



2012

Interactive Web-Based Simulation for Supply Chain Education

John Crowe

Dublin Institute of Technology, john.crowe@dit.ie

Ayman Tobail

Dublin Institute of Technology

Amr Arisha

Dublin Institute of Technology, amr.arisha@dit.ie

Follow this and additional works at: <http://arrow.dit.ie/buschmarbk>

 Part of the [Business Administration, Management, and Operations Commons](#), and the [Education Commons](#)

Recommended Citation

Tobail, A., Crowe, J., Arish, A.: Interactive Web-Based Simulation for Supply Chain Education. Book Chapter. In Supply Chain Management. Intech OpenAccess Publisher, 2012. ISBN 979-953-307-234-9.

This Book Chapter is brought to you for free and open access by the School of Marketing at ARROW@DIT. It has been accepted for inclusion in Books/Book Chapters by an authorized administrator of ARROW@DIT. For more information, please contact yvonne.desmond@dit.ie, arrow.admin@dit.ie, brian.widdis@dit.ie.



This work is licensed under a [Creative Commons Attribution-NonCommercial-Share Alike 3.0 License](#)



INTERACTIVE WEB-BASED SIMULATION FOR SUPPLY CHAIN EDUCATION

**Ayman Tobail,
John Crowe,
Amr Arisha**

Dublin Institute of Technology

**ayman.tobail@dit.ie
john.crowe@dit.ie
amr.arisha@dit.ie**

Abstract

Knowledge economies are based on the concept of knowledge transfer between education institutes and stakeholders. In response, the significant move away from traditional teaching methods to the emerging paradigm of eLearning has become increasingly in evidence across many academic disciplines. To assist in the transition from traditional learning to eLearning, more interactive and virtually orientated teaching aids are needed. This chapter introduces a simulation-based learning framework that integrates web-based simulation and a web content management hierarchy model. Using the complex subject of supply chain management as a case study, the new framework allows users to examine various real-life strategic management scenarios, encourages group work and has remote access capabilities for distance learning. Interactive learning is facilitated using the web-based simulation portal, enabling instructors to demonstrate the complexity of decisions in multiple criteria environment and also show the users the impact of strategies on performance. Supply chain simulation creates an animated experience and better understanding of system dynamics including risk. The framework assists in the knowledge and skills transfer between third-level education institutes and their stakeholders, primarily industry partners and the wider community.

Keywords

Knowledge Transfer – Web-based Simulation – Distributed Simulation – Supply Chain Management

Introduction

The ability to learn has always been the foundations of any successful society. Learning can be defined as the acquisition of knowledge through cognitive processes that translate into new understandings, behaviors and skills (Moore, Green, & Gallis, 2009). In today's knowledge driven society, gaining such valuable understandings through education is a very important resource (Schleicher, 2003). The advances made in computer technology, coupled with education's drive to take advantage of such advances have given rise to eLearning.

The emerging paradigm of eLearning is becoming increasingly in evidence across many academic disciplines and provides further support for the concept that

learning processes no longer support traditional teaching methods alone. It can be argued that today's third level education students are part of a new virtual generation, where the blackboard and refill pad have been replaced with an interactive white board and laptop respectively. To assist in the transition from traditional learning to eLearning, more interactive, animated and virtually orientated teaching aids are needed.

The objective of this chapter is to develop an interactive web-based simulation portal using an integration of; simulation-based learning, web-based simulation and a web content management hierarchy model. The portal will create a medium that is easy to use and enables teachers to create a more interactive learning environment for students. Section 1 acknowledges the importance of third level institutes to Ireland's knowledge economy and education stakeholders and the challenges they face. Simulation-based learning frameworks are then discussed before a review of web-based simulation in Section 2. An overview of the complexities in supply chain management takes place in Section 3's case study which is used in the building and implementation of the distributed simulation portal in Section 4. Finally the results, findings and future work in the implementation of the portal are discussed in the conclusion.

1. Third Level Education in Ireland

The quality of third-level educational (TLE) systems has a significant influence on the economic wellbeing of society (Prendergast, Saleh, Lynch, & Murphy, 2001). In Ireland, the effectiveness of TLE is extremely important when obtaining the necessary high levels of knowledge and skills required for sustainable competitiveness (Breena et al., (2009). Consequently, there has been an increased emphasis put on TLE by Irish governments in recent decades, culminating in a large increase in student numbers (Fig.1) (Department of Education and Skills, 2010). In particular, government incentives such as the abolition of college fees in 1996 (Clancy & Kehoe, 1999) and the "Charting Our Education Future" white paper in 1995 (Department of Education, 1995) laid the foundations for the knowledge economy.

Although governments are a very important and strategic stakeholder to TLE institutes, there are other partners who have a lot to gain or lose from the knowledge transfer capabilities of TLE.

1.1. Third Level Education Stakeholders

Stakeholder relationships are based on the transferring of knowledge between TLE institutes and industry and the wider community (R. Lambert, 2003)). The emphasis on knowledge transfer has been driven by high level policy makers in education, including governments and industry partners who believe education institutes should have a more direct role in regional and national economic development (Etzkowitz, 1998). In any organization, including education, there are internal and external stakeholders. Stakeholders are any "individuals or groups with an interest, claim, or stake in the organization, in what it does, and in how well it performs" (Hill and Jones, p.367, 2008). In education these include:

1. External

- Government
- Regional/National Development Agencies

- Local Communities
- Industry Partners
- Academic Content Providers

2. Internal

- Students
- Educational Institute
- Academic Staff
- Non-academic Staff
- Student's Union
- Teacher Unions

In relation to eLearning, Wagner et al. (2008) categorize stakeholders in terms of their motivations and concerns towards using eLearning tools. For example, students are categorized as the eLearner consumer, who is motivated to use eLearning tools to gain knowledge and skills and also to gain access to courses that would otherwise be obstructed by geographical or financial restraints. Although, this new learning process will also give students concerns such as difficulty understanding increased technological sophistication. Similarly, instructors and teachers are motivated by reaching broader audiences and including variation to their teaching process, but have concerns of the acceptance of eLearning tools by their students and the shift from being primary source of knowledge "...to being a manager of the students knowledge resources" (Wagner et al., p.29, 2008,). The institutes themselves see eLearning as a marketing tool to advertise advances in education such as distance learning and to create access to a larger pool of students. Industry employers want to hire potential graduates with the most up-to-date expertise in information technologies.

Although understanding the needs of key stakeholders is very important to TLE institutes, many other challenges in the learning process need to be discussed and understood to validate the need for eLearning tools integration.

1.2. Challenges to Third Level Education Process

While preparing students for a successful career in a knowledge-based economy, TLE processes require an integrated educational environment that will encourage creativity and a commitment to lifelong learning (Brewer & Brewer, 2010). To achieve this transition into a more creative and long-term learning environment, TLE institutes have faced many challenges.

With such a high level of investment in Irish TLE by stakeholders, it is critical that the challenges within the teaching/learning relationship are understood and addressed to ensure that college graduates make a successful and optimized transition into the workplace (Tobail, Crowe, & Arisha, 2010b). Studies made by Cuban (1984) on teacher education in the USA suggest that teaching adapts to requirements of particular eras. However, sometimes these changes have not adapted sufficiently or been reviewed regularly, becoming ineffective and outdated (Hess, 2009). The primary example of this would be the use of traditional 'rote' learning techniques in TLE, which has been proven to discourage the transfer of core/key skills (Billing, 2007). This learning process consisted of a knowledgeable educator on a particular topic, who constructed and communicated knowledge on such topics to learners to memorize using the

common instructional technologies of the day; books, articles and classroom lectures (Ruben, 1999).

During the past 30 years, TLE has been evolving steadily and the objectives of TLE institutes have changed. Memorizing facts and figures is now recognized to be less important than developing knowledge based skills for; problem-solving, interactive team work and life-long learning (Knight & Wood, 2005). The introduction of the learning pyramid has instilled a new focus on the way teachers interact with students in relation to the retention of what is being taught (DeKanter, 2004). Although there is only 5% retention rate given to the traditional class lecture when used alone, when all teaching methods of the pyramid are used in continuum rather than hierarchal, the level of retention is up to 90% greater (Lalley & Miller, 2007). The theme of this chapter is centered on the concept of the learning pyramid in continuum, because to retain conceptual knowledge effectively using simulation, the class lecture and teacher instruction are still very important.

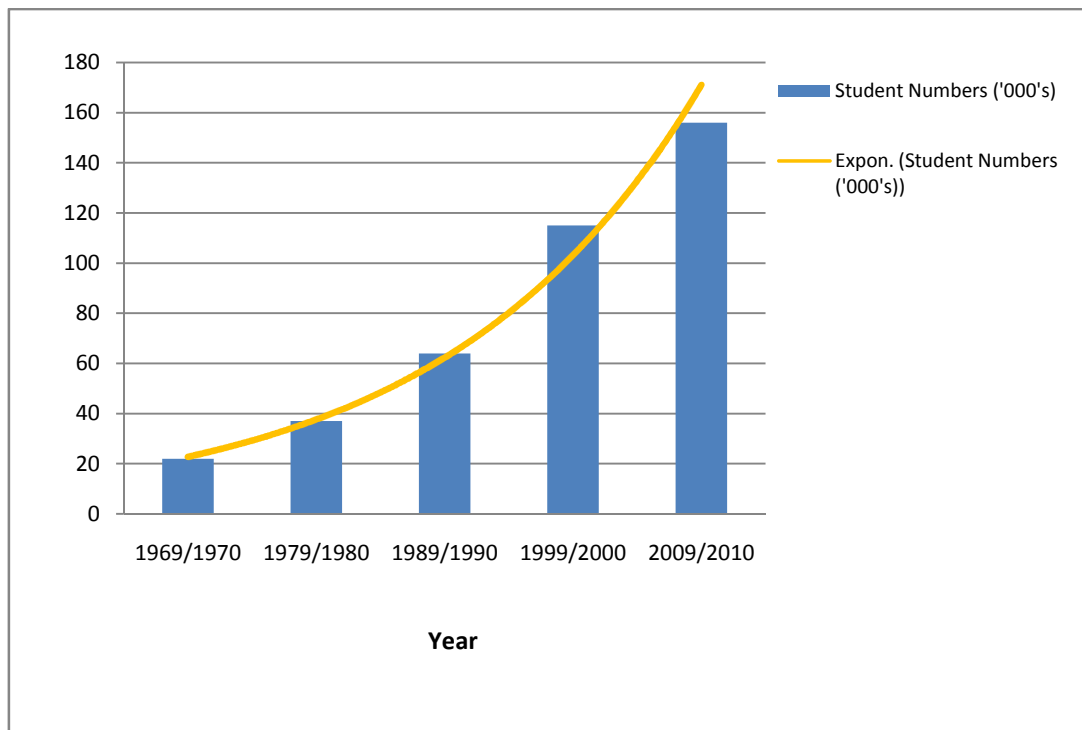


Figure 1. Full-Time Students in TLE Institutions in Ireland

1.3. Simulation as an Education Solution

Although using simulation as a method of teaching is not a new concept, particularly in medical, military and aviation education (Murphy, Hartigan, Walshe, Flynn, & O'Brien, 2010), it is growing rapidly in many other academic disciplines. The reasoning for such growth lies with simulations potential to create clinical experiences that closely mimic the real life scenarios of a system (Zhang, Thompson, & Miller, 2010). Whether simulating medical procedures without doing harm to a patient, or simulating a supply chain management concept without the costly change in business strategy, simulation is a powerful learning aid.

Another important driver for the growth in using simulation technologies in TLE is the fact that today's TLE student is part of the digital generation. In this virtual age, online multi-player games, virtual reality and simulations are a part of everyday life, making gaming and simulation a very important catalyst in the TLE learning process (Ferdig, Coutts, DiPietro, & Lok, 2007; Proserpio & Gioia, 2007).

1.3.1. Simulation-Based Learning Framework

Simulation is not a technology; it is a technique to replicate the real world in a completely interactive way (Gaba, 2004). However to aid in its effectiveness, technologies such as computer software are often utilized. The technological foundations of the simulation portal developed in this chapter are based on Tobail et al's (2010a) simulation-based framework (Fig.2).

Using detailed conceptual models of a supply chain, the framework was developed to assist in the future creation of an actual simulation-based teaching aid to TLE SCM lecturers. The whole framework depended on modeling the basic concepts and theories of SCM and integrated them into a powerful simulation tool. Designing and implementation process of this project involved computer engineering and SCM experts to achieve the required aspects of the system. The implementation of the framework can be divided into two stages.

The first stage was the design and implementation of a simulation model for SCM using a powerful simulation tool. The second stage of web-enabling applications was developed using a communication protocol layer and interactive graphical user interface. This chapter focuses on developing stage 2, the use of web-enabling technologies in the TLE learning process.

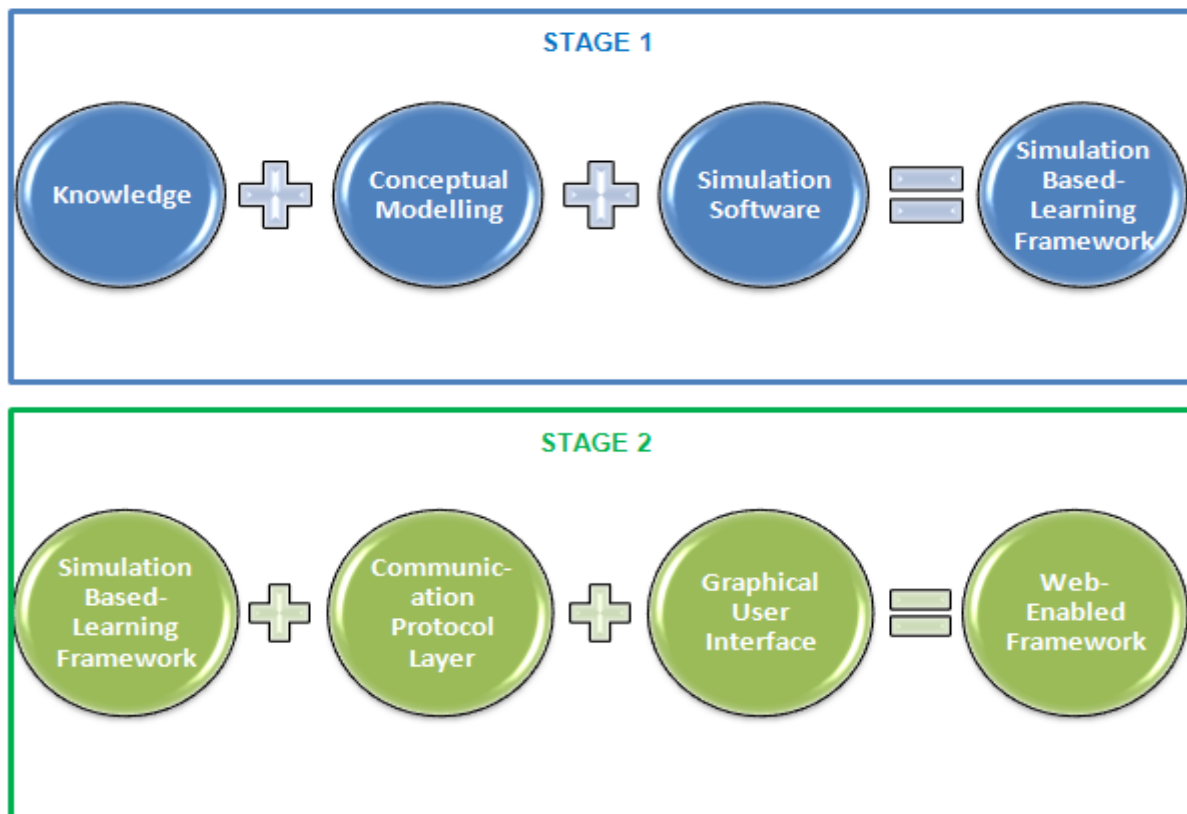


Figure 2. Simulation-Based Learning Framework

2. Web-Based Learning

The increase in demand for education, as stated in Section 1, coupled with the increase in the amount of information available are the main reasons for the integration of education and computers, primarily the internet (Bicen et al., 2010). This novel approach to education is commonly known as web-based learning and is an eLearning technique that has made the learning process more accessible by stretching spatial and temporal barriers (Khalifa & Lam, 2002). Web-based learning is the step in the learning/teaching relationship where the communication and interaction of students with a lecturer/teacher takes place with the use of computer science and network technologies.

A web-based learning field that has been growing steadily over the past number of years is that of web-based simulation (Yingping & Madey, 2005).

2.1. Web-Based Simulation

Although the field of web-based simulation was first introduced by Fishwick (1996), the concept is said to be as old as the Web itself (Reichenthal, 2002). In his paper, Fishwick formed an introductory overview of web-based simulation, to be used as a backdrop to a more formal discussion, with the objective of potentially forming a new simulation track. This in turn, gave rise to a new era in simulation study and research into the field grew rapidly, but despite such a promising start, the number of real applications in the field is relatively small (Wiedemann, 2001).

According to a review made by Byrne et al. (2010), web-based simulation can be separated into 7 categories:

- 1.** Local simulation and visualization
- 2.** Remote simulation and visualization
- 3.** Hybrid simulation and visualization
- 4.** Web-based simulation documentation
- 5.** Web-based simulation model repository
- 6.** Component-based simulation in relation to Web-based simulation
- 7.** Distributed simulation in relation to Web-based simulation

Incorporating web content management, the portal developed in this chapter lies in category number 7, distributed simulation in relation to web-based simulation. In theory, all web-based simulation to some degree can be regarded as distributed simulation (Page, Griffin, & Rother, 1998). In a distributed simulation system, the model designer should not have to have knowledge about technical details used by the system creator to produce distributed simulations (**Byrne et al., 2010**). This is an important factor in the development of the distributed simulation portal in this chapter. The goal of which is to develop an accessible simulation portal for TLE which caters for technical and non-technical minded students.

2.2. Web Content Management

Web content management (WCM) is defined as an organizational process, aided by computer software tools, for the management of content on the Web, encompassing a life-cycle that runs from formation to destruction (Vidgen, Goodwin, & Barnes, 2001). In basic terms, WCM is an infrastructural support management system for websites. There are three main roles that WCM must

support; the writer, the reader and the collection manager (Rein, McCue, & Slein, 1997). To manage these roles in the simulation portal developed in this chapter, McKeever's (2003) four-layer hierarchical layer WCM has been used. The hierarchy consists of 4 layers (Fig.3), which reflect each of the interacting layers in WCM. They are; content, activity, outlet and audience.

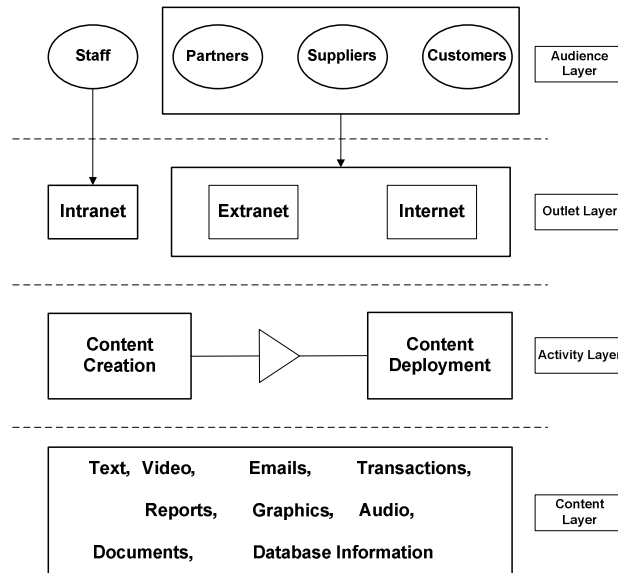


Figure 3. WCM Four-Layer Hierarchy

3. Supply Chain Management Case Studies

The introduction to this chapter highlighted that education is a very important resource in today's knowledge driven society. Similarly, knowledge is a very important resource in managing and understanding the supply chain (D. Lambert, Cooper, & Pagh, 1998). At its basic level a supply chain is made up of multiple partners (supplier, manufacturer, distribution centre etc.), multiple flows of items, information and finances and is sometimes described as looking like an uprooted tree (D. Lambert & Pohlen, 2001). Each network node has its own customers' and suppliers' management strategies, partnerships, inventory control policies and items mixture (Longo & Mirabelli, 2008), with many challenges to overcome. Challenges to overcome at all strategic levels of SCM include; complexity, uncertainty, risk, resilience, visibility, and cost to name a few. The capabilities of simulation software to replicate uncertainty are high, mainly through discrete event simulation, as it is capable of manipulating the variability and uncertainty of a system (Mahfouz, Ali Hassan, & Arisha, 2010).

To illustrate how TLE students can visually and interactively learn the complexity of SCM, important network nodes; a distribution centre and a manufacturing plant were chosen as the case studies used to build the simulation portal.

3.1. Distribution Centre/Manufacturer Relationship

Up until recent years, the relationship between supply chain partners has been adverse in nature. Relationships were traditionally transactional, focusing on; cost, delivery time and quality alone (Goffin, Lemke, & Szejczewski, 2006). To demonstrate the effectiveness of the simulation-based learning framework in teaching SCM complexity, two key supply chain members; a first tier supplier

distribution centre (Fig.4) and a manufacturer (Fig.5) were modeled, simulated and measured.

Using hypothetical, yet accurate input data, including; forecasted and actual sales figures, production process capacity, product specifications, lead-times and product costing, the relationship between the two supply chain members were studied. Equations, management strategies, statistical analysis and other management science techniques that SCM students will learn in their degree were integrated into the model results to illustrate the impact of input and process decisions on the model outputs, which include warehouse capacity utilization, cycle throughput time and queue lengths. The end objective is for the user to practically understand the complex relationship between the manufacturer and supplier, and how the impact of their management choices and input decisions affects the efficiency of the partnership.

3.1.1. The Distribution Centre

Using integrated definition modeling language for functional process (IDEF0), the operational processes of a generic supplier distribution centre were studied and modeled (Fig.4). There are two main streams to the model; the order process (demand management) and the warehouse operations process. The main warehouse functions are; inbound planning, tipping, storing, order picking, dispatch planning and dispatch.

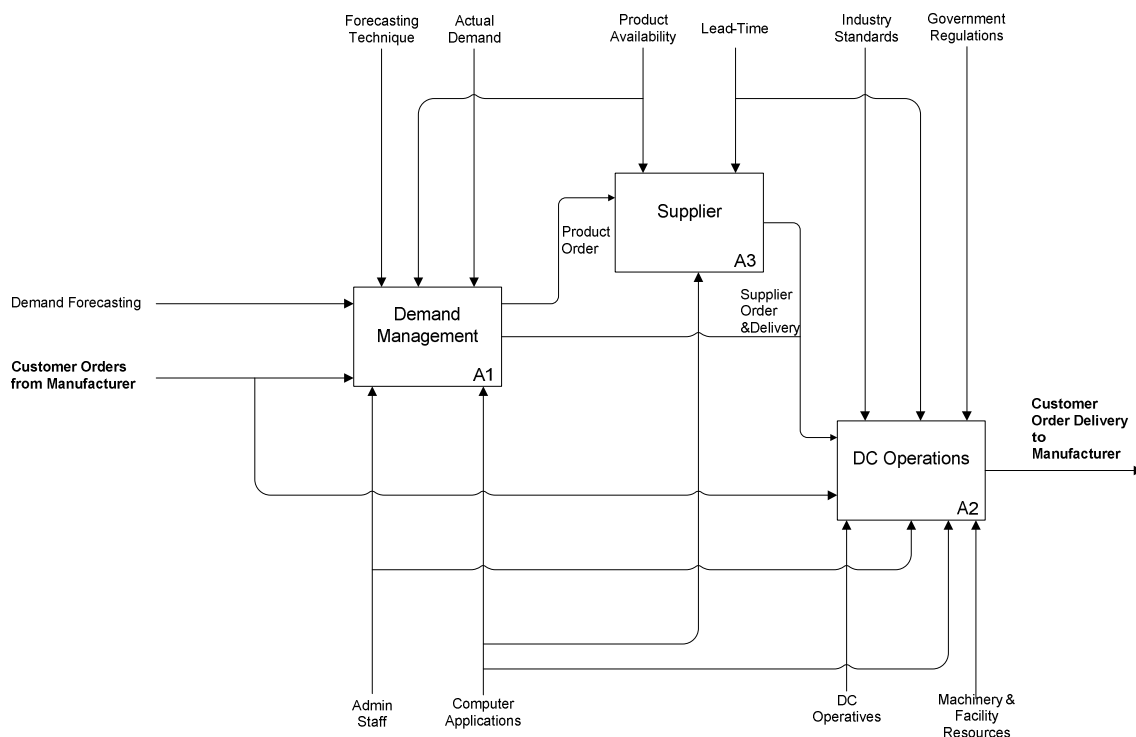


Figure 4. IDEF0 Conceptual Model of Distribution Centre Operations

3.1.1. The Manufacturing Plant

Studying a plastic bag manufacturer, IDEF0 was also used to create a detailed conceptual model of the manufacturing process (Fig.5). The production system begins with the arrival of orders from the customer (Distribution Centre), beginning a 'pull demand' strategy through the production plant. Items have a

number of various routes possible, with all products having their own individual characteristics. Elements that make up these characteristics are attributes such as height, thickness, quantity needed and extrusion weight which lend themselves to the specific tailoring required for the production of individual items.

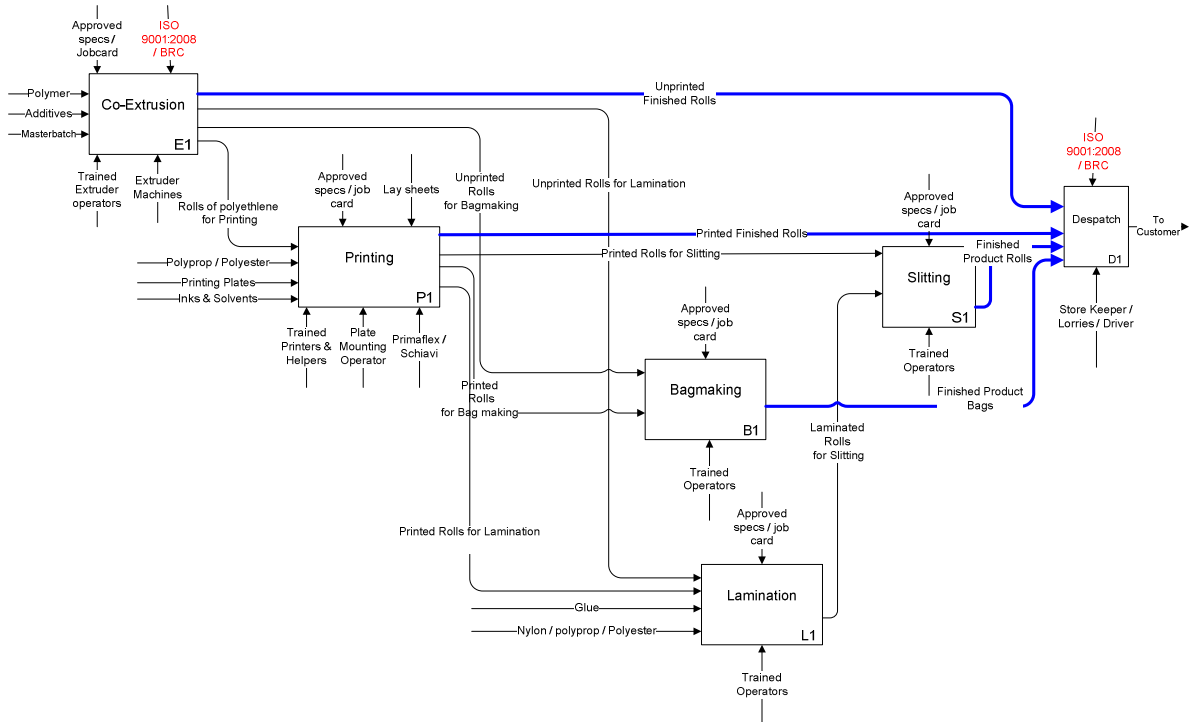


Figure 5. IDEF0 Conceptual Model of Manufacturing Plant Operations

4. Web-Based Simulation Portal System Structure

The proposed web-based simulation portal structure consists of a client site and a server site connected over the web by TCP/IP protocol.

4.1. Server Site

The main structure of the system has been built on the server. This part consists of web-server, simulation tool, content management system and database, controller and listener (Fig.6). Each area is described briefly below:

Web server — the web server's main objective is to host the main web sites responsible for the portal, manage the client requests and data storage. The most common managed requests are Hypertext Transfer Protocol (HTTP).

Simulation Tool — a professional simulation toolkit has been employed to serve the considerable simulation requirements. Using a professional simulation tool with all simulation capabilities is considered as one of the privileges for this framework over the other web-based simulation tools which run the simulation tool on the client machine. This leads to limitations in simulation capabilities in the client simulation tools. The main option of this tool is to run the required simulation model based on the client requirement (Fig. 4 & 5) and save the results to be transferred later to the client.

Controller — this is the part which is responsible for translating client requests to the simulation tool commands. The inputs to the simulation tool are applied from the client side through the controller and the output is then transferred back to the client using the web and TCP/IP protocol. The controller uses a shared communication space and two types of commands. The shared space is to exchange data and commands with the simulation tool. There are two types of commands; commands to exchange data by applying inputs and getting outputs to/from the simulation tool; and commands to execute options and services of the simulation tool.

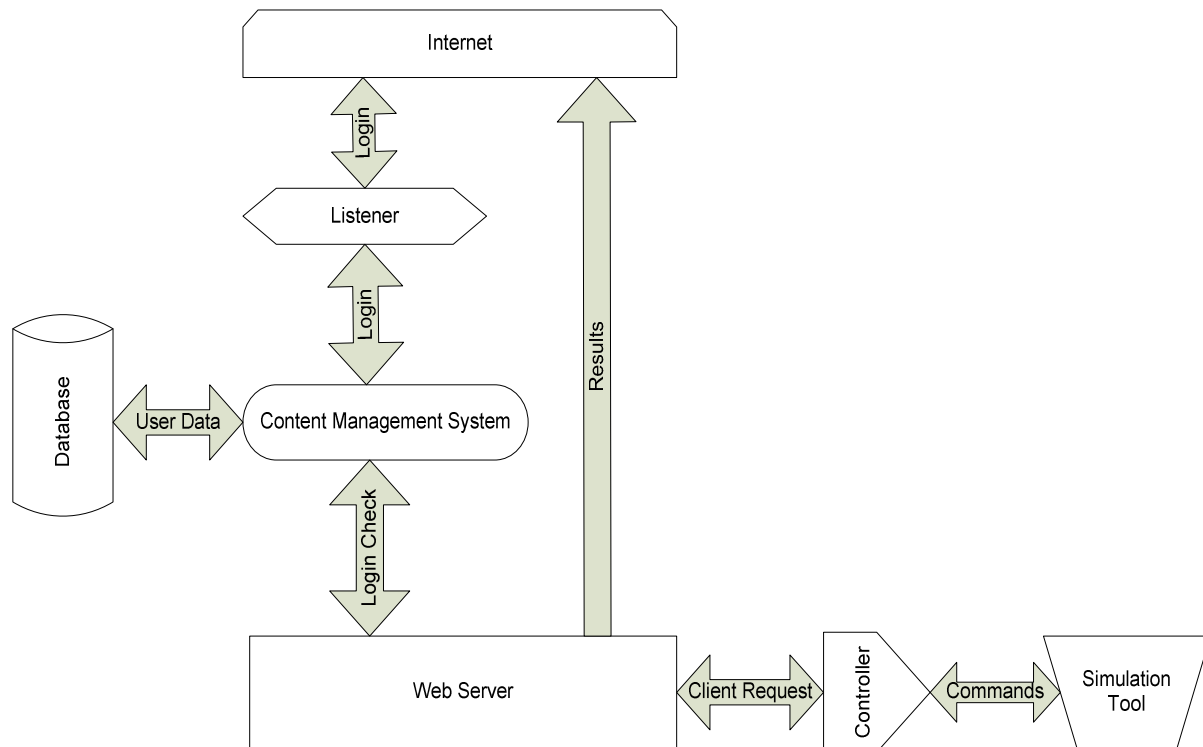


Figure 6. Server Site System Structure

Content Management System and Database — to control the accessibility of the system and simulation model, a content management system has been built using the four layer hierarchy method, as illustrated in figure 3. This system differs between the two main types of users; TLE instructors and students. Instructors have controlling options such as assigning models to users and modifying models. Students are able to run their assigned models and check the results. Login to this system is achieved through a username and password interface (Fig.7). A database system has been built to support the content management system. The database management system stores the registered users, assigned simulation models and the privileges assigned to different types of users.

Listener — the listener module is the interface between the client and the web server. It is running to wait and listen for client requests and pass them to the web server to be managed by the controller. The client uses a graphical user interface to apply requests which are encoded and sent over the web in TCP/IP protocol to the server.

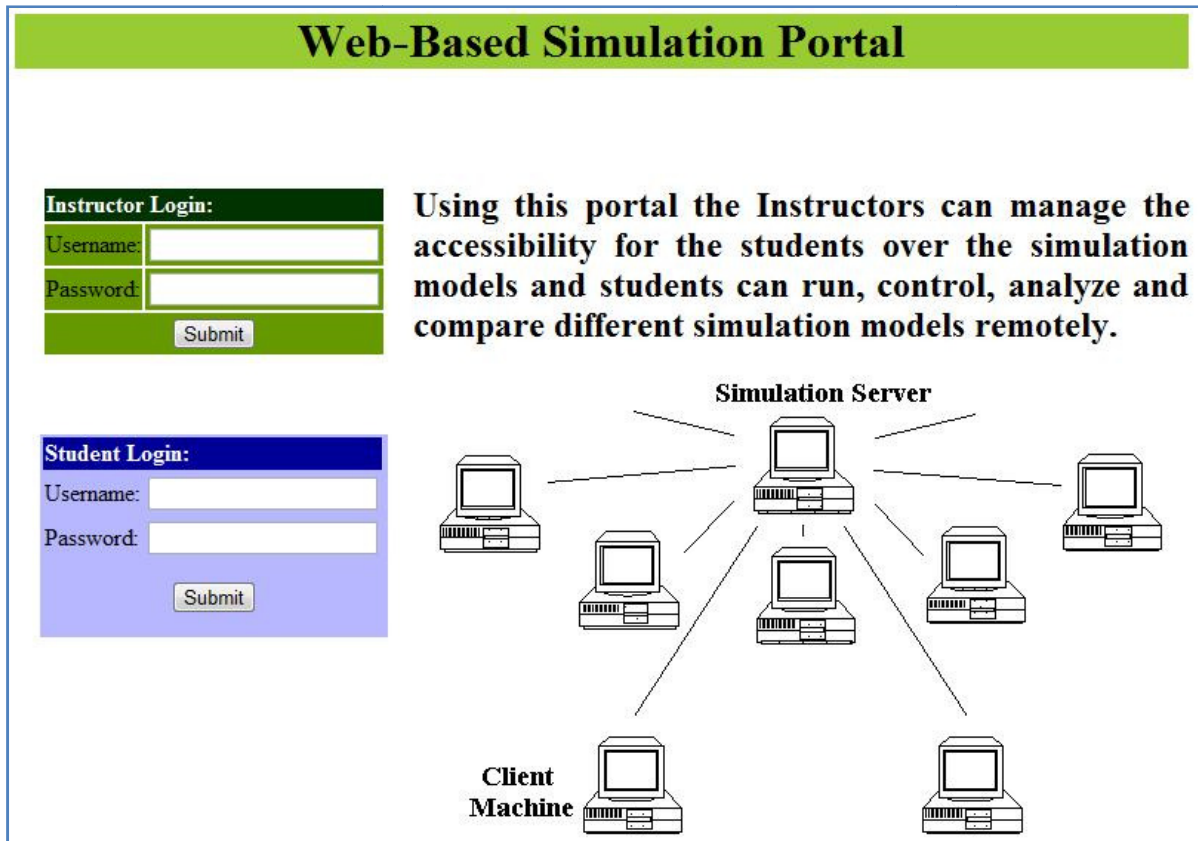


Figure 7. Client Graphical User Interface

4.2. Client Site

A client site represents the part of the system running on the client’s machine. The client site consists of two main parts; graphical user interface GUI and translator module (Fig.8). These two main parts are described as follows:

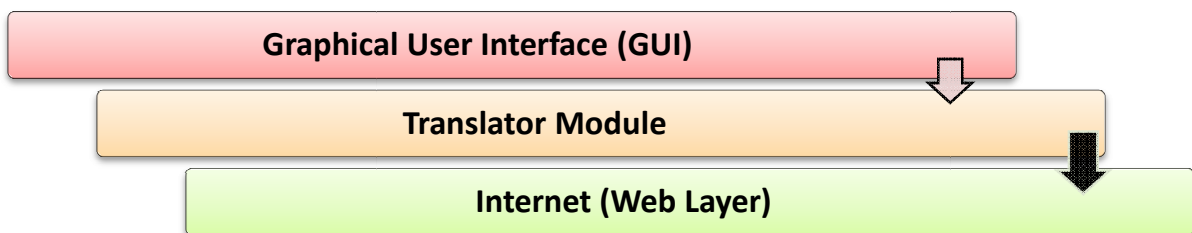


Figure 8. Client Site System Structure

Client Graphical User Interface (GUI) — this interface works to receive the client commands to be transferred to the server and display the results received from the server to the client. Main software engineering capabilities have been taken into account while building this interface, including; usability, accessibility and reliability. Many operations can be achieved from the client side using this interface. They are; login to the system, controlling the simulation model; applying inputs and check the results, comparing two simulation models and passing results from one model to the other (Fig.9). One of the main benefits of this interface is to give easy access to distributed simulation systems while keeping the professional simulation tools capabilities.

Translator — the translator is a background running module which encodes the client commands in a way to be understood by the controller on the server site. When the client/student chooses to run a simulation model, the translator encodes these actions as a running command and the model name, and then sends them over the web. This translator encodes all actions from all types of users; students and instructors.

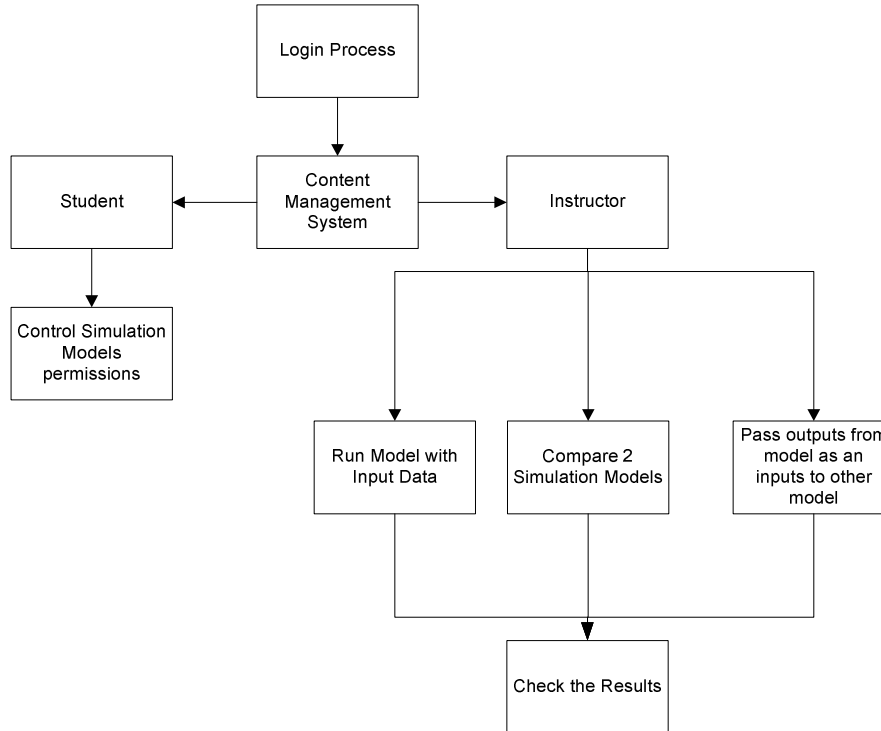


Figure 9. User's Operations Scheme

Conclusion

The close relationship today's TLE students have with the technological world can no longer be ignored by educational institutions. In knowledge economies such as Ireland, education stakeholders want to see an effective transfer of knowledge from education into industry. The emergence of eLearning as a valid and effective educational process has never been more relevant. This chapter discussed the potential benefit of developing an interactive web portal that will validate the emergence of eLearning techniques. Using simulation-based learning, integrated with web-based simulation and a web content management hierarchy model, an easy to use web-based simulation portal was developed. The portal enables teachers/instructors of supply chain management to experience a more interactive eLearning environment for TLE students. This in turn encourages students to transfer theoretical knowledge into practical knowledge, assisting in their transition from TLE learner to industry practitioner.

Using a web-based platform has highlighted several advantages such as; (1) portals are less expensive than simulation software packages, (2) easy to access from anywhere (i.e. college or home), (3) authorization for teachers to manage the class, and (4) instructors can assign different models to be used by different students' groups and customize the input and outputs for the systems. The system is designed to enable students to work in groups and access different distributed models concurrently. It enables many users to get access into a single simulation model from different sites, and/or a single accessibility to

distributed simulation models to upgrade the decision making capabilities. Students can apply various inputs and examine the outputs, compare simulation models, connect between distributed models by passing the output of one as an input to the second. In the case study, supply chain simulation creates an animated experience and better understanding of the impact of uncertainty and risks within supply chains. The portal interface has a potential to be used in other subject areas that have high levels of multiple parameters and objective criteria in decision-making process.

References

- Bicen, H., Ozdamli, F., Ertac, D., Tavukcu, T., Arap, I., & Terali, M. (2010). Education needs of teacher candidates towards web based collaborative learning studies. *Procedia-Social and Behavioral Sciences*, 2(2), 5876-5880.
- Billing, D. (2007). Teaching for transfer of core/key skills in higher education: Cognitive skills. [Article]. *Higher Education*, 53(4), 483-516. doi: 10.1007/s10734-005-5628-5
- Breena, S., Cleary, J., & O'Shea, A. (2009). An investigation of the mathematical literacy of first year third-level students in the Republic of Ireland. *International Journal of Mathematical Education in Science and Technology*, 40(2), 229-246.
- Brewer, P. D., & Brewer, K. L. (2010). Knowledge Management, Human Resource Management, and Higher Education: A Theoretical Model. [Article]. *Journal of Education for Business*, 85(6), 330-335. doi: 10.1080/08832321003604938
- Byrne, J., Heavey, C., & Byrne, P. J. (2010). A review of Web-based simulation and supporting tools. *Simulation Modelling Practice and Theory*, 18(3), 253-276. doi: DOI: 10.1016/j.simpat.2009.09.013
- Clancy, P., & Kehoe, D. (1999). Financing third-level students in Ireland. *European Journal of Education*, 34(1), 43-57.
- Cuban, L. (1984). *How teachers taught: Constancy and change in American classrooms, 1890-1990*: Teachers College Pr.
- DeKanter, N. (2004). Gaming Redefines Interactivity for Learning. *TechTrends*, 49(3), 26-31.
- Department of Education. (1995). *Charting our education future white paper on education* Dublin: Stationery Office.
- Department of Education and Skills. (2010). Key Statistics 2009/2010 Retrieved 23/09/2010, 2010, from http://www.education.ie/servlet/blobervlet/stat_web_stats_09_10.pdf
- Ferdig, R. E., Coutts, J., DiPietro, J., & Lok, B. (2007). Innovative technologies for multicultural education needs. *Multicultural Education & Technology Journal*, 1(1), 47-63.
- Fishwick, P. A. (1996, 1996). *Web-based simulation: some personal observations*. Paper presented at the Simulation Conference, 1996. Proceedings. Winter.
- Gaba, D. (2004). The future vision of simulation in health care. *Quality and Safety in Health Care*, 13(suppl 1), i2.
- Goffin, K., Lemke, F., & Szejczewski, M. (2006). An exploratory study of 'close' supplier-manufacturer relationships. *Journal of Operations Management*, 24(2), 189-209. doi: DOI: 10.1016/j.jom.2005.05.003

- Hess, F. M. (2009). Revitalizing Teacher Education by Revisiting Our Assumptions About Teaching. [Article]. *Journal of Teacher Education*, 60(5), 450-457. doi: 10.1177/0022487109348595
- Khalifa, M., & Lam, R. (2002). Web-based learning: effects on learning process and outcome. *Education, IEEE Transactions on*, 45(4), 350-356.
- Knight, J. K., & Wood, W. B. (2005). Teaching More by Lecturing Less. *Cell Biology Education*, 4(Winter), 298-310.
- Lalley, J., & Miller, R. (2007). The Learning Pyramid: Does It Point Teachers in the Right Direction? *Education*, 128(1), 16.
- Lambert, D., Cooper, M., & Pagh, J. (1998). Supply chain management: implementation issues and research opportunities. *International Journal of Logistics Management*, The, 9(2), 1-20.
- Lambert, D., & Pohlen, T. (2001). Supply chain metrics. *International Journal of Logistics Management*, 12(1), 1-20.
- Lambert, R. (2003). Lambert review of business-university collaboration. Retrieved March, 24, 2004.
- Longo, F., & Mirabelli, G. (2008). An advanced supply chain management tool based on modeling and simulation. *Computers & Industrial Engineering*, 54, 570-588.
- Mahfouz, A., Ali Hassan, S., & Arisha, A. (2010). Practical simulation application: Evaluation of process control parameters in Twisted-Pair Cables manufacturing system. *Simulation Modelling Practice and Theory*, 18(5), 471-482.
- McKeever, S. (2003). Understanding web content management systems: evolution, lifecycle and market. *Industrial management & data systems*, 103(9), 686-692.
- Moore, D. E., Green, J. S., & Gallis, H. A. (2009). Achieving desired results and improved outcomes: Integrating planning and assessment throughout learning activities. [Article]. *Journal of Continuing Education in the Health Professions*, 29(1), 1-15. doi: 10.1002/chp.20001
- Murphy, S., Hartigan, I., Walshe, N., Flynn, A. V., & O'Brien, S. (2010). Merging Problem-Based Learning and Simulation as an Innovative Pedagogy in Nurse Education. *Clinical Simulation in Nursing*, In Press, Corrected Proof. doi: DOI: 10.1016/j.ecns.2010.01.003
- Page, E. H., Griffin, S. P., & Rother, L. (1998). *Providing conceptual framework support for distributed web-based simulation within the high level architecture*.
- Prendergast, J., Saleh, M., Lynch, K., & Murphy, J. (2001). A revolutionary style at third level education towards TQM. *Journal of Materials Processing Technology*, 118(1-3), 362-367.
- Proserpio, L., & Gioia, D. A. (2007). Teaching the Virtual Generation. *Academy of Management Learning & Education*, 6(1), 69-80.
- Reichenthal, S. W. (2002, 8-11 Dec. 2002). *Re-introducing Web-based simulation*. Paper presented at the Simulation Conference, 2002. Proceedings of the Winter.
- Rein, G. L., McCue, D. L., & Slein, J. A. (1997). A CASE FOR Document Management Functions ON THE WEB. [Article]. *Communications of the ACM*, 40(9), 81-89.
- Ruben, B. (1999). Simulations, games, and experience-based learning: The quest for a new paradigm for teaching and learning. *Simulation & Gaming*, 30(4), 498-505.

- Schleicher, A. (2003). Progress in education: studying the signs. *Organisation for Economic Cooperation & Development. The OECD Observer, 239, 33.*
- Tobail, A., Crowe, J., & Arisha, A. (2010a). *Supply Chain Simulation: Experimentation without Pains*. Paper presented at the Proceedings of 13th Annual Academy of Management Conference, Cork Institute of Technology.
- Tobail, A., Crowe, J., & Arisha, A. (2010b). *Web-Based Supply Chain Simulation: An Integrated Approach*. Paper presented at the ICERI 2010, Madrid.
- Vidgen, R., Goodwin, S., & Barnes, S. (2001). *Web content management*.
- Wiedemann, T. (2001, 2001). *Simulation application service providing (SIM-ASP)*. Paper presented at the Simulation Conference, 2001. Proceedings of the Winter.
- Yingping, H., & Madey, G. (2005, 4-6 April 2005). *Autonomic Web-based simulation*. Paper presented at the Simulation Symposium, 2005. Proceedings. 38th Annual.
- Zhang, C., Thompson, S., & Miller, C. (2010). A Review of Simulation-Based Interprofessional Education. *Clinical Simulation in Nursing*.