Question 18: 'For the simulation to conform closely with reality, should it have made it possible to see exactly how many homeowners would be willing and able to subscribe to the telephone service?' You say 'yes it should' in a simulation. Is this in fact the case in reality? STUDENT 13: Yes, I think it would play an important part because we will see what range we could charge them homeowners together - - how much - how many people are can subscribe to that certain mood, and seeing if (unintelligible) - - - are prepared to pay, you can charge the businessmen a certain rate which is not too high, which is not er too ah, not a great difference between the prices charged for the homeowners and the businessmen. TUTOR: But in a real market situation do you know how people are going to behave, very closely, exactly? STUDENT: (inuadible) TUTOR: No you don't! SO, if you are simulating a real situation should you make it easier to do this than actually happens in fact? STUDENT: (inaudible) TUTOR: So your answer would be 'no', if it is a - if the simulation is to be real? S: Yah.

Interview with student 22 on receipt of her final questionnaire. Question 6(b). 'Are specific objectives in a simulation such as the one you have participated in, necessary or important to you?' You have answered 'yes'. 'Please explain your reasons'. You say: "You have to know what you intend achieving otherwise it seems pointless". Can you tell me what the objective of the simulation was? STUDENT: Um The objective was, um, to understand the law of - - inaudible - - works. TUTOR: How demand works in the market. Thank you.

CLASS DISCUSSION

TUTOR: The first question reads: 'Do you think that there should have been stricter rules and more discipline, so that there may be order in the game?' This was raised in one of the earlier questionnaires by one person. Any comments, on that question? STUDENT: (9 John Brown) No, I think the aim of, of the simulation is to - umm - simulate a, a real-life situation; and you can't simulate a real-life situation by - changing the rules in any way. TUTOR: Thank you John*.

The names have been changed for confidentiality.

TUTOR: Any comment to that? Some of you felt that the rules should have been stricter. John says that um, if it's a simulation, then the rules of the simulation, were sufficient, there shouldn't have been any more rules. - pause - Some of you actually disagreed; you thought there should be more rules. Would any of you like to comment on that? - - - Or justify that? - - pause - - Or do you agree with what John said? - - long pause - - Does silence mean that you agree with him? All right, let's go on to the next question.

'Speaking for yourself the simulation game should have been: much more difficult; a little more of a challenge; no different; a little easier; very much easier.' Now there have been different responses here. I don't know if anyone wants to, add to that? - - pause - - Does anyone feel they'd like to comment? - - - All right, we will move on to the next question. Ah, 'in what way if any, could the introduction to the game have been improved?' - - - No comment? - - - pause - - - Are you waiting for some of the more - , some other questions? - - - - long pause - -

Ah, 'please indicate', this is question four, 'please indicate whether time spent on getting ourselves organized was: either, too much; about right; or too little'. Most of you seemed to think that er too much time was spent getting organized. - - pause - - All right, just, mention your name and then - - -. STUDENT: (Mahomed Faqir) Ah, I think er, time, er time, was er, time was important, but er, individual representatives, gone to the, to the individual groups, you know, and er, stated their case, then you would have made much more easier, so that the groups would have got organized much more quickly, er much more quickly, and er - - faster. TUTOR: O K thank you. What do you mean by: 'had the individuals went to their groups and stated their case?' STUDENT: Ah, you see like - -, er as I say er, - - had there - - -, because in one instance, John mentioned, that, they should not be er, more than $2, gap between the er, you know, the two rates, between the businessmen and the homeowners. TUTOR: Oh I see, you mean the representatives of the homeowners and the - -. STUDENT: The homeowners, the investors and the businessmen. Those representatives would have went to the individual groups - -. TUTOR: Yes. STUDENT:

STUDENT: - - and sayded (stated) their case, what do they really want, because er, some cases like, at one stage, er John said that there mm shouldner, there should not be a $2 gap, so that, that got most of us, er you know, ah - - start swaying from side to side. TUTOR: I think this question actually refers to, getting organized before the simulation was started, what you'rereferring to is, the organization of the simulation while it was in operation. Is that right? STUDENT 36: Yes. STUDENT 9: John Brown. Um. I disagree the - - er, the the little form I had, been (being) the businessman(mens') representative, said that I wasn't to take, um a difference in price of more than $2 between the rate that the homeowners'd pay; and the rate that the businessmen would pay. So in other words I went out as a businessman and said I wasn't ex - - I wasn't prepared to accept more than $2 - - umm. It may have been a fault on the, on the part of the investors and the homeowners, although I doubt it very much. I think what it boils down to is the - - in inverted commas - - the mathematics of it, wasn't explained properly enough in, in as much as that is concerned there might not have been enough time. TUTOR: Do you think that was a fair simulation? STUDENTS: Yes. Yes. Yes. TUTOR: O K. All right, he's mentioned the, invest - - that was the investors' representative - - now he's mentioned the homeowners - - (looking for the two students who played the roles of investors' and homeowners' representatives - both were absent) - - STUDENT 9: No, I was the businesses - -. TUTOR: Oh, you were the businessmens' - - is the investors' representative here; or the homeowners' representative? - - Not? O K. Let's leave that and go on to the next question then. Are there any other ques - - comments, before we move on? STUDENT 25: Muneer Timol. It was practically impossible to, to er achieve er return rate for the businessmen of 9 per - - TUTOR: To achieve a - sorry - a? STUDENT: To achieve a return rate. TUTOR: A rate of return on? - - STUDENT: Ya, of 9 percent, it was only a difference of $2. There There was to be a difference of $2 only, between the homeowners and the businessmen. STUDENT: Ah, Mahomed Faqir once again. The mere fact that they, they wanted more than 9 percent, or 9 percent. That could not be achieved, if there was a \$2 gap. STUDENT 9: John Brown. I don't think at any stage it was particularly stipulated that they wanted more than 9 percent. Because the paper gave as a maximum um, definite - - er, rate of return was in the region of 7 percent, although a maximum possible rate of return was in the region of $8\frac{1}{2}$ or 8 3/4 percent. STUDENT 36: If you er, if we wanted to uh ensure, their uh, their aid, er you know, if you wanted to ensure that we, er be sure that we will get their aid, then, uh I think to satisfy them, would have been er best, you know, we must satisfy them to get that loan. Thats about it. - - (question inaudible) - - Look. I mean we had to satisfy two people at the same time - or maybe three people at the same time. The investors; the homeowners; and the businessmen. I mean to give the investors, about 9 percent, then we had to work more, uh, you know, we had to increase the rate of (charged to) the businessmen. But they weren't prepared to take - - er, to have the rate increased. TUTOR: Isn't this part of the bargaining process of the simulation? STUDENT: Ya well, I think it, it is. TUTOR: Or was it a problem in the organization of the simulation? STUDENT: It was a problem in the organization. TUTOR: I mean - - STUDENT: I mean because - - TUTOR: How could it have been resolved? STUDENT: Ah, had, had there been some concessions. And are given - - I mean he, he stated it clearly, he said it quite clearly, that ah they would not accept - - ah more than \$2 gap. TUTOR: But this is what happens in practice. STUDENT: Well, this could happen, but. STUDENT 13: Haroun Dindar (laughing) Mahomed, one thing you must remember that, if you gonna lose out, on one aspect or the other, from one party, er well like from other three parties, from one party or the n - - ah obviously gonna be left out. In this case it's gonna be more the investors. If you haven't got sufficient capital you can't follow the other two, ah er you know, properly, you know what I mean, in a real it's gonna be totally different. INTERJECTIONS: Ya but. In - - Ha Well I didn't include - -. STUDENT 25: Yes. Timol. I think the different er representatives should have just stated their, er their ah ah, what their requirements - - ah ah more clearly - - and, and, and, before, be - - before they had come to the er different business people they should have seen er - - er they should have worked out their requirements would have contradicted or not. In this case they were contradicting. Because - - TUTOR: Is that the issue then? Do you agree? The representatives should have stated their case more clearly? VARIOUS STUDENTS: Yes. STUDENT 9: John Brown. Yes the representatives might have stated their case more clearly, but I don't think there should have been more um, compromising on anybody's part. TUTOR: O K, does that wind it up, do you think? All right, let's go on to the next question.

This is question five. 'Did you find that the problem - -, did you find that problems which arose when the simulation was first experienced, generally speaking were resolved when the simulation was repeated?' Now most of you have answered 'yes' to this question. Is there anyone, who did the simulation twice, who found that the second time you did it, these problems were not resolved, you still had problems? Is that generally agreed then that um, the second time round was better than the first time - you didn't have the problems? So the first um time the simulation was done, was a bit of a trial run? A lot of you had problems with the introduction to the game and getting organized. Do you think that by having a trial run like that all those organizational and introductory problems were in fact solved? Or do you think that there should have been in addition to reporting the simulation, more time should have been spent on introducing it and explaining it. Any comments there? - - long pause - - Can you make up your mind on that one? Do you think the introduction was sufficient, with a re-run; or should it - the simulation have been done twice and the introduction been longer? - - long pause - - Who thinks, that with the repeat of the simulation, the introduction was adequate? Put up your hand if you think so. Some of you do think so. I take it then that the rest of you think that the introduction should have been longer - is that right? - - long pause - - What do you say? Tell us. Your name, and then tell us what you think. STUDENT 26: Sadiya Pillay. Ah well I think that the, the introduction, when before the simulation started, should have been more in detail then explained more to us, because we'll understand the rules.

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TUTOR: O K you think the introduction should have been in detail. Should it have been longer, taken longer? And then we should have repeated the simulation - played the simulation twice? Do the rest of you agree with that? No. I see you are shaking your head. Tell us your name and - - . STUDENT (woman student - name unintelligible) Well if the introduction was longer, you wouldn't have had to do it twice, but seeing as the introduction was shorter we didn't really know what was going on it was a good idea to do it twice. TUTOR: Do you think it would have been better to have had a longer introduction and played the simulation once, than to repeat the simulation. SAME STUDENT: Ya, I think, in the introduction you could have given us an example or showed us on the board exactly how to do it; and then in the first time um I think it would have been better. TUTOR: Did you enjoy the simulation the second time? SAME STUDENT: No I don't know, no not really, I enjoyed it more the first time. TUTOR: Is that the general feeling that the simulation should only have been played once. Let's see who was happy to have done it twice, put up your hand. (Count to 14) And those of you who would have preferred to have done it once. Put up your hands. Well there is one. O K so only one person really wanted it to be played once. All right, how are we doing for time? We have got about ten minutes. Let's go on to the next question.

'Were you aware of the object of the exercise, if there was one, when you were participating in the simulation game?' Now most people said that they were aware of an objective. Some people said they didn't know what the objective was and they felt that it should have been stated more clearly. The next part of question six: 'Are specific objectives in a simulation game such as the one you participated in necessary or important to you?' Most people said 'yes'. Now, I wonder if in a simulation game, the game should state objectives to the players. If a simulation game is simulating situations as they happen in actual life, no one tells us what our objectives should be, do they? Don't we have to set our own objectives? So, if one is simulating actual situations, how is it possible to simulate something that doesn't happen in practice? Would you like to comment?

STUDENT 13: Haroun Dirdar. I think that we noticed in the simulation game that once we had completed our tenders and we called the representatives to come and see if our bids were O K, we could gather from their response that ah they agreed with or disagreed with some of the things that were in the tenders, for example, the difference in price and that. And, I don't know, talking for myself I could gather from that, that er how a price change would affect the demand, and for the homeowners as well as for the business people. And how, if you increase the price, then the demand, in the homeowners' situation would come down, rather less amount of people would subscribe. That's how I saw it, and that's what I gathered the objective of the game was. TUTOR: Are you suggesting that the representatives could have helped the firms to formulate objectives for themselves during the simulations? STUDENT 13: I think to a certain extent yes, because when they came to, when they came for the bidders - I mean the tenders, to see if they were acceptable or not, then they just told us 'yes' or 'no'. So, I mean, from there we could gather whether we were on the right track or whether we were charging too much, or whether we were charging too less, and ah if the investors in that sense should have benefitted or not, I mean we had to take all three aspects into consideration when making the tenders out. TUTOR Do you think it was reasonable for the, you as students, to set your own objectives for learning in the game? Or do you think you should have been told what your objective was before you started the simulation? STUDENT 13: Well I think er, I still maintain that er, your own objectives should have been set in this situation here. TUTOR: Sorry, what do you mean by 'your own objectives should have been set', by whom? STUDENT 13: I mean by you, per - -, I mean talking for myself, I gathered from the tenders that ah - we were trying to do something that, how price - how price changes affect demand - so I gathered from the tenders. TUTOR: Thank you, are there any other comments. All right let's go on to the next question.

I think we've covered this to some extent. Question seven: 'Was the game explained very clearly before it was played?' Is here anyone who feels strongly about that, who would like to answer 'yes' or 'no'?

- - pause - - Some of you have said that you thought it could have been explained better beforehand. Would anyone like to add a comment? All right, let's go on to question eight.

'The simulation resulted in understanding of price elasticity of demand being: now either one of five, you could have chosen: very confused; a bit confused; neither better nor worse; somewhat better; very much better.' Now I think different people have different answers here. Ah, is there anyone who felt the simulation made the lectures that followed after it, more confused? That's the one extreme. On the other extreme, some of you felt that the simulation actually clarified the lecture that followed. - - long pause - - Some of you of course are in between. Would anyone like to comment. - - pause - - Were you actually conscious, when the lectures that followed the simulation, did you see any links between those lectures and the simulation game? - - pause - - Is there anyone who saw no links at all? - - pause - - I take it then that most of you did see some link. Would you like to tell us what link you saw between the simulation and the lectures that followed? Give us your name. STUDENT 24: Vanessa. TUTOR: Vanessa, right. STUDENT 24: The simulation made me understand the lectures more clearly, because I gained experience of er, prices and demand. TUTOR: Prices and demand? STUDENT 24: Ya. Elasticity. TUTOR: Elasticity? So, in listening to the lectures did you, were you aware that the simulation was about elasticity? STUDENT 24: Yes TUTOR: That it was involved? You were? STUDENT 24: Ya. TUTOR: Anyone like to add to that? All right let's go on to the next question.

Question nine asks the same question: 'Was there any link that you were aware of, between the simulation game and the lectures that followed, on price elasticity of demand?' Any comments? I think most of you have already answered quite clearly, either 'yes' or 'no', on that question. If anyone didn't find a link, can you suggest any way in which the simulation could be linked to the lectures, so as to make it easier to understand this concept? The concept of price elasticity - -. Does anyone feel there could have been an improvement in the simulation? - - long pause - -

Question ten: 'Do you think that the situation that was simulated directly concerns education students training to become specialist business economics teachers?' Quite a number of people thought that the er, topic of price elasticity of demand, was not relevant to this course. Is there anyone here who agrees with that? - - pause - - Perhaps you could tell us why? - pause - So everyone who is <u>here</u> then - - does see the relevance, or sees <u>a</u> relevance? - pause - Thank you. Don't let me - - make up your minds for you. If you disagree, then please say so. I think you are not generally shy to disagree.

Question number eleven. 'Did you learn anything from the simulation about how quantities demanded relate to prices in the market?' Most people answered <u>yes</u>.

The question twelve. 'Was it necessary to repeat the simulation?' I think we have already covered that. One person has said that she thought that it was not necessary to repeat the simulation. Is that right? STUDENT: Yes. TUTOR: O K. Did the rest of you think that it was a good idea to repeat the simulation? - - pause - - O K no one disagrees. So we have <u>one</u> dissenting opinion there.

'Do you think a different situation should have been simulated?' We could have simulated all sorts of economic situations. Most people were happy with the monopoly management simulation. Is there anyone who feels strongly that some other simulation should have been done? - - long pause - -

Question fourteen. 'Should the simulation have been done individually and not in groups?' Quite a number of people would have referred to have worked on their own, rather than in a group. Would anyone like to say why? - - pause - - STUDENT 9: (John Brown) Speaking from, what I saw as being the representative of the business people, there were <u>a lot</u> of people that didn't participate in the simulation to <u>any</u> extent, in a 'business' of three or four people, there were in some groups a maximum of two or three people doing all the work, while the other party was just sitting and watching everything.

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Question fourteen. 'Should the simulation have been done individually and not in groups?' Quite a number of people would have referred to have worked on their own, rather than in a group. Would anyone like to say why? - - pause - - STUDENT 9: (John Brown) Speaking from, what I saw as being the representative of the business people, there were a lot of people that didn't participate in the simulation to any extent, in a 'business' of three or four people, there were in some groups a maximum of two or three people doing all the work, while the other party was just sitting and watching everything.

TUTOR: O K. If we are simulating 'firms', making bids - tendering for telephone service - one would expect in a firm to work with other people. So, as part of the simulation, the idea was to simulate people working together in an organization. So um, from that point of view, the idea was that part of the learning experience was that people should learn to work with each other. And in reality, it's not always easy to work with other people. STUDENT 9 (John Brown) I saw the, the whole simulation as a learning experience. And what I am saying is that there were a whole lot of people that learned absolutely nothing by the simulation. TUTOR: All right, any response to that? - - long pause - -

Now someone suggested in an earlier questionnaire, that the park in the simulation, that attracted tourists to the island should have played a more influential part in the simulation. Other than being just mentioned. Do any of you feel that that park had any, could have been used in the simulation in any other way? - - long pause - -

Question sixteen: 'In the repeat of simulation, should different figures and a different demand curve have been given?' - pause - Does anyone here feel that um, we shouldn't have used the exactly the same figures in the second time round? - - pause - - Are you all happy that we used the same figures the second time? - - pause - - No one commenting. - - long pause - - I take it you are all happy then, satisfied. Did anyone disagree? - - pause - - Would you like to say why? STUDENT: (John Brown) I don't really have a reason, I just believe that we would have learned more by having different figures the second time around. TUTOR: O K. The figures in the simulation were based on a market research survey, um. And a market research report like that - - I suppose one could have had another survey and got another set of figures. The figures would change over time. STUDENT 13?: I think I tend to disagree with the statement that the same figures were used simply because the winning group uh - nothing against them - but, once they won the bid, the second time we did the simulation game the numbers were the same for them so they could win it, I mean they had a better chance of winning it again. And - I think - - TUTOR: That was unfair? STUDENT: Yes. TUTOR: All right. We're nearly finished.

This question I am very interested to find out about. When the test was written, only one person was absent, but the lectures before the simulation, during the simulation and after the simulation - there were quite a number of people absent in each case. I am very puzzled why attendance is good for a test, but the attendance is not as good during the learning experience of the lectures and the simulation game. Would anyone like to volunteer a reason why this is so? STUDENT 9 (John Brown) Possibly speaking for everybody in general, I think it was more a matter of purely because it was a test everybody came. The The lack of attendance by any particular parties after that wasn't really relevant. TUTOR: But something I can't understand is why people write a test when they haven't, I assume, learned what is being tested. It seems pointless to come and write a test when you haven't done the work. Any comment. I am still mystified. All right, I think we will have to leave it at that point. Thank you for your help.

<u>Instances when students' absences from the learning programme were noted. Dates shown in brackets were not part of the programme.</u>

Absences are marked X. *Transfer retention tests

	Pretest.	Lecture.			Sim:1		*	2		*		Exposit.			Post test.					
STUDENT NO.	19	21	22	26	28	29	3	5	6	10	(13)	17	19	20	24	(26	27	29	2)	3
	April						May													June
1			X						X					X						X
2	X		X											X						
3					X				X											
4	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
5									X											
6	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
7			X		X		X		X			X	X	X						
8							X		X			X								
9									X											
10			X						X											
11	X						X		X	X		X			X					
12									X											
13	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
14	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
15	X		X											X						
16	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
17	X		X				X					X	X	X						
18	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
19					X				X			X								X
20	X		X		X					X		X	X	X						
21	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
22	X											X								
23	X		X		X	X			X	X		X		X						X
24												X								
25	X								X			X								
26									X											
27	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
28	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
29																				X
30			X				X		X											
31													X							
32																				X
33			X				X		X											
34	X		X			X			X					X						
35	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
36	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
37	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
38							X	X	X											

May 13 was a Friday after the Ascention Day public holiday and very few students attended the lecture which was not part of the programme.

DIALOGUE BETWEEN EXPERIMENTAL GROUP SUBJECT 38 AND THE EVALUATOR

At the end of the learning programme, the student was shown the organizer material (appendix I) used in the simulation game. The following dialogue ensued: (E - Evaluator S - Student)

E: 'Did the symbol e (or η) mean anything to you when you did the simulation?' S: 'No.' E: 'And during the lectures?' S: 'Ya, it definitely meant something.' E: 'Read the passage at the top right-hand corner - - What is it about?' S: 'Houseowners' demand is very elastic.' (Note: The demand curve was very elastic at some prices and perfectly inelastic at other prices) E: 'Does it say anything about "elasticity"?' S: 'No. Elasticity is not mentioned.' E: 'Does it say anything about the concept of elasticity? - - (no response) - - There is a word enderlined (S T R E T C H). What stretches on that graph? (indicating the elastic section of the demand curve). S: 'Demand.' E: 'Is the word 'responsive' used in the passage?' S: 'Ya.' E: 'What is "responsive"?'* S: 'Quantity demanded.' E: 'What is it responsive to?' (pointing to the price axis) S: 'The price.' E: 'What concept is that?' S: 'Elasticity.' E: 'Did the simulation say anything about the concept of elasticity?' S: 'Yes, indirectly.' E: 'Were you aware of it at the time?' S: 'No.'

It was evident that the student did not until this moment understand the concept. He did not attend the second attempt at the simulation.

* The evaluator was indicating the section of the demand curve nearly parallel to the quantity axis while asking this question.

APPENDIX X

EXF (30) B

MONOPOLY MANAGEMENT - Transfer Retention Test

NAME OF STUDENT

(E30EP18)

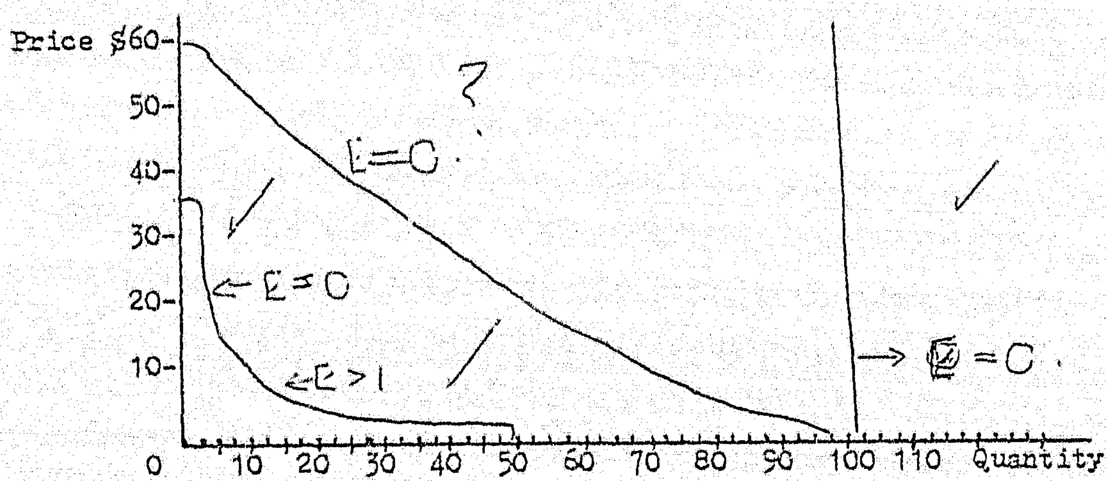
Question One

Given the 'monthly rate' (price) and the 'probable number of subscribers' (quantity), how would you calculate the 'total revenue' (gross income) that the telephone company may expect to receive? It is sufficient to give the formula.

Price x Quantity = Total Revenue.

Question Two

Show on the graph below, by sketching-in the shape of the curves, the responsiveness of demand to price that you experienced in the Trebedies Island simulation. To help you remember: the highest price a houseowner was prepared to pay was $35-50. The houseowners, all 49 of them, would have demanded a telephone if the monthly rental was $1-00 a month. There were 101 possible business subscribers. This information is given to help you fit the curve in the right place on the graph.



Question Three

Where your graph (in question 2) indicates by the slope of the curve that quantity demanded was very responsive to price change, write e >1 next to that part of the curve. Indicate where demand showed no response to change in price by writing e = 0 next to that part of the curve.

NOTE: This test is to see how effective the simulation game is.
Thank you for your co-operation.