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## SIMUVACTION ON AI

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### KEYNOTE

*Would you like to experience being a Head of State, Journalist, or a stakeholder? Do you want to see how **you** can impact negotiations? Would you like to draft an international-level recommendation on an important policy? If so, join us for this exercise replicating a meeting of the [Global Partnership on Artificial Intelligence \(GPAI\) / OECD](#), and be ready to truly invest in your role and stand for the position of your stakeholders!*

*After attending Zoom conferences and preparing your assigned roles, you will meet in person for two days of training on negotiation, the Action Day (D-DAY), and the symposium! You will have to advocate for the position of the entity you represent and successfully adopt actionable recommendations that illustrate the interest of all parties involved. More specifically, with all the other students and the support of real stakeholders, you will write, debate, and vote on a text reflecting one of the most challenging AI quandaries.*

The purpose of this exercise is to give Graduate students from the US, Canada, Europe, Canada, Brazil, Africa, Middle East, and India an opportunity to meet and confront their countries' positions on AI and Disparities during a fictional Council meeting of the "Global Partnership on AI," which usually convenes once a year.

Designed to be interdisciplinary, international, and multi-stakeholder, this exercise is organized with the support of Consulates, Academics and Universities, NGOs and associations, businesses and companies, and supported by various organizations each year.

### 2026 MAIN FEATURES

Extensive dates - course	<b>January 12 – April 25, 2026</b>
In-person Session	March 22- March 27, 2026
D-day	Wednesday, Wednesday March 25, 2026
Location	Hybrid - via ZOOM and Paris
Events	A simulation (March 25) and a Symposium (March 26)

Format	Simulation of a Meeting of the Global Partnership on AI and Symposium	
Topic	<b>(to be confirmed)</b>	
Number of Students	40 to 50 students from international university partners and different fields of study	
Potential Partners	Academic	<b>Academic Partners</b> <ul style="list-style-type: none"> <li>• Emory University, GA, USA</li> <li>• University of Florida, FL, USA</li> <li>• Georgia State University, USA</li> <li>• Université du Québec à Montréal, Canada</li> <li>• Université du Québec à Rimouski, Canada</li> <li>• Polytechnique, Montréal, Canada</li> <li>• Federal University of Santa Catarina, Brazil</li> <li>• University of Nairobi, Kenya</li> <li>• Al Buraimi University College, Oman</li> <li>• Karunya University, India</li> <li>• Presidency University, India</li> <li>• Institut Catholique de Paris, France</li> <li>• ISEP, Ecole d'Ingénierie du Numérique, Paris, France</li> <li>• Université de Tours, France</li> <li>• University of Florence, Italy</li> <li>• Leiden University, Netherlands</li> <li>• International Digital Dialogues Fellowship Program, Germany</li> <li>• Ecole Hexagone, Versailles, France</li> </ul>

## THE 2026 CHALLENGE

The students will meet, research, discuss, write down, negotiate and invest in the role assigned to them (national delegations, journalists, stakeholders, leadership) to reflect the interests of the role they represent during the decision-making process and in the final document. This document, in the form of a GPAI recommendation, must be submitted, collectively, on the D-day by 5.00 pm.

## The 2026 TOPIC : AI and Education

### The 2026 Learning Objectives

Simuvaction is a role-based, creative governance simulation designed to educate both competence and character in working on core body of knowledge, ways of doing and ways of being. Participants learn *about* AI and education, *through* multistakeholder governance practices, and *for* responsible civic and professional engagement in a rapidly evolving international order (2026).

### I. Regarding the Topic of AI and Education

*(Conceptual understanding, critical analysis, and creative problem-framing)*

Upon completion of the programme, students will be able to:

- Demonstrate a nuanced understanding of AI in education and education about AI, including their implications for learning systems, governance, and equity.
- Analyse global disparities in access to AI technologies, AI literacy, and educational infrastructures, and articulate their structural causes.

- Situate AI-and-education debates within the 2026 international context, including evolving norms, multilateral initiatives, and geopolitical realignments.
- Creatively frame specific, situated policy problems at the intersection of AI and education, moving beyond generic or purely technical approaches.
- Research, analyze and synthesize academic research, policy frameworks, and stakeholder perspectives into coherent, actionable strategies.
- Generate original, context-sensitive policy ideas and recommendations that respond to concrete educational challenges faced by different regions or communities.

According to the [\*Bloom's Taxonomy revisited defined by the Oregon State University\*](#): analyse, evaluate, create

## II. Regarding Professional Skills

*(Creative authorship, strategic communication, and educating character)*

While playing the role of stakeholder representatives, participants will be able to:

- Design and author original position papers, strategies, and policy proposals aligned with their assigned institutional mandates.
- Engage in creative strategic writing, translating complex analyses into persuasive and professional texts (briefs, recommendations, negotiated language).
- Adapt their strategies dynamically in response to negotiation dynamics, time pressure, and emerging information.
- Communicate positions clearly and convincingly across formats (oral, written, and collaborative drafting environments).
- Collaborate effectively in collective authorship processes, negotiating meaning, priorities, and wording to produce shared outputs.
- Demonstrate professional behaviours aligned with educating character, including:
  - intellectual honesty
  - respect for plural perspectives
  - responsibility in representation
  - commitment to the common good

Personal reflective outcomes (educating character – Wake Forest–inspired)

After stepping out of their roles, participants will be able to:

- Reflect critically on their courage (e.g. speaking up, defending positions, taking intellectual risks).
- Analyse their capacity for adaptation in uncertain, high-pressure, and evolving governance settings.
- Evaluate their advocacy posture, including how they balanced persuasion, ethics, and responsibility.
- Demonstrate discernment in navigating complexity, ambiguity, and competing values.

According to the [\*Bloom's Taxonomy revisited defined by the Oregon State University\*](#): apply, create, reflect, transform

## III. Regarding Global Governance and Decision-Making Processes

*(International order, multistakeholder dynamics, and collective creation)*

Upon completion, participants will be able to:

- Explain how global AI governance and education-related decision-making operate within the contemporary international order (as of 2026).
- Think critically at the evolving levels of governance, including:
  - multistakeholderism
  - soft-law instruments
  - negotiated consensus
  - legitimacy through participation rather than authority alone

- Map and interpret the interests, power asymmetries, and constraints of diverse stakeholders (states, IOs, private sector, civil society, academia).
- Define ethical representation and influence on behalf of a stakeholder within a simulated international forum.
- Balance local, national, and global interests in complex decision-making scenarios.
- Co-create a collective document (recommendations, joint statement, position's paper) that reflects:
  - negotiated compromises
  - plural viewpoints
  - actionable commitments
  - time-bound constraints

According to the [Bloom's Taxonomy revisited defined by the Oregon State University](#): understand, analyse, create, co-create

### Integrated Educational Logic

Across the three dimensions, Simuvaction enables participants to:

- learn about AI and education
- learn through governance practice and creative authorship
- learn for ethical, courageous, and discerning engagement in public decision-making

This positions Simuvaction not merely as a simulation, but as a pedagogy of character-forming, creativity-driven governance.

### Beyond the class, "Think globally, act locally!"

This Simuvaction on AI is also a way to strengthen connections between academic, economic, institutional partners, and Non-Governmental Organizations. Conferences by experts in the field, contacts with the Embassies of the represented delegation, and coaching with real businesses and NGOs (for journalist and lobbyist teams) will be integral parts of the course and, therefore, an opportunity for the colleges and communities to cross their interests, develop their networks and foresee further collaboration.

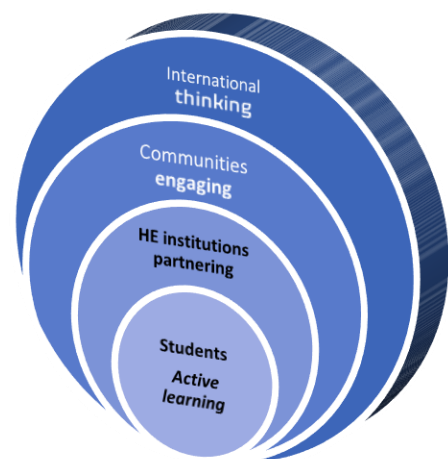
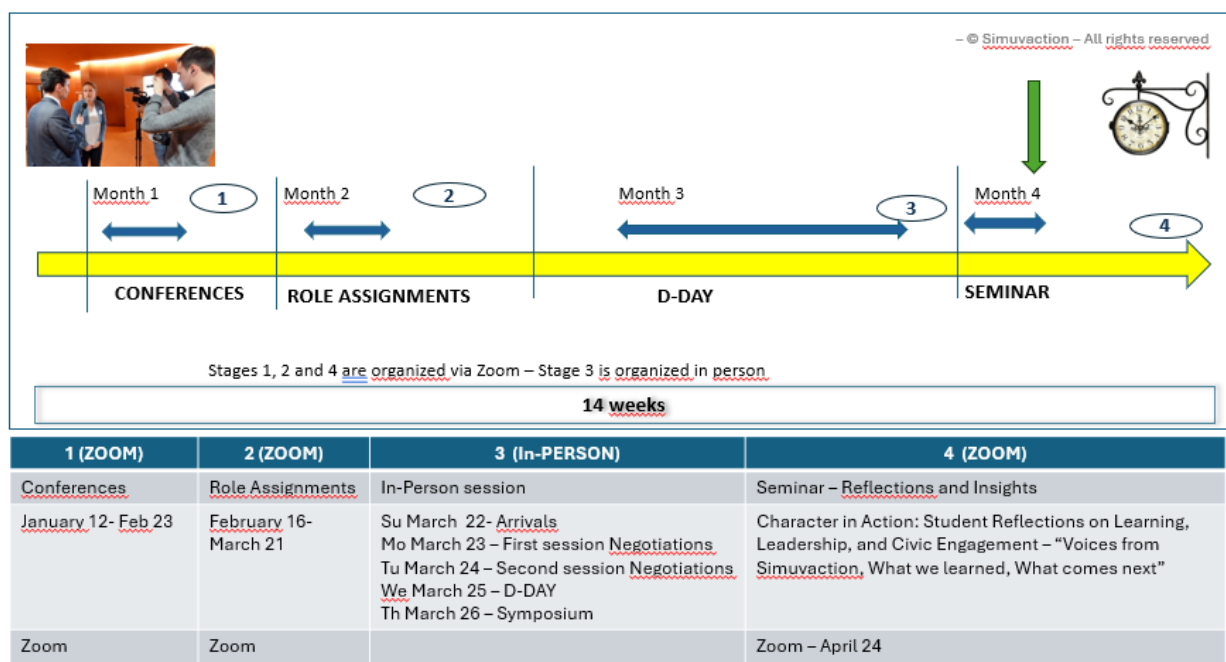


Fig 1 - Creating an ecosystem through the simulation

### TIMELINE

## Simuvaction Timeline 4 steps



The course is divided into three stages.

- **In Stage 1, the students attend Zoom conferences with different types of stakeholders (academic, business, NGOs, lobbyists..., etc.).**
- **Stage 2 Students (generally in teams of 2 or 3 students) will receive their role assignments:** each student of the cohort will share their contact information and create their team identity (name, banner, motto...) and a social media account from which they will post their doings and their comments, creating an emulation between the teams. They will have to discuss the resolution draft and prepare a position paper.
- **Stage 3 is the action day (the "D-day").** During this stage, they will also learn what to expect and how to negotiate (through active learning). On "D-day," they will discuss the draft, amend it, vote on it, and turn it in before 5 pm. At the end of the day, students will vote for the most influential and best communicator participants.

## ENROLLMENT and STATUS OF THE EXERCISE

Enrollment is open only to students registered in a University program and with the approval of one of their program professors. The certificates of attendance will be delivered when all the expectations have been reached.

### Please note

*In enrolling for this program, students must accept the role they are assigned, attend the conferences and the virtual/in-person events, and turn in the assignments on time as a preliminary condition for receiving the certificate of attendance/ to validate the exercise as an independent study course. Students should also expect updates, changes, or adjustments in this 'active learning' program, as changes and adjustments in real life.*

## EXPECTATIONS FROM STUDENTS

Students will be assigned specific roles within the simulation and must accept them. For this reason, they must consider their enrollment final because it commits their team partner. They must inform professors if they have classes/exams scheduled during the in-person session to anticipate for these dates.

More specifically, students must:

### DURING STAGE 1 –

Attend the ZOOM Conferences – For each speaker, students should:

- research their bio, their activities, and their role in the ecosystem
- Prepare two questions on professional terms to be asked during the Q&A sessions
- and Post this research and questions on Canvas according to the template delivered on Canvas

### DURING STAGE 2 –

There are four roles; find the one you have been assigned. Embrace your role.

- 1 - Create a team identity (name, banner, logo) and a social media account representing the team on a Social Media
- 2 - Fill out the sheet with team details, especially regarding the social media account, but also via WhatsApp, to facilitate contact between the teams
- 3 - Contact your “mentor” and arrange a meeting with them
- 4 - Research and prepare for D-Day by defining the team’s tactics and strategies: understand the interests, issues, questions, and suggested solutions; write them and your strategies in the position paper (teamwork - template provided) and be part of the drafting of the final recommendations (proposal) to be submitted on D-day at 5 pm. Practically, for each role, this means the following:

- **For the leadership:**

Your primary role is coordinating, launching, writing the final proposal, and leading the various teams to ensure everyone is ready and on time for D-day and final submission at 5 pm. You are strongly encouraged to:

- Organize meetings with ALL teams via Zoom as soon as possible,
- Write a first draft proposal of the final recommendations answering the questions of the scenario 10 days before D-Day, communicate it to all stakeholders, ensure coordination between the team to be ready on time, help with negotiations to review and modify the proposal consequently
- Prepare your position’s paper (teamwork – including the draft of the proposal and its modifications – see the template on Canvas)
- Meet with your assigned mentor and reflect on the meeting to adjust your strategies
- Communicate on social media about the advancement of the negotiations (at least once a week)

- **For the National Delegation teams:**

Your primary role is to ensure that your government's position will be reflected in the final proposal, keeping in mind that it is imperative to be ready to submit the final text by 5 pm on D-day. In modeling your position, you can be influenced by lobbyists’ expertise and the leadership team and must communicate with journalists. You are strongly encouraged to:

- Organize meetings and interact with ALL teams via Zoom as soon as possible
  - Research the country's position you represent
  - Prepare parts and/or complete the draft of the proposal of the recommendations to be adopted on D-Day, negotiate with other teams, contact the journalists' teams, and interact with all of them.
  - Meet with your assigned mentor and reflect on the meeting to adjust your strategies
  - Prepare your position's paper (teamwork – don't share it – see the template on Canvas)
  - Communicate on social media about the advancement of the negotiations (at least once a week)
- **For the lobbyists' teams:**  
 Your primary role is to influence or convince other teams before D-Day and on D-day on positions that best reflect the opinion of the entity you represent – Make sure you communicate with journalists and through social media. You are strongly encouraged to:
- Organize meetings and interact with ALL the other teams via Zoom,
  - Research the position of the organization you represent (NGOs, International Organizations, Trade Unions, Businesses and Industry or Economic corporations, Science Representative....)
  - Suggest parts and/or complete the draft of the proposal of the recommendations to be adopted on D-Day, Negotiate with other teams, contact the journalists' teams
  - Meet with your assigned mentor and reflect on the meeting to adjust your strategies
  - Prepare your position's paper (teamwork – don't share it – see the template on Canvas)
  - Communicate on social media about the advancement of the negotiations (at least once a week)
- **For the media team (journalists):**  
 Your primary role is to inform your readers/ followers about the ongoing discussions before D-Day and on D-day, as well as the developments of the negotiations, to stimulate teams and contribute to the debates – Make sure you reach out to national delegations, lobbyists, leadership, and post your press releases, interviews, and articles on social media. You are strongly encouraged to:
- Organize meetings and interact with ALL the other teams via Zoom,
  - Define the type of media you want to play (with Dr. Courrier, and prepare the editorial policy of the media
  - Organize meetings and conduct interviews
  - Relay information on alliances, attend press conferences, and write press releases before and during D-Day
  - Communicate on the social media account about the advancement of the negotiations (at least once a week)
  - Try to gain access to information and publish articles (creating a blog is possible but not an obligation)
  - Meet with your mentor and reflect on the meeting to adjust your strategies

- Prepare your position's paper (teamwork – don't share it – template provided), including the editorial note and the strategies for the press conferences

### **DURING STAGE 3 – IN-PERSON SESSION!**

**Attendance at all events is compulsory.**

- “D-Day-3” (minus 3): Arrival for International Students on site
- “D-Day -2” (minus 2): (9.00 am -1.00 p.m.): First session of Negotiation exercises and common activity
- “D-Day -1” (minus 1): (9-1 pm): Second Session of Negotiation exercises, common activity, Deadline for the Position's paper
- “D-Day”: (8.30 am to 6. pm): the ACTION-DAY!
  - Opening ceremony
  - Work in plenary sessions– (if relevant) in committee (different arenas + social media), three “press conferences” and coffee breaks
  - Submission of the text at 5. pm.
  - 5. 3 pm: Debriefing of the text and the exercise
  - 6.30 p.m.: Closing cocktail
- Symposium (“D-Day” + 1):
 

Students will be divided into teams to take notes on the different sessions for the symposium proceedings (with an editorial board).

Three students will be selected for the conclusion and takeaways.

### **ASSIGNMENTS ( see ANNEX 1)**

The assessment is organized through three different types of assignments:

1. **Stage 1:** Preparations of the conferences (stage 1) (who's who, what (questions to be asked), how)
2. **Stage 2:**
  - a. Create the identity of the team
  - b. Post on social media (once a week at least – min of 4 posts) about the activity of the team
  - c. Write a position paper (teamwork) to present the intended position to stand for on D-Day (2000 words, due on “D-day-1”, evening). It should highlight their strategies by identifying their “red lines” (unacceptable points) and the “blue lines” as well as the parts where influence and inflection could be most beneficial to them during the plenary or the committee work. (template provided).
3. **Stage 3:** Write an **individual report** in the form of a diary, sharing personal narratives on the ways the student experienced the exercise and its different aspects (conferences, teamwork, communication part, standing positions, and compromises, personal investment to play the role) – this report (2000 words max) can reflect the student's personal evolution during the three main parts of the exercise:
  - a. before the assignment of the roles,
  - b. between the role assignment and the “D-Day”.
  - c. and after D-Day as a personal review of /the “takeaways” from experience.
4. **Stage 4-** Workshop on “Voices from Simuvaction, What we learned, what comes next”

**Use of Chat GPT or other Generative AI systems or other types of AI models** is possible under some conditions:

- it is used as a source of information and must be treated as such
- its use together with the question asked to the Generative AI must be mentioned in the bibliography or footnotes of the position's paper and in the diary.
- for respect and integrity reasons, Generative AI is not part of written assignments

Dr Anne-Elisabeth COURRIER – @ 2026, All rights reserved



## TO KNOW MORE ....

### **BIBLIOGRAPHIE**

Students are expected to do their research, especially in Stage 1 (conferences) and Stage 2 ( depending on the role they have been assigned and the coach they will meet). In addition to their research, It would be helpful for them to read the following documents:

#### ▪ **International Organizations & Multi-Stakeholder Frameworks**

- Global Partnership on Artificial Intelligence (GPAI) & OECD. (2024). *GPAI Belgrade ministerial declaration on coordinated international efforts for trustworthy AI*. OECD.AI Policy Observatory.
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#### ▪ **Academic & Peer-Reviewed Research**

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- Panagopoulou, F., Parpoula, C., & Karpouzis, K. (2025). Legal perspectives on artificial intelligence and the right to digital literacy in education. *Frontiers in Computer Science*, 7, Article 1692268. <https://doi.org/10.3389/fcomp.2025.1692268>

#### ▪ **National Strategies & Government Policy**

- Americas & Europe Government of Brazil. (2024). *Brazilian strategy for artificial intelligence (EBIA) 2024-2028*. Ministry of Science, Technology, and Innovation.
- Government of Canada. (2024). *Pan-Canadian artificial intelligence strategy: Impact report*. CIFAR.
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- Government of the Netherlands. (2025). *Strategic action plan for artificial intelligence in education*. Ministry of Education, Culture and Science.
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- Government of Kenya. (2025). *National artificial intelligence strategy: Empowering the Silicon Savannah*. Ministry of Information, Communications and the Digital Economy.
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#### ▪ **Think Tanks, NGOs & Industry Analysis**

- AI Now Institute. (2025). *Artificial power: 2025 landscape report*.
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#### ▪ **Blogs, Podcasts & Case Studies**

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- Wright, B. (Host). (2024, November 22). *Being human in the AI era with Dr. Tamara Lambert* [Audio podcast episode]. In *The AI Era*. YouTube.  
<http://www.youtube.com/watch?v=cGnC29I9aPg>

## Communication about Simuvation on AI

- See "[The best kind of challenging, Emory students join international simulation to debate AI and health inequities](#)" in [The EMORY REPORT, January 2023](#)
- Emory website: [Simulation - Innovation - Action | Emory University | Atlanta GA](#)
- OBVIA website: [Simuvaction on AI 2025 | Observatoire international sur les impacts sociétaux de l'IA et du numérique \(OBVIA\)](#)
- Here is the 2024 **video** [3 min](#)
- and some **students' testimonials**: [testimonial Clara](#), [Testimonial Michael](#), [Testimonial Katie](#), [Testimonial Daphné](#)

*a similar credited course (simulation on European Council meetings), created at Nantes University (France) in 2015, as an inspiration....*

\* 2018 Simulation on "Regenerative Medicine and Bioethics" - <https://youtu.be/jUVTnHdD7cU>

\* French Award Passion pour l'Enseignement et la Pédagogie dans le Supérieur – PEPS Award 2017 – Ministry For Higher Education, Research and Innovation  
[http://www.dailymotion.com/video/x621411#tab\\_embed](http://www.dailymotion.com/video/x621411#tab_embed)

## ANNEX 1 – Assignments

Stage	Event	Description of the assignment	Deadline	Format	Weight in final grade
Kick-off	Kick-off Date on January 12, 12pm-2pm EST/				
Stage 1	ZOOM Conferences • From Jan 19 to Feb 25	students are expected to prepare the conferences, to attend EACH conference and to demonstrate: <ul style="list-style-type: none"> <li>research skills about the Participants, their titles and functions</li> <li>analysis skills of their positions,</li> <li>and communication skills in preparing questions to be asked in a professional language.</li> <li>Open to all</li> </ul>	Due an hour <b>before each conference</b>	<ul style="list-style-type: none"> <li>100 words max per conference</li> <li>To be posted on CANVAS</li> </ul>	20%
Stage 2	Role Assignment Feb 16th	Create a team identity (name, banner, logo) and an "X" account – make posts on X of your different activities – Meet your coaches	Due on Feb 24 5:59 pm EST/11:59pm CET	Minimum of 4 posts (at least once a week)	40%
		Write a <b>position paper (teamwork – 1 per team)</b> to present the position they intend to stand for on Action Day (D-day). This paper should highlight your strategies through the identification of "red lines" (unacceptable points) and of the parts where influence and inflection could be most useful to them in plenary or in committee sessions.	Due on March 24th, 10:59 pm EST (all students will be on-site this day)	<ul style="list-style-type: none"> <li>2000 words</li> <li>To be posted on CANVAS</li> </ul>	
		Prepare <b>the draft of the final recommendations</b> (proposal) to be discussed on D-day well in advance, suggest and make changes before D-day			
Stage 3	Paris , In-person session March 22-27	Be in <b>Paris</b> for an in-person session of <u>during 5 days – attend ALL the events</u>  Write <b>an individual report</b> on the model of a diary, explaining the ways the student the different aspects of the exercise (conferences, teamwork, communication part, standing positions, compromises, investment made to play the role) and reflect the personal evolution during the three main parts of the exercise: <ul style="list-style-type: none"> <li>before the assignment of the roles,</li> <li>between the assignment of the role and D-Day</li> <li>and after D-Day as a personal review on the lessons from the experience.</li> </ul> Activities related to the Symposium - Take notes during the symposium and participate to publication via the symposium proceedings	Due on April 22th, 5:59 pm EST/11:59pm CET	<ul style="list-style-type: none"> <li>3000 words max</li> <li>To be posted on CANVAS</li> </ul>	40%
Stage 4	Seminar April 24	- Wake Forest University "Voices of Simuvaction – What have we learned? What comes next?"  <a href="mailto:acourri@emory.edu">acourri@emory.edu</a> – © Simuvaction – All rights reserved	April 24th – 9-11 EST		