthcare service providers, practicing in simulation can help them to work more effectively because in simulation, they have freedom to make mistakes and learn from them and with frequent practices in simulation, it can accommodate a range of learners from novices to experts (Society for Simulation in Healthcare, 2013).

Although simulation has been used broadly in social science today, its format and structure has not been strong established yet (Axelrod, 2003). A number of simulation model are applied into social science based on what instructors want their students learn from simulation playing. Therefore, it will be difficult for instructors who would like to use simulation with pedagogical purpose. Instructors have to work hard to design appropriate simulation model as well as explanation when the simulation ended. Working alone to design simulation is not easy and sometimes, instructors may need to work with assistants or some senior students to create effective simulation. Debrief and feedback session can help instructors and simulation designers know what players think about the simulation and it will be a valuable guideline for them to create next simulation.

Currently, there is no study revealing that simulation can provide students or players better understanding than traditional way of teaching. However, it can enhance participant's motivation which is important to engage students in a similar activity again. (Cherryholmes 1966; Pierfy 1977; Bredemeier and Greenblat 1981; Randel et al. 1992; Druckman 1995; Ellington et al. 1998 cited in Druckman and Ebner 2013) With such motivation, students are willing to be in other simulation that will be an opportunity for them to practice in simplified situations before facing real and complicated situation while working as professionals. Also, simulation is called "experiential learning" allowing students or players to apply their experience to play in the simulation and simulation practice can be a kind of new experience for them as well.

Part II:

Apply simulation into social work teaching in Thailand

As mentioned in Part I that simulation is one of powerful methods recommended for pedagogical purpose, many social sciences has applied simulation to be part of course outline. The fields bringing simulation to educate students are usually related to interpersonal skill, negotiation and social service, such as international relations, peace studies, business management and law practice. In Thailand, some educational institutes already applied simulation into curriculum and training program which is related to negotiation. For example, Master of Art in International Trade Negotiation, Ramkhamhang University; the simulation is a technique in NG 625: Workshop Simulation (2013). In Ubon Ratchathani University, simulation is one of evaluation methods for Peaceful in Society Course (2013).

For social work, simulation has been also employed as one of techniques to teach students to be familiar with social service provision and be competent after graduation. According to literature review, it reveals that simulation is not new for social work. In 1970's, simulation was a recommended method for social service. Although term used at that time was "work game", its instruction was similar to simulation (Algie and Hall, 1973).

In general, simulation has been applied to medical social work that requires the collaboration between social workers and other healthcare service providers, such as medical doctors or nurses. For example, the Interprofessional Education – IPE – implemented by Rhode Island College (Nimmadagadda, 2013), the institute has begun a collaborative project by bringing nursing and social work students together in the School of Nursing's Simulation Center. The patients (mannequins that are simulated using a computer) and their family members (played delivering emergency care to the patient by trained actors) in the simulation have physical and emotional components to the presenting crises. Nurses and social workers attend to the patient and their family members in a coordinated manner. All of this professional activity is videotaped. Students and faculty then sit down to watch and debrief.

IPE program is the pilot project proposing to train social work students on how to work in real-world after graduated and with playing in simulation; they can do self-reflection to improve their working skill. However, simulation in IPE program cannot work well in junior students due to their lack of confidence and interprofessional skills. Thus, the program changes the target groups to senior nursing students and graduated social work students and it is success to improve their competency and confidence (Nimmadagadda, 2013).

Poverty simulation is also among popular techniques instructors use for training social work students. In this paper, its poverty simulation organized by three institutes will be reviewed; 1) Community Action Service and Food Bank, 2) School of Social Work, University of Missouri-Kansas City – UMKC and 3) Social Work Program, Cedar Crest College.

In Community Action Service and Food Bank (2012), the poverty simulation has been implemented based on the objective to understand how their (social workers and policy makers) decisions affect those living in poverty. By attending the simulation, participants will understand what it might be like to live in typical low-income family trying to survive from month to month. At the end of simulation, participants discuss whether they had perceptible change of attitude about what life might be like for their clients.

For School of Social Work at UMKC (2011), the poverty simulation is conducted with the purpose to help new Master of Social Work students relate to clients, the UMKC School of Social Work hosts its poverty simulation. Grouped infictional families of three or more, each student receives a packet detailinghis or her family's situation. Then, the students are given the task ofimproving their families' lives. Like Community Action Service and Food Bank, students will have clearer perception and better understanding on how their clients will be like and how they should properly treat them.

The Social Work Program at Cedar Crest College (2013) also provides poverty simulation entitled "Community Action Poverty Simulation – CAPS" In spring, over 100 students from the social work and nursing departments at Cedar Crest College come together to gain a better appreciation of challenges facing low-income families during CAPS. During this simulation, rooms in a Cedar Crest building are transformed into food banks, utility company offices, pawn shops, and other businesses and organizations in the community. Students split up and play roles of social workers, community members, and members of low-income families trying to make the most out of their limited resources. The event inspires empathy, understanding and a greater ability to strive for social change.

According to examples provided above, it ensures that simulation is also famous technique in social work. Asides from poverty simulation, negotiation simulation is important for social work students as well; especially ones who may not work as professional social workers after graduated. John L. Graham, Professor in the Department of Marketing, University of Southern California (1984) stated that "Negotiation is the most frequent means of resolving conflicts between organizations" Maureen Hannay (2009), Professor in the College of Business, Troy University, mentioned that "Effective negotiation skills are required in all positions and at all levels of modern organizations…Employees in every organization utilize negotiating skills on a daily basis"

In social work, negotiation is also important skill to learn because graduated students need to use negotiation skill to compromise with clients, relevant organizations and person resources. For social work students who do not decide to be social workers, they can resolve conflicts by applying negotiation skill to their life while working or living. Nigel Parton, Professor in Child Care, University of Huddersfield, England, stated that

"While social work, like medicine, the law, education or social security, is organized through a system of formal roles…what is different about social work is not that it tries to influence individuals, families or communities – clearly it does – but that it goes about this in a certain way – primarily through informal negotiation. Social workers are differentiated from workers in other services…to work with ordinary people in their 'natural' settings, using the informality of their methods as a means of negotiating solutions to problems rather than imposing them." (Jordan and Parton, 1983 cited in Parton 2000)

Overall, according to all statements of importance of negotiation skill mentioned above, negotiation simulation is recommended for social work instructors as well.

In Thailand, there are two universities providing the Faculty of Social Work; Thammasat University – TU and Huachiew Chalermprakiet University – HCU. According to direct experience of 4-year studying at the Faculty of Social Work at Thammasat University of the author, role-playing has been implemented together with traditional way of teaching such as lecturing. Basically, instructors assign students to divide into several groups and select a topic they are interested to do role-play. The role-play is similar to stage performance that players will perform following the role they are assigned from the team.

The duration of role-play is various, based on the complexity of topic and the number of players. It can be from 15 minutes to an hour in maximum. Topics assigned for role-play are usually well-known and social work-related issues at the time, such as public healthcare policies, armed conflicts, deforestation and land trespassing and etc. After picking up issue they are interested, students will then design role-play, such as scenario, script and actor. The most important thing of role-play is solution. In all role-play, students are assigned to perform the solution they recommend for solving the chosen issue as well. The solution can imply the level of understanding on assigned situation of students.

As explained earlier that role-play and simulation has a close relationship; so, instructors can assume high success if assign simulation to social work students. Although simulation is quite new for social work students and instructors in Thailand, the accessibility to resources such as simulation model, is easy and free of charge. Instructors do not need to revise their teaching plan because simulation can be done out-of-class via informal and online discussion. With videotaping, instructors can effectively analyze the simulation and provide a valuable debrief as well. The feedback and debrief in simulation is also a good opportunity for students to improve their confidence to criticize their team, others and even instructors. With freedom of expression through debrief, students and instructors will better understand each other and it will be a first step to develop social work skill and knowledge together. Another word, it can say that simulation supports "bottom-up" rather than "top-down" learning.

In the beginning of doing simulation, instructors may encounter a number of difficulties; however, it is recommended to recognize that no simulation is perfect, all simulation has weaknesses and loopholes and that is why debriefing session is required. To avoid any significant loopholes, instructors can work together as a team of simulation designers and students in several classes can be assigned to play in one simulation. Such idea of collaboration across the class can provide instructors and students more rational choices to deal with the given situation in simulation. Moreover, this idea can be done across departments that are related to social work, such as Faculty of Law, Faculty of Political Sciences and Faculty of Medicine. Simulation done across departments can improve the interprofessional knowledge and skill as well as support Multidisciplinary Approach in social work too.

The experience of simulation designing for students in SW446: Conflict Resolution in Social Work indicated that simulation is quite new for students and they are not familiar with doing something without script like in role-play. However, during the debriefing session, they seem to better understand what they learn from simulation. Instructors need to have clear explanation to educate students what they gain from simulation and it can motivate students to participate in other simulations.

Benefit of simulation implementation in social work teaching

Cathy Greenblat (1981; cited in Druckman and Ebner, 2013) identified six major reasons why instructors use simulation;

1) Enhance student motivation to learn and studentinterest in, the topic, the course, and learning in general;
2) Enhance students' concept learning, decision-making skills, and systematic analytical skills;
3) Improve future course work;
4) Trigger affective learning of the subject matter by changing students' perspectives and orientations, and increasing their empathy and appreciation of others' circumstances;
5) Enhance participants' self-awareness and self-confidence; and
6) Promote better student-student and student-teacher relations.

Major reasons explained by Cathy can be interpreted as benefit that students and instructors can gain from simulation as well. Although there is no study or research confirming that simulation can fulfill those all six benefits, it can somehow enhance the student motivation to attend further simulation. With frequency of simulation practice, students can be competent social workers or at least they will not be self-conscious while working in real-world.

In addition, besides work familiarity, the most significant benefit that simulation can provide to social work students is creatively rational thinking. In simulation, students assigned to look for alternative solution that can satisfy all parties and it is a chance for them to learn how to think rationally, respect others' reason and enjoy creative ideas. In real-world of work, social workers often face many difficulties coming from shortage of resources, misunderstanding of persons or conflict of interests between partners and so on. The creative ideas learnt from simulation can assist students to think alternatively with joyful mind.

Simulation is not a new technique in social work teaching but it is still quite new for Thailand; however, it is worth to apply it into social work teaching today. According to many studies, simulation is one of effective ways to prepare students to be competent workers which is in line with main objective of the Faculty of Social Work to train students to be ready for professionally working in real situation after graduation.

Conclusion

This paper provides information on simulation used in social science teaching based on pedagogical purpose. The literature review on the definition of simulation, its history in social science teaching and the difference between simulations, role-plays and games has been done. It reveals that simulation has been popular technique in social science teaching since 20 years ago even it does not have unique instruction for social science. Simulation is a combination of role-play and game on condition provision but simulation can offer more choices to players. In simulation, players can alternatively choose or design the solution and it is acceptable as

long as all parties approved. Simulation has a debrief session allowing players and instructors share their opinion on the simulation which will be a guideline to develop next simulation.

In social work, simulation does not a new method either; social work institutes abroad already provide social work simulations to students. The simulation that is quite popular for social work schools is poverty simulation aiming to let students understand how their decision affects the poor. Negotiation simulation is also recommended for social work instructors because negotiation is necessary skill for everybody and social work students should practice such skill whether they will work as social workers after graduation or not. The Faculty of Social Work, Thammasat University already instructed students to do role-play and they can probably develop their skill if they have a chance to play in simulation. Simulation can be out-of-class assignment and then, it will not disturb the teaching plan of instructors. With practice in simulation, students should be able to improve their confidence and competence and work professionally after graduation.

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