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Simulation Methods in Geography Education: Examples of Good Practice

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Abstract

The paper provides an analysis of the application of the simulation method in geography education at the primary school level. Following a theoretical overview of the method's development and a discussion of its advantages and limitations, the study considers its potential within current classroom implementation of the Croatian Geography Curriculum. The central part of the paper presents examples of good practice through classroom simulations of sessions of international organizations (the European Commission and the United Nations Security Council), conducted by the author in May 2024 and 2025 in two primary schools. In total, 12 simulations were conducted across six seventh-grade and six eighth-grade classes, involving 78 students. The evaluation results show that 57% of students achieved the grade excellent (A), 32% very good (B), and 21% good (C), with only one student receiving a passing grade (D). The analysis highlights students' high motivation, the development of communication and negotiation skills, and their perceptions that experiential learning facilitated more meaningful knowledge acquisition. The method also enables teachers to gain a more comprehensive insight into students' competencies, while enriching teaching by linking geographical content with civic education and cross-curricular themes.

Keywords

simulation method, geography, education, good practice, curriculum

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Simulacijske metode v geografskem izobraževanju – Primeri dobre prakse

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Izvleček

Članek predstavlja analizo uporabe simulacijske metode v pouku geografije na osnovni šoli. Teoretičnemu pregledu razvoja metode in razpravi o njenih prednostih in omejitvah sledi obravnava njenega potenciala v okviru trenutnega izvajanja hrvaškega učnega načrta za geografijo v razredu. Osrednji del članka predstavlja primere dobrih praks s simulacijami zasedanj mednarodnih organizacij (Evropske komisije in Varnostnega sveta Združenih narodov) v razredu, ki jih je avtor izvedel maja 2024 in 2025 v dveh osnovnih šolah. Skupno je bilo izvedenih 12 simulacij v šestih razredih sedmega in šestih razredih osmega razreda, v katere je bilo vključenih 78 različnih učencev. Rezultati evalvacije kažejo, da je 57 % učencev doseglo oceno odlično (A), 32 % zelo dobro (B) in 21 % dobro (C), pri čemer je le en učenec prejel oceno zadostno (D). Analiza poudarja visoko motivacijo učencev, razvoj komunikacijskih in pogajalskih veščin ter prepričanje učencev, da izkustveno učenje podpira smiselnejše pridobivanje znanja. Metoda učiteljem omogoča tudi celovitejši vpogled v kompetence učencev, hkrati pa bogati pouk s povezovanjem geografskih vsebin z državljansko vzgojo in medpredmetnimi temami. Simulacije predstavljajo dragocen primer dobre prakse in imajo potencial za trajno obogatitev sodobnega poučevanja geografije.

Ključne besede

metoda simulacije, geografija, izobraževanje, dobra praksa, učni načrt

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1 Introduction

Teaching methods represent the approaches and procedures that teachers employ to transmit knowledge, develop skills, and encourage students to actively participate in learning (Matas, 1998). They are an integral part of teaching practice and encompass all stages of the educational process, assuming a dual role: the teacher directs, guides, and shapes the process, while the student actively participates in its realization (Matijević & Radovanović, 2011). The adaptation and modification of teaching methods constitute an important prerequisite for enhancing student engagement, as they increase learners' interest in the subject matter, their comprehension, and their capacity to achieve educational goals, while fostering independent and logical thinking (Bognar & Matijević, 2002). In Geography teaching, in addition to general methods, specific geographical approaches such as cartographic methods and fieldwork stand out, as they enable students to connect theoretical knowledge with practical experience and the observation of reality (Matas, 1998).

Matas (1998) classifies teaching methods as demonstrative or verbal, emphasizing that demonstrative methods often encourage greater student engagement and can enhance the overall quality of teaching, whereas verbal methods are more strongly oriented toward teacher-led instruction. In pedagogical literature, teaching methods are also frequently categorized as traditional and modern; however, this division should be understood as analytical rather than strictly dichotomous. As noted by Bognar and Matijević (2002) and Joyce et al. (2015), traditional methods are commonly associated with knowledge transmission from teacher to student and are often oriented toward content acquisition and reproduction. Examples include the lecture method, dialogue, text-based learning, graphical work, and demonstrations. Nevertheless, some of these methods can also be implemented in ways that support active learner participation and the development of competencies. Joyce et al. (2015) further point out that modern methods place a stronger emphasis on students' active roles in the learning process and aim to foster competencies such as critical thinking, problem-solving, collaboration, and autonomy. Examples include project-based and inquiry-based learning, teamwork, simulation methods, e-learning, and blended learning. It should also be noted that, beyond these classifications, pedagogical theory recognizes numerous other ways of categorizing teaching methods, reflecting the complexity and contextual nature of teaching and learning processes.

The focus of this study is the simulation method in Geography education. The objective is to present the theoretical development of the simulation method, its advantages and limitations in teaching, and its potential within the modern implementation of the Croatian Geography Curriculum. In this paper, the term modern implementation refers to the current application of the existing Croatian Geography Curriculum in classroom practice, rather

than to the process of introducing a newly developed or revised curriculum. The central part of the paper discusses examples of good practice at the primary school level, with particular emphasis on classroom (in-person) simulations of international organization sessions (the European Commission and the United Nations Security Council). These were conducted by the author in May 2024 and May 2025. The examples are analysed in terms of feasibility conditions, preparation requirements for students and teachers, assessment methods, and the overall impact of the approach.

2 Theoretical Development of the Simulation Method

The history of simulation as an educational method is closely tied to the fundamental aim of enabling learners to practice complex skills in a safe, controlled environment. The simulation method first emerged in medical education during the Renaissance, under the influence of Andries van Wezel. At that time, future physicians practiced surgical procedures on cadavers (Decker et al., 2008). As the practice developed, cadavers were eventually replaced by wax and plaster models (Elendu et al., 2024). Beyond medicine, simulation became increasingly prominent in military training during the 19th century. The most significant contribution was made by the Prussian army, where officer Bernhard von Reiswitz developed the simulation game Kriegsspiel ("War Game"). This exercise enabled officers to practice tactical and strategic operations (Sabin, 2014). The game had a distinctly geographical foundation: a highly detailed topographic map depicting terrain, natural conditions, and obstacles. Officers placed figures representing troop positions on the map, while the game was overseen by an arbiter-officer who issued "battlefield" decisions based on the evolving situation (Sabin, 2015). By the 19th century, the core principles of simulation–safety, controlled conditions, and the imitation of real processes–had been established, forming the basis of simulation as a teaching method in the 20th century.

With the development of pedagogy and psychology, opportunities arose to employ simulation as a teaching method grounded in experiential learning and active student participation. In the early 20th century, American pedagogue John Dewey introduced the didactic approach of learning by doing, which emphasized that the most effective learning arises from students' active experiences (Gupta & Kumar, 2024). Dewey stressed the importance of practical activities, collaboration, and critical thinking–elements that are central to the simulation method. His educational philosophy paved the way for didactic innovations that enabled students to acquire knowledge not passively but through inquiry, debate, and role-taking (Sharma, 2024). One of the first systematic applications of simulation in education was the case method, developed at Harvard Law School and later widely adopted at Harvard Business School in the 1920s. Students were confronted with real-life cases (legal or business problema), assumed the roles of various stakeholders, and

sought solutions through discussion and argumentation (Garvin, 2003). This approach introduced elements of modelling real situations, a form of simulation that enhanced students' understanding of complex social and economic processes.

Between the two World Wars, didactic games and drama-based methods gained increasing popularity in elementary and secondary schools, particularly in civic education and history. Initially perceived as pedagogical experiments, these methods demonstrated the value of simulation in fostering cooperation, communication, and critical thinking among students (Decker et al., 2008). After the Second World War, simulation in education developed significantly. In the 1950s and 1960s–driven initially by rapid progress in the natural sciences and later by advances in the social sciences–new methods such as case studies, role-playing, and structured simulation games were introduced into teaching (Joyce et al., 2015). In higher education, simulation was widely applied in international relations, politics, and economics, including models of United Nations sessions and negotiation procedures. In economics, simulations of markets and business decision-making were developed, while teacher education began incorporating practice-based training in controlled classroom environments (Shellman & Turan, 2006). These examples illustrate how, during this period, simulation evolved from a pedagogical experiment into a systematically applied and methodologically grounded teaching method.

The theoretical underpinnings of simulation are closely aligned with David Kolb's experiential learning theory, which posits that knowledge is acquired through a cycle of active experience and reflection. According to Kolb (1984), learning unfolds in four interconnected phases: concrete experience (participation in an activity or simulation), reflective observation (analysis of what happened and why), abstract conceptualization (linking experience with theoretical knowledge), and active experimentation (applying what has been learned to new situations). Simulations thus represent an ideal pedagogical approach as they integrate all four stages of Kolb's cycle. In this context, classroom simulations can be understood as a form of guided experiential learning that, similarly to geographical fieldwork, enables students to engage with complex spatial and social processes in an authentic yet pedagogically controlled environment (Konečnik Kotnik & Žiberna, 2025). During the 1990s, simulation in education took on new dimensions as information and communication technologies rapidly advanced. Learners were no longer limited to in-person classroom simulations but could engage with computer-assisted programs and digital simulations (Aldrich, 2005). This development also raised new theoretical questions. Constructivist pedagogy emphasized that students actively construct their knowledge through simulation, yet critics argued that digital simulations might oversimplify real-world processes, thereby distorting complex social and natural systems (de Freitas & Oliver, 2006).

In the early 2000s, simulation in education increasingly aligned with curriculum development and the competence-based paradigm. Simulation methods became integrated into various subjects, enabling students to practice critical thinking, strategic collaboration, and situational problem-solving through role-play and process modelling (Decker et al., 2008). The theoretical framework during this period increasingly drew on constructivist approaches and competency-based pedagogy, which place the student at the centre of the learning process. The teacher's role also grew more prominent, as they were responsible for designing simulation scenarios and guiding post-activity assessment. Furthermore, discussions emerged concerning the boundaries between learning and entertainment: to what extent could simulation elements enhance motivation without diverting attention from pedagogical goals (Shellman & Turan, 2006). The importance of pedagogical design was emphasized, as well-crafted simulation rules were deemed essential for maintaining balance between realistic modelling and didactic purpose (Voogt & Roblin, 2012). Ultimately, from the 2000s onward, simulation has become an integral component of education, emphasizing active and experiential learning, thereby shifting from an innovative technique to a regular pedagogical method.

3 Advantages and Limitations of the Simulation Method

Like any teaching method, simulation has its advantages and limitations when applied in practice. According to Kolb (1984), its greatest advantage lies in active learning and experiential knowledge: students learn through the roles they assume, thereby creating stronger connections between theoretical knowledge and practical experience (Baylak, 2016). Furthermore, Voogt and Roblin (2012) emphasize that simulation enables students to actively develop competencies such as critical thinking, problem-solving, and decision-making. Students also acquire collaboration, communication, negotiation, and teamwork skills–essential knowledge for the 21st century (Sedlák et al., 2022; Jochecová et al., 2022). Clearly, simulations foster a dynamic and engaging atmosphere that enhances motivation. Research shows that students maintain attention for longer periods and participate more actively when simulation methods are applied (Gee, 2003; de Freitas, 2006; Zhang et al., 2020). Simulations provide a safe learning environment, allowing students to test different decisions without real-life consequences, while mistakes become an integral part of the learning process (Decker et al., 2008; Elendu et al., 2024). They also enhance learner autonomy, as students take initiative, make independent decisions, and assume responsibility for outcomes–an approach consistent with student-based pedagogy in 21st-century education (Matijević & Radovanović, 2011). Finally, simulations promote the development of civic and democratic skills and retention of knowledge. Participation in simulated sessions of various organizations or councils encourages students to internalize democratic procedures and responsibilities (Garvin, 2003; Sabin, 2015). Experiential

learning through simulation has also been shown to improve retention of subject matter, as knowledge is linked to lived experiences (Kolb, 1984; Aldrich, 2005).

On the other hand, one of the major limitations of simulation is the significant preparation and organization it requires on the part of the teacher. The design of the simulation scenario, rules, and roles often falls entirely on the teacher, who serves as the manager of the entire process (Matas, 1998; Matijević & Radovanović, 2011). Time constraints pose another challenge: simulations often exceed a standard class period, making it difficult to fit them into the prescribed teaching schedule (Bognar & Matijević, 2002). There is also a risk of oversimplifying or distorting reality. Excessive simplification may give students a misleading understanding of complex processes, while overly complex simulations may overwhelm learners and obscure the intended lesson (de Freitas & Oliver, 2006; Sabin, 2014). As with many teaching methods, uneven student participation is another potential drawback. Simulation carries a particularly high risk of this limitation, since it relies heavily on active communication–a skill not equally developed among all students in a class (Shellman & Turan, 2006). For teachers, assessment poses a specific challenge. It is often difficult to evaluate individual contributions and knowledge within a group simulation (Garvin, 2003; Joyce et al., 2015). Finally, material and technical constraints may arise. Effective simulations may require costumes or props, as well as classroom adjustments to seating arrangements. If such obstacles are not overcome, the overall impact of the simulation may fall short of expectations (Decker et al., 2008; Elendu et al., 2024; Robinson et al., 2021).

4 The Simulation Method in Croatian Geography Education

The Croatian school system consists of primary and secondary education and is regulated at the national level by the Ministry of Science and Education. Primary education is compulsory and lasts 8 years, while secondary education comprises general and vocational programmes with varying curricula. Teaching subjects, learning outcomes, and assessment criteria are defined through nationally prescribed curricula. Geography is taught as a compulsory subject in primary education and as a compulsory or elective subject in secondary education, depending on the type of school programme.

Geography as a school subject is unique within the Croatian education system, as it provides a holistic understanding of spatial complexity and the ways in which natural and social environments influence the formation of individual and collective identity (MZO, 2019). In addition to its specific teaching methods, such as those mentioned earlier, the simulation method enriches Geography teaching by allowing students, through active participation and role-playing, to better understand complex natural, social, and spatial processes. Geography teaching in Croatia is based on the 2019 Curriculum, adopted within the framework of the

national curricular reform popularly known as Škola za život ("School for Life"). From the 2025/2026 school year, modular teaching was introduced in vocational secondary schools, which reduced the number of Geography classes in certain programs. Nevertheless, geographical content has been incorporated into various modules, thereby fostering interdisciplinary connections within Geography without diminishing its status as an independent school subject (Latinović, 2025).

This paper focuses on the simulation method within the context of the 2019 Curriculum. The Croatian Geography Curriculum is structured around three main curricular domains, labelled A, B, and C. Domain A refers to Spatial Identity, which focuses on the relationship between space, place, population, and identity. Domain B covers Spatial Organisation and Processes, addressing natural and social processes, spatial patterns, and interactions at different spatial scales, while Domain C is dedicated to Sustainability, emphasizing the responsible use of natural resources and sustainable development. Learning outcomes in the curriculum are formulated through a standardized coding system that precisely indicates the subject, educational level, curricular domain, grade, and the sequential number of the outcome. For example, the code GEO OŠ C.5.1. can be read as follows: GEO denotes Geography as the subject, OŠ indicates primary education (osnovna škola), C refers to the curricular domain Sustainability, 5 marks the grade level, and 1 represents the ordinal number of the learning outcome within that domain and grade. This system enables clear alignment between teaching activities, assessment, and intended educational outcomes across grade levels. Although the curriculum does not explicitly mention simulation as a method, the aim here is to explore its potential for achieving the intended educational outcomes. For each grade level in primary school, three specific examples are proposed to demonstrate how classroom (in-person) simulations could be applied in alignment with the defined outcomes. For secondary schools, three examples are suggested for each of the five thematic areas based on the prescribed learning outcomes.

The proposed simulations in Table 1 illustrate how the method can be effectively integrated into achieving Geography's learning outcomes across the upper grades of primary education (Grades 5–8). In the Croatian education system, these grades typically include students aged approximately 10 to 15. These simulation scenarios are designed to encourage students to take on roles, collaborate, and make decisions within imagined yet realistic contexts. In this way, students go beyond theoretical understanding of natural and social processes by experiencing them firsthand. At the same time, the simulations contribute to achieving subject-specific outcomes while also developing key cross-curricular competencies and themes. This demonstrates that simulations can be planned across a wide range of topics–from natural processes (e.g., water, earthquakes, landforms) to those emphasizing social and political dimensions (e.g., democracy, migration, integration).

Table 1: Proposed Simulations Linked to Learning Outcomes in Primary School Geography.
Source: Author, 2026. Data: MZO, 2019.

Grade	Curriculum Outcome	Classroom Simulation Proposal
5	GEO OŠ C.5.1. The student explains the distribution and circulation of water on Earth and its importance for life and explores ways of contributing to the rational use of water.	Household Water Council – students, in the roles of household members and utility company representatives, allocate water consumption during a drought week, introduce saving measures, and evaluate the effects – water consumption diary.
5	GEO OŠ B.5.4. The student explains the mechanisms of formation and shaping of relief. Outcome elaboration: describes procedures and behaviour during earthquakes.	Earthquake Civil Protection Headquarters – students, in the roles of emergency coordinators, risk assessors, and engineers, design an evacuation plan for the classroom and school, followed by a simulated evacuation.
5	GEO OŠ B.C.5.5. The student compares relief features of the Pannonian and Dinaric regions of Croatia and evaluates them as living spaces.	Settlement Council – students, in the roles of settlers, simulate the selection of settlement locations based on relief, accessibility, occupations, etc. A team of "investors" argues for the locations of new houses.
6	GEO OŠ A.6.1. The student explains the creation of the modern Croatian state. Outcome elaboration: explains the values of democracy and children's rights.	Children's Parliament – students, in the roles of members of parliament, propose and debate improvements to school life. A team of record-keepers organizes voting and announces decisions.
6	GEO OŠ B.A.6.2. The student analyzes components of general population movements. Outcome elaboration: explains the concept, types, causes, and consequences of migration.	Migration Task Force – simulation of a local government's response to sudden inflows/outflows of population. Student roles include: county governor, school system, employers, etc. A plan for integration and retention is created.
6	GEO OŠ B.A.6.4. The student distinguishes between rural and urban settlements. Outcome elaboration: lists and describes	Urban Planning Office – students, in various roles, select a location for a new urban function (e.g., a health center or school). They simulate the assessment of

	urban functions and explains their impact on space.	accessibility, service hierarchy, and neighborhood impact.
7	GEO OŠ A.B.7.3. The student explains the origin, development, and significance of the European Union in Europe and the world, and the impact of EU institutions on individuals and states.	European Economic Forum – students, in the roles of state representatives, debate the alignment of agriculture, industry, and tourism with EU standards.
7	GEO OŠ A.B.C.7.9. The student analyzes the impact of specific features on settlement and development in Northern Europe. Outcome elaboration: compares the development of the Baltic and Nordic states.	Nordic-Baltic Forum – students, representing Northern and Baltic states, discuss differences in development and opportunities for cooperation.

In the case of grammar schools (Table 2), the emphasis is placed on more complex thematic units and the integration of a greater number of learning outcomes. Unlike in primary education, the proposed simulations are designed to confront students with global challenges–from geopolitics and demographic change to issues of sustainable development, climate change, and energy resources. Their purpose is to enable students to understand the complexity of spatial interrelations and to actively participate in debates that replicate actual international or local decision-making processes. In this context, the simulation method proves particularly valuable, as it fosters the development of higher-order critical thinking, argumentation, and interdisciplinary integration of content.

Based on the proposed simulations, it can be concluded that the simulation method in Croatian Geography education has significant potential to achieve learning outcomes at all levels of schooling. In primary education, it enables students to more easily understand natural and social processes through experiential learning and role-playing. In grammar school programs, the method takes on a more complex form, oriented toward the critical analysis of global challenges and interconnected socio-spatial phenomena.

Table 2: Proposed Simulations Linked to Learning Outcomes in Grammar School Geography.
Source: Author, 2026. Data: MZO, 2019.

Theme	Codes of Related Curriculum Outcomes	Proposed Classroom Simulations
Globalization and Geopolitical Change	GEO SŠ A.B.2.1, GEO SŠ B.2.7, GEO SŠ A.4.1, GEO SŠ B.A.4.2, GEO SŠ B.C.4.6	UN session on climate change, WTO negotiations on trade barriers, Global North–South debate on development inequalities, etc.
Demography and Migration	GEO SŠ B.2.1, GEO SŠ B.2.2, GEO SŠ B.3.5, GEO SŠ B.A.3.7+	Expert commission on birth rate policies, local government migration task force, EU Council debate on migration policy, etc.
Urbanization and Cities	GEO SŠ B.2.3, GEO SŠ B.2.4, GEO SŠ B.2.5, GEO SŠ B.3.6+, GEO SŠ C.B.3.2, GEO SŠ C.3.3+	City council on the location of a new hospital, planning of a "smart district" with multiple stakeholders, citizens' council debate on traffic congestion, etc.
Climate and Atmospheric Processes	GEO SŠ B.1.3, GEO SŠ B.1.4, GEO SŠ B.1.5, GEO SŠ B.1.7, GEO SŠ B.3.2+, GEO SŠ B.3.3+	Mini-COP conference on emission reduction, meteorological emergency task force for storms or droughts, debate on climate adaptation in agriculture, etc.
Resources, Energy, and Industry	GEO SŠ B.C.1.8, GEO SŠ B.2.6, GEO SŠ B.C.2.8, GEO SŠ B.2.9, GEO SŠ C.2.1, GEO SŠ C.B.3.1+, GEO SŠ C.B.3.4, GEO SŠ C.4.1	Energy forum on renewable sources, industrial council on deindustrialization, negotiations on the construction of a hydroelectric plant, etc.

5 Previous Research

Existing studies on the simulation method in Geography education can be divided into those focusing on virtual simulations and those focusing on classroom (in-person) simulations. Insights into digital simulations are of more recent origin. For instance, Baylak (2016) describes how 3D simulations may serve as a substitute for, or complement to, fieldwork in physical geography, highlighting their visual advantages. Zhao and Chen (2020) emphasize the didactic potential of virtual information environments as a form of simulation that enables interactivity and active learning, while Dolezal et al. (2020)

underscore the role of geovisualizations in which students collaboratively analyse spatial data and develop teamwork skills. Jochecová et al. (2022) present a qualitative study on perceptions of the advantages and challenges of applying collaborative virtual simulations in Geography education. Sedlák et al. (2022) further examines differences between individual and collaborative learning in virtual environments, confirming that the simulation method can increase student engagement and deepen understanding of geographical content. Shakirova et al. (2020) highlight the value of virtual reality as a simulation tool that provides experiential learning and fosters student motivation. Collectively, studies focusing on digital simulations indicate their growing influence in Geography education, as they enable experiential, interactive, and collaborative learning.

By contrast, Böhnke (2019) demonstrates how classroom simulations can be employed to understand global economic processes and to develop critical thinking. He cites the example of the "Banana War" simulation, a trade dispute between the European Union and the United States over the import of bananas. Bring and Lyon (2019) apply classroom simulations in hydrology, emphasizing their value in fostering interdisciplinary learning and decision-making in complex contexts. Kensicki et al. (2022) analyses the effects of a student simulation of the G20 and concludes that such approaches enhance self-efficacy and engagement. Pászto et al. (2021) developed the "Spationomy Simulation Game", which integrates geography, geoinformatics, and economics, allowing students to solve spatial and economic problems while simultaneously developing collaborative and analytical skills. Robinson et al. (2021) examine the use of various forms of games and simulations in Geography and spatial planning education, stressing their role in promoting spatial thinking, critical analysis, and understanding of complex spatial processes. Research by Aura et al. (2023) shows that experiences in role-play and simulations positively influence the development of 21st-century geographical skills, particularly communication and collaboration. Overall, existing studies confirm that classroom simulations in Geography education foster active participation and a more in-depth understanding of complex spatial and social processes.

6 Results of the Application of the Simulation Method

6.1 Feasibility Conditions

The central part of this paper focuses on the analysis of classroom (in-person) simulations of the European Commission and the United Nations Security Council conducted in May 2024 and May 2025. The simulations were conducted in two primary schools: Ivan Perkovac Primary School (two classes of seventh and eighth grade) and Luka Primary School (one class of seventh and eighth grade). Each year, simulations were implemented in three

seventh-grade and three eighth-grade classes, resulting in a total of 12 simulations analysed here. The students were between 13 and 15 years old. In 2024, 86 students participated, while in 2025, 85 students participated (Table 3). It should be noted that the study involved 78 unique participants, as the same cohort of students who participated in the simulations as seventh graders in 2024 returned as eighth graders in 2025, having progressed to the next grade in the meantime. The simulations were designed based on the class size at Luka Primary School in 2024, with each student assigned the role of a representative of one country. For the European Commission simulation, 14 EU member states were selected, with one student jointly representing the three Baltic states. For the Security Council simulation, 13 countries were selected based on the number of students in Class 8a at Luka Primary School in 2024. The countries were selected based on their relevance in international relations and in line with the principle of updating the political-geographical situation in 2024 and 2025.

Since Ivan Perkovac Primary School has larger class sizes, certain countries were represented by pairs of students. Each pair consisted of one high-achieving student (very good or excellent) and one lower-achieving student (satisfactory or good). The teacher assigned pairs according to students' academic performance in their respective classes. Ultimately, the European Commission simulation was aligned with the learning outcome GEO OŠ A.B.7.3. (Elaborated outcome: analyzes the impact of EU institutions and policies on individuals and states). The United Nations Security Council simulation was interpreted through the outcome GEO OŠ A.B.8.7. (Elaborated outcome: names and explains the role and importance of major international organizations: UN, UNESCO, UNICEF, WHO, WTO, FAO, NATO, and their impact on Croatia).

A key component of the feasibility conditions was the arrangement of desks in the classrooms. To replicate the actual conditions of the European Commission and the Security Council sessions as closely as possible, the desks were arranged in a "U" shape, which most closely resembles the round tables used in the Commission and the Council. The teacher was seated at the "U" formation as the presiding officer for both types of simulations. Each student (Figure 1) – or pair of students (Figure 2) – had a name card of the country they represented in front of them. The country names were written in English to further enhance the sense of authenticity and to link the activity with the English language curriculum. The seating arrangement was predetermined by the teacher and conditioned by the alliances and shared positions of certain states.

Table 3: Quantitative Analysis of Student Participants in the Conducted Simulations. Source: Author, 2026. Data: Author, 2024 and 2025.

2024	Number of student participants	2025	Number of student participants
Grade 7a, Ivan Perkovac Primary School	12	Grade 7a, Ivan Perkovac Primary School	15
Grade 7b, Ivan Perkovac Primary School	20	Grade 7b, Ivan Perkovac Primary School	14
Grade 7a, Luka Primary School	12	Grade 7a, Luka Primary School	13
Grade 8a, Ivan Perkovac Primary School	15	Grade 8a, Ivan Perkovac Primary School	15
Grade 8b, Ivan Perkovac Primary School	14	Grade 8b, Ivan Perkovac Primary School	15
Grade 8a, Luka Primary School	13	Grade 8a, Luka Primary School	13
Total	86	Total	85
Countries represented in the European Commission simulation: Germany, France, Italy, Spain, Greece, the Netherlands, Hungary, Ireland, Denmark, the Baltic States (Estonia, Lithuania, Latvia), and Croatia.			
Countries represented in the UN Security Council simulation: United States, Russia, China, United Kingdom, France, Germany, Saudi Arabia, Egypt, Brazil, Australia, Turkey, India, and South Africa.			

Figure 1: Students at the beginning of the UN Security Council simulation at Luka Primary School.
Source: Author (with parental permissions for photography), 2024.

Another important requirement was the availability of a 45-minute class period. The teacher had previously informed colleagues teaching subsequent lessons in the same classrooms about the possibility of slight delays due to students' desire to complete the simulations. Nevertheless, all simulations were successfully completed within 45 minutes, with only minor extensions of three to four minutes into short breaks. The rules were clearly defined, and the session extended to 50 minutes only in one class in 2024; however, since the students had a double Geography period, this did not cause any problems.

Figure 2: Students at the beginning of the European Commission simulation at Ivan Perkovac Primary School.
Source: Author (with parental permissions for photography), 2024.

6.2 Preparation of Teachers and Students

The teacher, a qualified Geography teacher and the author of this paper, who was responsible for the design, organisation, and implementation of the simulations, began preparations for the activity in April 2024. The process of writing the scenario and developing the simulation idea lasted two weeks. A diplomatic dress code was also prescribed: for male students, a shirt, jacket, and appropriate trousers; for female students, an appropriate skirt or formal trousers, along with a shirt or blouse covered by a jacket. More than 80% of the students followed the prescribed dress code, while some students excused themselves in advance for not having certain required items of clothing. The following documents were prepared for the students: Agenda, Preparation Guidelines for the Session, and the corresponding Resolutions/Decisions/Proposals. The agenda had the following format (here, the agendas for seventh and eighth grade simulations are combined– underlined parts refer to the European Commission simulation):

Dear Delegates,

I wish to welcome you to the 15th Session of the United Nations Security Council/European Commission in 2025. I propose the following agenda:

1. Adoption of the Agenda
2. Report on Current Global and National Issues – Secretary-General of the UN and all state representatives / President of the Commission and all state representatives
3. Resolution on the Cessation of Israel's Attacks on the Gaza Strip – presentation of positions of individual states / Resolution on Additional Military Aid to Ukraine
4. Adoption of the Decision on the Problem of Free Passage through the Bab al-Mandab Strait – presentation of positions of individual states / Proposal for the EU Artificial Intelligence Development Strategy
5. Proposal on Preventing Illegal Migration from Latin America to North America – presentation of positions of individual states / Proposal on Preventing Illegal Migration from Africa and Asia to Europe
6. Miscellaneous – questions and issues raised by individual states

President of the Security Council/European Commission

On the printed agenda, students also received a list of all participating states and the names of the students representing them. This was important because, under the item Miscellaneous, certain representatives were required to jointly raise specific questions or propose documents to the Commission or Council together with representatives of other countries. The agenda also included the allocated time for each item: Item 1 (1 minute), Item 2 (12 or 13 minutes, depending on the class), Items 3, 4, and 5 (7 minutes each), and Item 6 (8 minutes). For Items 3, 4, and 5, students were allowed to request secret negotiations lasting one minute without the presence of the President of the Council/Commission in the classroom.

The document Preparation for the Session provided students with guidelines and explanations of how their assigned countries should elaborate on their positions on each agenda item. Special emphasis was placed on Item 2, in which all representatives were required to deliver a one-minute speech on current issues in their countries. The preparation document already specified which topical issues had to be included in these speeches. For Items 3, 4, 5, and 6, the teacher randomly selected state representatives to present their positions, provided that each state was called upon at least twice. Students were thus required to be ready to present their country's position on each item, even though they would be called upon only twice. The preparation documents also described the assessment

criteria in terms understandable to students, outlining what was required for each grade. To achieve their country's objective, students needed to gather seven votes, representing a majority in the Council or Commission. During secret negotiations or direct bargaining, they were allowed to modify the texts of documents under Items 3, 4, and 5 to secure the necessary majority. Agreements could even be prearranged before the simulation, as students received all materials two weeks in advance, giving them time during class to negotiate and secure the required majority of 7 votes. Under Item 6 (Miscellaneous), representatives were required to propose a document or raise an issue, which they could circulate among other representatives either before the simulation or during negotiations to gather sufficient support for adoption. Example of a preparation document (United States):

Preparation for the 15th Session of the United Nations Security Council
United States of America

1. Adoption of the Agenda
2. The United States accepts the proposed agenda
3. Report on Current Global and National Issues – All State Representatives
4. Write and deliver a one-minute speech on current issues in the USA and the world. Mention global human rights violations, upcoming presidential elections in the USA, the problem of illegal migration, and strained relations within NATO.
5. Resolution on the Cessation of Israel's Attacks on the Gaza Strip
6. The United States opposes the Resolution, arguing that Israel must completely eliminate Hamas. The US supports the delivery of humanitarian aid and is ready to endorse that part of the Resolution. Further negotiations are sought regarding the Resolution and the cessation of hostilities. The US would sign the Resolution only if it were non-binding and if Item 6 were also adopted.
7. Adoption of the Decision on Free Passage through the Bab al-Mandab Strait
8. The United States accepts the Decision, considering it beneficial for the global community and especially for countries in the immediate region.
9. Proposal on Preventing Illegal Migration from Latin America to North America
10. The United States agrees with the Proposal and is ready to support it, yet it does not wish to adopt best practices from Europe or Australia. Instead, it prefers to develop a common solution together with Canada and Latin American countries. The US also recognizes the need for migrants as a source of cheap labour.
11. Miscellaneous – Questions and Issues Raised by Member States

The United States proposes a joint Minerals Agreement (iron-for-oil) with Australia.

Assessment Criteria: Excellent (A) – the student delivers a highly effective and well-structured opening speech under Item 2 and secures at least two national objectives (seven votes each) under Items 3, 4, and 5; alternatively, secures one objective supported by an effective opening speech and successfully persuades members to adopt the Item 6 proposal. Very good (B) – the student delivers an effective opening speech and achieves one of the objectives. Good (C) – the student delivers an opening speech of limited effectiveness and does not secure any objectives, or secures one objective without delivering an effective opening speech. Satisfactory (D) – the student delivers an insufficiently prepared or ineffective opening speech and secures no objectives. Fail (F) – the student comes completely unprepared.

The documents prepared for Items 3, 4, and 5 addressed current political-geographical issues worldwide. The positions and objectives of the countries reflected, for the most part, the actual policies of the selected states. For example, the United States opposed a ceasefire in Gaza, which the student representing the US was expected to elaborate based on the preparation document. The teacher assigned countries to students based on a year-long classroom experience, having a good sense of how much effort each student would likely invest in representing their state. While the goal was to ensure equal opportunities, in practice, "stronger" states stood out with their positions and objectives, which were sometimes at odds with the dominant narratives in the documents. This was evident, for instance, in the case of the United States. Some students, therefore, had to assume significant responsibility for defending positions opposed by the majority. In assigning states, the teacher also had to consider existing friendships among students to prevent students from easily securing the required majority of 7 votes for specific agenda items. For this reason, a systematic assignment of states by the teacher was chosen over random allocation. Overall, the simulation documents were adapted to the maturity level of seventh and eighth-grade students and followed this structured format:

Resolution on Additional Military Aid to Ukraine

Through this Resolution, the European Commission seeks to provide further assistance to Ukraine by securing additional funds for the country's defence needs. The Commission encourages member states to individually contribute 1 million euros each, amounting to a total of 27 million euros, thereby enabling the people of Ukraine to further defend themselves against Russian aggression. The military aid would be allocated exclusively in cash and subject to strict oversight, ensuring that the funds are spent solely on military equipment. Ukraine would be obliged to use the aid within one year of its allocation. In the event of a cessation of hostilities, Ukraine would be permitted to redirect the funds toward the reconstruction of destroyed areas of the country.

A week prior to the scheduled simulation, a preparatory class was held with the students. Together with the teacher, the students reviewed the agenda and the three accompanying documents and, using agenda Item 3 as an example, were shown how the simulation would function as a whole. All students who attended the simulation session came prepared; of the 78 individual participants, only one (in Class 8a, Ivan Perkovac Primary School, 2024) did not deliver a well-prepared introductory speech. The majority of students arrived at school that day dressed in accordance with the diplomatic dress code, though some changed into the required attire just before the Geography lesson.

6.3 Assessment Methods

There are three main approaches to assessment: assessment of learning, assessment for learning, and assessment as learning (MZO, 2019). In the conducted simulations, the primary approach adopted was assessment of learning. Within Geography as a school subject, the elements of this approach include geographical knowledge, geographical research and skills, and cartographic literacy. The grades awarded for the simulations were therefore recorded within the assessment element "geographical research and skills." MZO (2019) defines this element as follows: "These are skills of observation, questioning, planning research; collecting data; recording, evaluating, and presenting data; interpreting and analysing data and drawing conclusions; communicating results and research processes; as well as skills of reflecting on the research carried out." This description directly corresponds to the activities students were required to complete both before and during the simulation. When designing the simulation scenarios, the teacher carefully detailed the assessment methods, which were simplified and explained to students in the Preparation document. During the simulation, the teacher actively recorded student participation in a specially designed assessment matrix (Table 4), according to the following criteria: the quality of speeches, achievement of objectives under Items 3, 4, and 5, and fulfillment of Item 6 (Miscellaneous). For speech performance, the criteria were: clarity and structure of the message (Shellman & Turan, 2006), relevance and consistency with the provided guidelines (Sabin, 2014), and interpretation (Voogt & Roblin, 2012).

The analysis of simulations in 2024 revealed that student grades were influenced to some extent by state blocs, where countries with similar interests often secured majority votes more quickly. For example, students representing the USA, UK, Germany, or Australia often achieved the required majority faster than those representing Russia, China, India, or Brazil. However, such cases were relatively rare, accounting for approximately 18% of awarded grades across three eighth-grade classes. In response, in 2025, the teacher assigned "Western" states to good and very good students, and other states to excellent students, in order to test whether prior achievement level or country assignment would significantly

affect outcomes. However, the results remained largely unchanged. This indicates that, despite preparatory materials being provided for all countries, students were able to interpret roles with a degree of autonomy, drawing both on prior knowledge and on independently selected arguments rather than strictly following predefined instructions. At the same time, minor shortcomings in the scenario design could occasionally give one block of states a slight advantage.

In such situations, the role of the discussion leader (teacher) is to ensure balanced participation, encourage argument-based rather than stereotype-based positioning, and situate bloc-based alignments within a broader democratic context by emphasising negotiation, pluralism, and respect for differing perspectives as core democratic values. In contrast, this phenomenon was not observed in the European Commission simulations. There were no systematic differences in grades recorded between students representing western versus eastern EU member states, or northern versus southern member states. This may reflect the greater everyday proximity of students' lived experiences to the European Union, as well as a more nuanced understanding of internal EU diversity compared to more distant global regions. As previously mentioned, only one student received a satisfactory grade (D). In total, 98 (57%) grades of excellent (A) were awarded, 55 (32%) grades of very good (B), and 18 (21%) grades of good (C).

Table 4: Example of the Assessment Matrix for Eighth Grade Students, Luka Primary School.
Source: Author, 2026. Data: Author, 2024.

Country	Successful speech	Achieved objective item 3	Achieved objective item 4	Achieved objective item 5	Achieved item 6 (Miscellaneous)	Grade
USA	Yes	No	Yes	Yes	Yes	5
Russia	Yes	Yes	No	No	Yes	4
China	Yes	Yes	No	No	No	4
UK	Yes	No	No	No	Yes	5
France	Yes	No	Yes	No	No	4
Germany	Yes	Yes	No	Yes	No	5
Saudi Arabia	Yes	No	No	No	No	3
Egypt	Yes	No	Yes	No	Yes	5

Brazil	Yes	No	No	No	No	3
Australia	Yes	Yes	Yes	No	No	5
Turkey	Yes	No	Yes	Yes	Yes	5
India	Yes	No	Yes	No	No	4
South Africa	Yes	No	No	No	No	3

In the case of formative assessment (assessment for learning and assessment as learning), the emphasis is placed on the learning process, feedback, and the development of student competencies rather than on numerical grades (MZO, 2019). Within the process of assessment for learning, students received clear feedback that could help them in future simulations. In the lesson following each simulation, the teacher provided a detailed oral explanation of the awarded grades and offered advice on how students could improve their performance in the future. More specifically, the assessment criteria included students' ability to correctly use geographical concepts, interpret spatial data, and connect theoretical geographical content with concrete political and territorial positions represented in the simulation. During this feedback, particular attention was given to how accurately and appropriately students applied geographical knowledge, such as spatial relationships, regional characteristics, and geopolitical contexts, when formulating arguments and decisions in the simulation. Through group discussion, students reflected on what they had done well and where they could improve their simulation roles. In the process of assessment as learning, the focus was on self-analysis. Students were asked to reflect individually on the question: "Did I succeed in representing the interests of my country?" In addition, their written speeches for Agenda Item 2 and other simulation documents were stored in their geographical portfolios.

6.4 Impact of the Implemented Method

In both schools, the simulation method was implemented in Geography classes for the first time, which drew greater attention to the subject than usual. Many teachers noticed students dressed in accordance with the diplomatic dress code and expressed interest in the simulation. Inspired by Geography, the Croatian Language teacher applied the simulation method in the study of a literary text. In both schools, principals encouraged the publication of news about the simulations on the schools' websites. After each simulation, students were photographed with their teacher in the style of actual diplomats, and these images quickly spread among students. The news also reached parents, who praised the teacher and the school for their innovative approach to teaching Geography. Furthermore, the teacher shared the photos with each class on social media, which reached other Geography teachers. After 2 years of implementation, 3 other teachers conducted the same or adapted

simulations based on the author's scenario. The teacher also presented the method at the County Council of Geography Teachers of Zagreb County in April 2025. Overall, the simulations enhanced Geography's reputation within schools, in their enrolment areas, and at the county level.

From the students' perspective, motivation and engagement were higher than in a "traditional" Geography lesson. They actively developed their communication and negotiation skills, experiencing a sense of authenticity and seriousness due to the diplomatic dress code and "real" diplomatic roles. Students reported that the acquired knowledge was more meaningful and easier to recall, as the content was closely connected to the simulation experience. For teachers, the most significant impact lay in observing students' practical application of knowledge, while geographical knowledge in the narrow sense was evaluated as an independent value based on the accuracy, relevance, and contextual appropriateness of the geographical information used in students' arguments and public performances as state representatives.

The simulations strongly contributed to linking Geography with cross-curricular themes: Civic Education, Personal and Social Development, and Learning to Learn (MZO, 2019). Students actively developed democratic values and critical thinking. Through the principle of actualization, they engaged with contemporary global political and geographical issues, emphasizing informed decision-making, dialogue, and responsibility. Such experiences support the development of students as informed citizens capable of understanding and responsibly engaging with processes at local, national, and global levels. Simulations may also inspire students to become more involved in social issues, debates, projects, or public discussions. Taken together, the results demonstrate that simulation not only enhances students' knowledge and skills but also leaves a long-term impact on teaching and the school environment, confirming its value as an innovative teaching method in Geography.

7 Discussion

The conducted simulations can be compared with similar examples in existing literature across several levels of analysis. The simulations of the European Commission and UN Security Council sessions most closely resemble the popular Model United Nations (MUN), held worldwide at secondary and university levels. In MUN, pupils or students assume the roles of UN member state representatives, defend their positions, and participate in negotiations and the adoption of resolutions. Participants thereby develop public speaking, negotiation, teamwork, and critical thinking skills (Hammond & Albert, 2020; Jesuit & Strachan, 2021). The conducted simulations followed similar rules and competence development but were adapted to the primary school context and the subject of Geography,

in line with curricular outcomes. Leib and Ruppel (2020) emphasize that MUN promotes a more in-depth understanding of international relations and institutions and offers participants experience of decision-making in multilateral settings. This was also a goal of the defined outcomes for eighth grade. Thus, the research shows that simulations, even when adjusted for primary school, can achieve outcomes comparable to MUN, particularly in linking geographical content with civic and cross-curricular themes.

The literature confirms clear impacts of simulation methods on teaching and learning (Böhnke, 2019; Bring & Lyon, 2019; Aura et al., 2023). Simulations foster high levels of student engagement, as also observed by Shellman and Turan (2006), who note that experiential participation significantly increases motivation and comprehension. Students also developed collaboration, communication, and critical thinking, aligning with broader 21st-century competencies (Voogt & Roblin, 2012). Lessons assumed features of active and experiential learning consistent with Kolb's (1984) experiential learning cycle. In this way, teaching shifted from passive knowledge transmission to active student participation, fulfilling the requirements of the modern curriculum (MZO, 2019). Geography was highlighted as an interdisciplinary subject linking spatial, political, and social aspects, as Böhnke (2019) also underscores in his study of role-play in geography education. However, successful implementation required greater preparation and effort from teachers. De Freitas and Oliver (2006) stress the importance of careful design and curriculum integration for effective simulations, while Joyce et al. (2015) emphasize the teacher's role as an active moderator rather than a mere transmitter of content.

Some challenges were also identified, including extensive preparation for both teachers and students, who needed to remain focused for the full 45 minutes and to represent their assigned states responsibly. This complexity may limit the method's more frequent use (Matas, 1998; Matijević & Radovanović, 2011). Risks of distortion through oversimplification or excessive complexity were also present (de Freitas & Oliver, 2006; Sabin, 2014). Yet, familiarity with the students enabled the teacher to anticipate levels of preparedness and mitigate these risks. Uneven student participation, noted by Shellman and Turan (2006), was evident across grades, but participation was generally higher than that on written and oral tests. Some students stood out with the quality of their speeches and commitment, despite lower activity in regular lessons, suggesting that simulations strongly supported their active engagement in Geography classes. Moreover, the simulation required students to repeatedly use and adapt geographical knowledge, such as regional characteristics, spatial relationships, and geopolitical contexts, thereby deepening their understanding and supporting long-term retention of subject content. The strong interdependence between students' motivation, competency development, and achieved geographical knowledge indicates that active participation in simulations not only enhanced

engagement but also led to more meaningful and integrated learning outcomes in Geography. In this way, increased motivation and the development of communication and negotiation competencies were closely linked to students' achievement of subject-specific geographical content goals, as knowledge was applied, contextualised, and reinforced through authentic problem-solving situations.

Although this paper focuses on classroom (in-person) simulations, the importance of digital simulations is growing. Student simulations may be enriched by digital tools and virtual environments, allowing for hybrid models of Geography teaching. Such an approach could preserve the authenticity of classroom experience while expanding possibilities through modern technologies (Sedlák et al., 2022; Jochecová et al., 2022; Robinson et al., 2021). Simulations in Geography confirm the findings of Sabin (2014; 2015), who emphasizes that such methods not only provide content knowledge but also foster civic and democratic competencies, critical thinking, and active participation. Despite the identified challenges, the conducted simulations demonstrated strong potential for Geography teaching, as empirical results showed that students simultaneously developed subject-specific geographical knowledge–such as understanding spatial relationships, geopolitical positions, and international processes–while also strengthening key competencies. At the same time, achieving these outcomes required thorough prior preparation, including the study of factual content and concepts through more traditional learning approaches, which then enabled meaningful application of knowledge within the simulation context.

8 Conclusion

This paper provides an analysis of the simulation method in Geography teaching. It first outlined the theoretical development of simulation as a method, then discussed its advantages and limitations, and its potential for implementing the modern Croatian Geography curriculum. The central part presented examples of good practice at the primary school level, focusing on classroom simulations of international organization sessions (the European Commission and the UN Security Council) conducted by the author in May 2024 and May 2025. In total, 12 simulations were conducted–six in each year–with six seventh-grade and six eighth-grade classes from two primary schools: Luka Primary School and Ivan Perkovac Primary School. Altogether, 78 different students participated (86 in 2024 and 85 in 2025). Preparatory materials included an agenda, session guidelines, and accompanying resolutions/decisions/proposals. Each simulation lasted 45 minutes, with 12 countries represented in the European Commission sessions and 13 in the UN Security Council sessions. At the beginning of each simulation, all student representatives delivered one-minute introductory speeches, followed by discussions and voting on proposed resolutions/decisions/proposals. To achieve their country's objectives, students needed to

secure a majority of seven votes. Assessment results show that excellent grades (A) were awarded 98 times (57%), very good grades (B) 55 times (32%), and good grades (C) 18 times (21%), with only one satisfactory grade (D) recorded.

The findings indicate high student motivation, the development of communication and negotiation skills, and students' perception that knowledge acquisition was more meaningful when supported by experiential learning. At the same time, the method provided teachers with deeper insight into student competencies and enabled assessment that considered multiple aspects of student performance, including the accuracy of geographical knowledge, the quality of argumentation, participation in discussion, and the ability to apply knowledge in context. The broader significance of the simulations lies in connecting Geography with civic education, international relations, and cross-curricular themes: Civic and Citizenship Education, Personal and Social Development, and Learning to Learn. Although organizationally demanding, the benefits for students and teaching clearly outweigh the challenges. Future perspectives include developing hybrid models combining classroom and digital simulations, as well as researching their effects across other educational levels and in different subjects. Overall, simulations can serve as a valuable example of good practice and a lasting enrichment of modern Geography teaching.

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Povzetek

Simulacijska metoda predstavlja eno izmed aktivnih učnih metod, ki omogoča povezovanje teoretičnega znanja z izkustvenim učenjem ter spodbuja večjo vključenost učencev v učni proces. Članek analizira uporabo simulacijske metode pri pouku geografije na ravni osnovne šole ter obravnava njen didaktični potencial v okviru sodobnega geografskega kurikuluma. Posebna pozornost je namenjena vlogi metode pri razvijanju kompetenc učencev, kot so sodelovanje, komunikacija, argumentacija in razumevanje kompleksnih družbeno-geografskih procesov.

Empirični del prispevka temelji na izvedbi simulacij zasedanj mednarodnih organizacij, kot sta Evropska komisija in Varnostni svet Združenih narodov. Aktivnosti so izvedene v dveh osnovnih šolah v letih 2024 in 2025. Skupno je bilo izvedenih dvanajst simulacij v šestih oddelkih sedmega in šestih oddelkih osmega razreda, v katerih je sodelovalo 78 učencev. Učenci so v simulacijah prevzemali različne vloge ter skozi razpravo, pogajanja in odločanje obravnavali izbrane globalne probleme.

Rezultati evalvacije kažejo visoko stopnjo uspešnosti in motivacije učencev. Večina udeležencev je dosegla zelo dobre ali odlične učne rezultate, pri čemer je 57 % učencev doseglo oceno odlično, 32 % zelo dobro in 21 % dobro, le en učenec pa je prejel zadostno oceno. Učenci so simulacijsko metodo ocenili kot zanimivo in koristno, saj jim omogoča boljše razumevanje obravnavanih tem ter aktivnejše sodelovanje pri pouku. Hkrati metoda spodbuja razvoj komunikacijskih in pogajalskih veščin ter omogoča poglobljeno razumevanje mednarodnih odnosov in globalnih izzivov.

Ugotovitve raziskave kažejo, da simulacijska metoda predstavlja učinkovit didaktični pristop za obogatitev pouka geografije. Omogoča povezovanje geografskih vsebin z državljansko vzgojo in drugimi medpredmetnimi področji ter učiteljem nudi širši vpogled v kompetence učencev. Zaradi svoje interaktivnosti in poudarka na izkustvenem učenju ima metoda velik potencial za nadaljnjo uporabo in razvoj v sodobnem geografskem izobraževanju.