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Simulation-based education (SBE) is an important modality for training a competent and safe healthcare workforce. It is also an important component of core training and continuing professional development for healthcare workers in the National Health Service (NHS) of the United Kingdom. A comprehensive review of SBE provision, led by NHS Health Education England (HEE), discovered many areas of good practice, but also identified inequalities in the access to and delivery of simulation. A framework was developed to help improve the quality, provision, and access to SBE. Case studies are provided in this chapter showcasing the different types of simulation which contributed to the good practice, how they are used in healthcare education, and how they link to the SBE framework. The chapter sets out some of the current challenges with equitable and high-quality provision, detailing plans to further enhance the education and training of the healthcare workforce through SBE through the delivery of a framework, strategic overview, and vision to support these plans.

A new teaching approach is presented which integrates observational learning through field teaching of business processes and simulation modeling in order to increase students' learning outcomes and acceptance of computer simulation technology. The teaching method, called LOSI (learning by observing, simulating, and improving), was conducted at a Croatian high education institution. The efficiency of the LOSI approach was investigated by conducting a survey based on the technology acceptance model (TAM). The indicators of ease of use, usefulness, and enjoyment in participating in LOSI were collected along with students' grades and their intention to use this technology in future work and education. The inter-relations among variables were analyzed by statistical tests. The results revealed that students find LOSI easy to use, useful in achieving learning outcomes, and highly enjoyable, while the ease of use and enjoyment is positively associated to usefulness (i.e., learning outcomes).

The purpose of this chapter is to design a Minecraft simulation game where players can learn a language by communicating and negotiating meaning with other players. To achieve this, Gagné's events of instruction and Schmitt's strategic experience modules were adopted as a theoretical lens for simulation building. After the simulation game was designed, it was implemented to test its feasibility. The result shows that the simulation game has both the intended features of knowledge co-construction and the negotiation of meaning, as well as enjoyment of the game. The test result, however, also suggests that the simulation game needs more conditionals and loops in order for players to repeat their simulation game at any place and time.

Kolb's Experiential Learning Theory. To examine the untested taxonomy, which posited an alignment between purpose-based simulation categories to that of Bloom, an analysis reviewing literature within the last decade identified 80 articles. Correlation analysis indicated the area of application when compared to that of a modeling-based simulation type presented the strongest relationship. A summary section includes various domain examples to demonstrate an initial examination for fit to the newly proposed framework.