

What Makes Simulation-Based Learning Meaningful in Teacher Training?

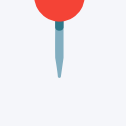
A Qualitative Study on the Experiences of Pre-Service Teachers

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Background:

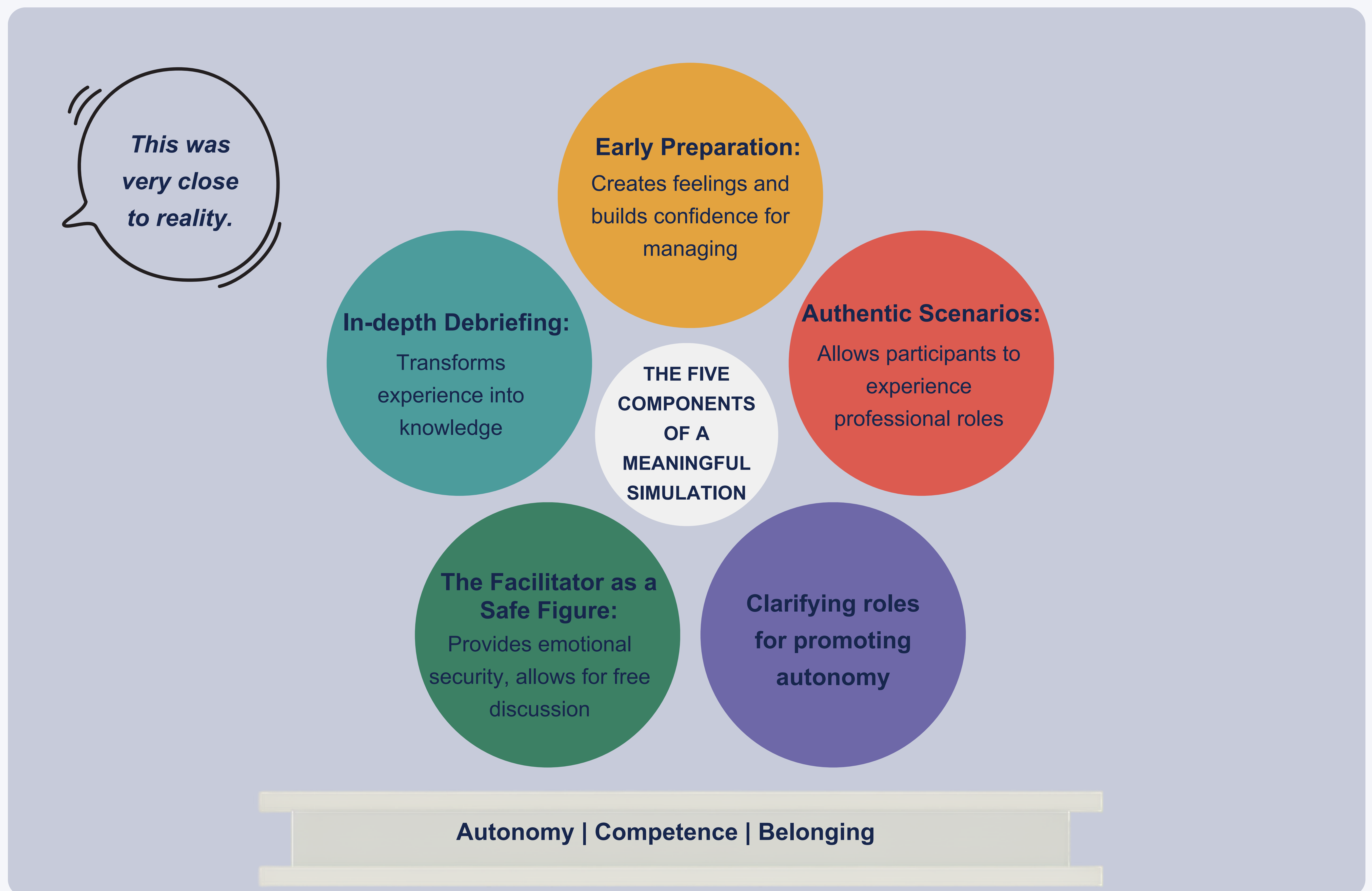
Simulation-based learning bridges the gap between theory and practice. However, the pedagogical and emotional conditions for its success remain a “black box”. This study examines the subjective

Research Methods:

-  Qualitative Phenomenological Study
-  15 Pre-service Teachers (Year B' & C')
-  Semi-structured Interviews
-  Kaye College Simulation Center

Research Question:

What are the components of a simulation that creates a meaningful learning experience for pre-service teachers?



Theoretical Contribution:

This study conceptualizes simulation not merely as a single technique, but as an integrated pedagogical ecosystem addressing basic psychological needs.

Practical Implications

- 1 Early preparation of participants
- 2 Use of authentic scenarios
- 3 Clarifying roles for promoting autonomy
- 4 Investment in in-depth debriefing
- 5 Training facilitators to create a safe space

*“Meaningful simulation is not just playing ‘as if’ you’re a teacher; but to begin to **BE** a teacher.”*

A meaningful simulation is a pedagogical ecosystem supporting Autonomy, Competence, and the development of Professional Identity.