

## EDITORIAL

*This Issue aims of Journal of Economics and Administrative Sciences (JEAS) is particular problem that intends to investigate the employment of simulations in different contexts in business and management education. The games of Simulation have become significantly important elements of academic programmed activity during previous years. The simulations use in management and business schools has become the norm as they are considered as important tools for facilitating generative learning, permitting students to experience the challenge, excitement and operational reality of running a virtual organization but in a relatively risk-free and safe environment. Benefit in employing the business simulations is witnessed by the increasing number of research papers on this theme in scientific and academic journals, including the International Journal of Management Education. Therefore, whilst the simulations advantages and benefits are often discussed in the literature, evidence regarding the effect of their employment remains limited. In addition, a requirement exists for more research investigating how the effect of simulation-based learning might be boosted. The articles in the Special Issue pave some way to providing witness concerning the espoused benefits of simulation games and exploring how they may be leveraged to heighten impact. The first article, written by Suzaan Hughes and Frances Scholtz, scrutinizes the major contribution of reflection in simulation gaming. They conclude that the effect on learning of a simulation can be significantly boosted as a result of reflection, providing useful lessons for teachers and educators designing simulation-based learning activities. In addition, the second research paper, discussed by Mark Loon and Robin Bell, recognizes a relationship between the critical thinking of students and their learning based on simulations. Overall, these two research articles recall us that the impact of simulations on learning is contingent on a number of factors. The third paper, by Mark Loon, Jason Evans and Clive Kerridge, discusses this topic by revealing how learning boost can be obtained by effective instructional curriculum design. The last research paper, by Christopher MS cherpereel, underlines the significance of comprehending human decision making in the area of simulation game creation. Overall, this papers collection presents priceless resource for both simulation designers and educators enabling them to develop their practice and boot the effect of their simulation-based teaching and learning activity. He argues that the decision making approach chosen at the design phase affects the use of simulations and their effect on learning.*

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