

# Simulation-Based Education and Transformative Simulation key differences

This table provides an overview of the differences between a Simulation-Based Education approach and a Transformative Simulation approach. Both approaches can be used at anyone time as long as attention is paid to the different design requirements to ensure learning outcomes and objectives are met. An example of this would be insitu-simulation were often both approaches are applied simultaneously. When reporting (if both are used), attention should be paid to clearly reporting both approaches and how triangulating outcomes where possible.

Simulation-Based education	Transformative Simulation
Needs assessment to provide foundational evidence for the need for a simulation (best practice)	Needs assessment can identify a need for a TS simulation but more generally without simulation initially being the focus. However, it isn't always required as it inherently elicits things we didn't know where needed in the first place
Pre-determined learning outcomes	Broad objectives that will enable learning and transformation of some sort
Measurable objectives that optimise the achievement of expected learning outcomes	Recorded and acted upon outcomes
Format of simulation based on education purposes, predominantly learning theory and a range of modalities	Format of simulation based on transformative purposes (in terms of practice), a range of engagement, improvement, HF theory etc. and a range of modalities
Scenario or case	Scenario or case, systems and processes
Fidelity to create realism of case or scenario as per participants perceptions	Selecting, abstracting and representing of simulation according to participants and objectives
Participant position – directly involved in the actual simulation so that they can perform as they would in reality	Participants can be directly involved or observe but more to experience and understand than to elicit a certain behaviour or performance
Facilitative approach that is participant centred and based on participants experience level	Facilitative approach that is participant centred and based on participants leading through their lived experience and knowledge
Pre-briefing to provide context, safety and expectations	Pre-briefing to provide context, safety and expectations
Debriefing (introspective) personal learning	Debriefing (extrospective) / wider knowledge generation
Participant preparation in terms of provided materials that support learning	Participant preparation in terms of provided materials that support the objective and focus the goals
Pilot test	Pilot test
Evaluation	Data collection, dissemination, impact monitoring