

Simulation-Based Learning: A Catalyst for Teacher Self-Efficacy and Empathy

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Navigating Complex Educational Landscapes & The SBL Intervention

Cultural and social challenges Arab teachers face linguistic and systemic challenges that can diminish their professional self-efficacy



Simulation-Based Learning (SBL):
Authentic Scenarios & Structured Reflection

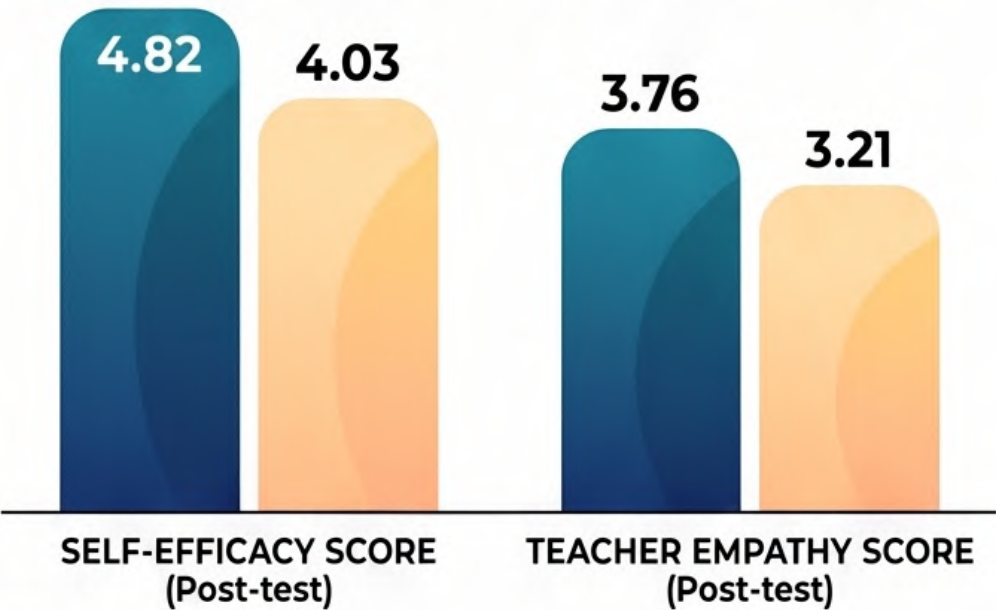
SBL serves as an experiential intervention to rebuild critical emotional and professional competencies for Arab teachers facing systemic challenges.

Mixed-Methods Study Profile



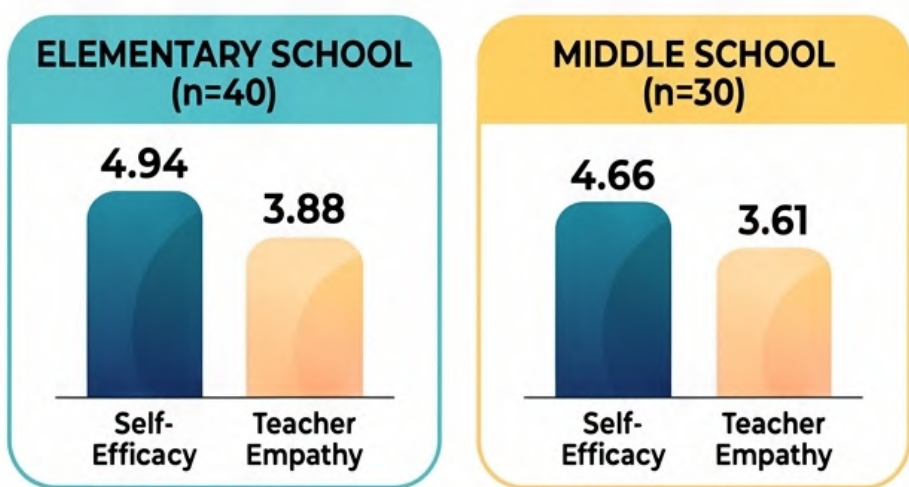
Quantitative Impact: SBL Drives Significant Growth

Significant Growth in Intervention Group:
Participants outperformed control in both metrics.



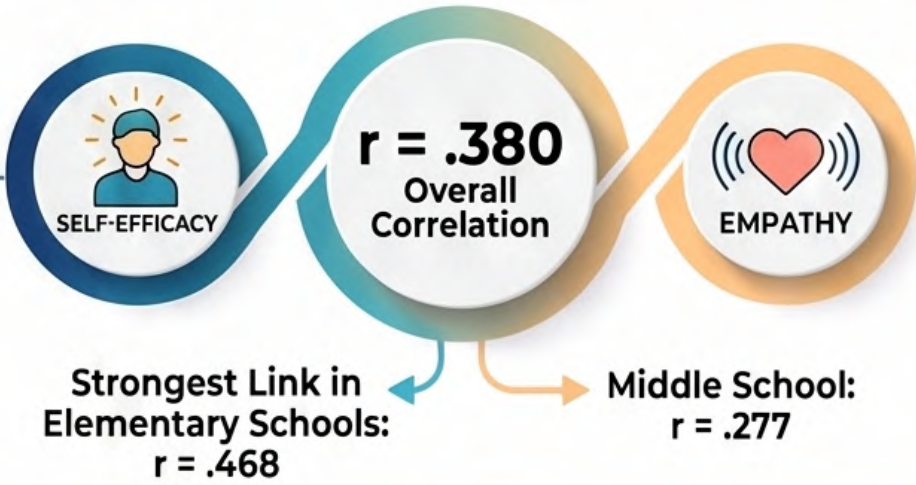
Elementary vs. Middle School: A Closer Look

Higher Scores in Elementary Education:
Elementary teachers reported significantly higher levels.



The Correlation Factor

Statistically significant positive relationship exists between a teacher's self-efficacy and their empathy within the intervention group.



Qualitative Insights & Professional Growth

ENHANCED EMOTIONAL AWARENESS

Improved communication, emotional regulation, and thoughtful decision-making in challenging situations.

"Better understand my students' emotions."

One participant noted that simulations helped them respond more thoughtfully through improved reflection.

DIVERGENT FOCUS AREAS

Elementary teachers prioritized emotional connection; middle school teachers focused more on classroom management.

Conclusion & Implications: SBL as a Powerful Catalyst

- SBL is an effective professional development tool for fostering more reflective, inclusive, and emotionally responsive teaching.
- Culturally Responsive Integration:** Recommend integrating culturally responsive SBL workshops and providing extra support for middle school challenges.