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Journal of University Teaching and Learning Practice

COUNTRY

Australia

SUBJECT AREA AND CATEGORY

Social Sciences Education

PUBLISHER

University of Wollongong

 University of Wollongong in Scimago Institutions Rankings

<p>Roti Bluder Cokro rasa Keju asli dari Madiun</p> <p>IDR 25k</p> <p>BELI SEKARANG</p>	<p>Jeruk navel rm 1</p> <p>IDR :</p> <p>BELI SEK</p>
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 University of Wollongong in Australia

H-INDEX

8

PUBLICATION TYPE

Journals

ISSN

14499789

COVERAGE INFORMATION

2016-2020 [Homepage](#)
[How to publish in this journal](#)
jutlp@uow.edu.au

SCOPE

The Journal of University Teaching and Learning Practice aims to add significantly to the body of knowledge describing effective and innovative teaching and learning practice in higher education. The Journal is a forum for educational practitioners across a wide range of disciplines. Its purpose is to facilitate the communication of teaching and learning outcomes in a scholarly way, bridging the gap between journals covering purely academic research and articles and opinions published without peer review.

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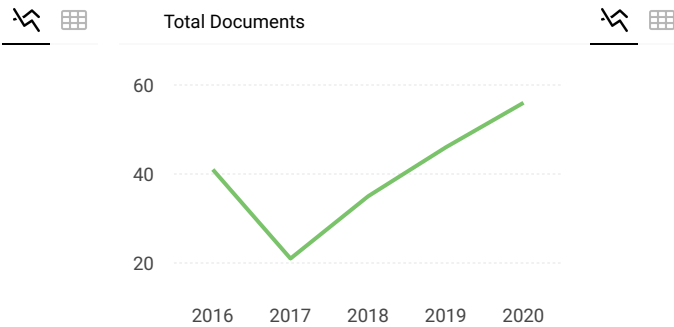
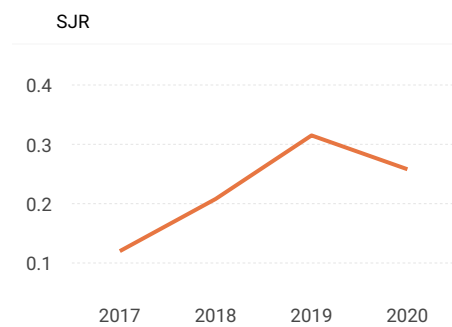
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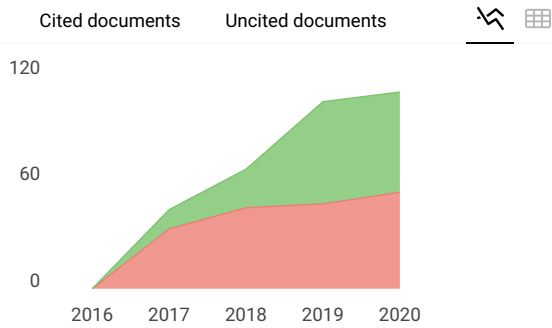
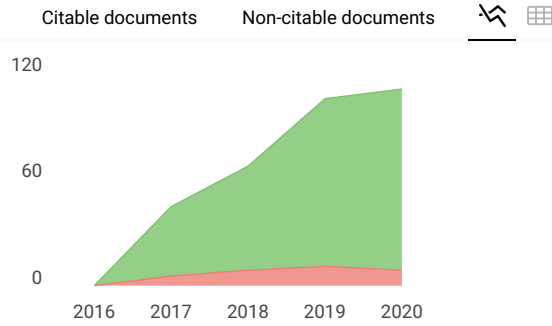
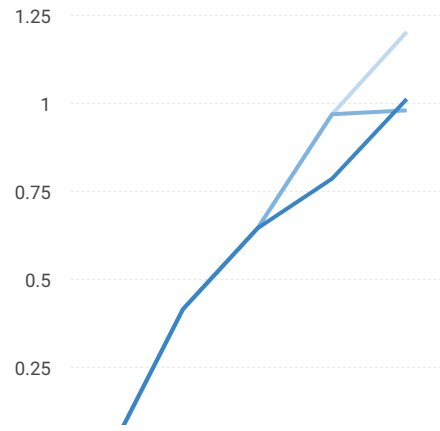
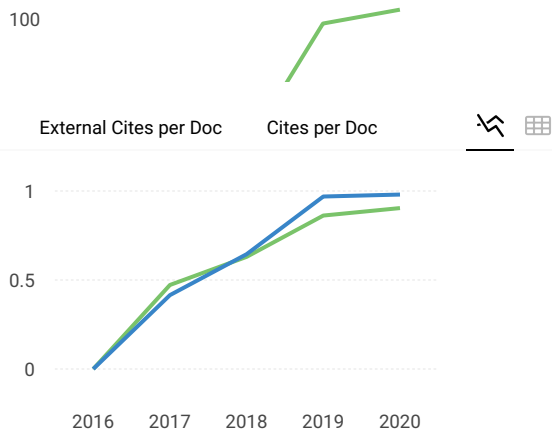
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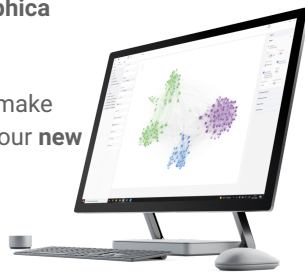
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I want to submit in this journal. how can I? thanks.

reply



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JOURNAL OF UNIVERSITY TEACHING & LEARNING PRACTICE ([HTTPS://RO.UOW.EDU.AU/JUTLP](https://ro.uow.edu.au/jutlp))

ARTICLES

ARTICLES FOR REVIEW

Title	Status
Simulating cooperation through class quasi-experiment: A case study of teaching social dilemma (https://ro.uow.edu.au/cgi/preview.cgi?article=2615&context=jutlp)	review completed



Title: Simulating cooperation through class quasi-experiment: A case study of teaching social dilemma

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Summary

The present article demonstrates how to simulate cooperation dynamics in an undergraduate classroom by conducting a quasi-experiment. Participants play a Prisoner's Dilemma game in asymmetric interaction: the focal player in a cyclic network who helps an adjacent co-player on one side can expect cooperation only from another co-player on the other side. Simple hypotheses generated by students are statistically examined with the simulated data for both educational purposes and the evaluation of the proposed experiment's validity. We find the positive effects of repeated dyadic interaction and direct messages on sustainable cooperation and also the importance of sharing a common goal with group members as a scope condition to strengthen downstream reciprocity. Students associate the key findings with real-world examples of generalized exchange with reference to their hands-on experience of situations in which individual rationality leads to collectively suboptimal consequences. We discuss pedagogical implications of learning social dilemma through classroom experiment.

Submitted Reviews




Review Date	Reviewer	Recommendation	Options
Nov 2 2021 11:48 PM PDT	#4 Abdul Syahid	Major revisions recommended	view

Revision History

The article revision history appears below. The version currently slated for publication is highlighted. Other versions are displayed for your reference.

Comment	Date	Full Text (PDF)
Editor selected version		

NOTE: All times are in PT (Pacific Time)

Comment	Date	 Full Text (PDF)
Initial Version <i>Auto-converted to PDF: Mon Sep 6 07:04:40 2021</i>	Mon Sep 6 07:04:00 2021	 PDF
 Editor selected version		NOTE: All times are in PT (Pacific Time)



MS #2615: Review received

2 messages

Editors of Journal of University Teaching & Learning Practice <editors-jutlp-2615@rouow.bepress.com>

Wed, Nov 3, 2021 at
1:48 PM

To: Abdul Syahid <abdul.syahid@iain-palangkaraya.ac.id>

Cc: Assigned Editor <editor-jutlp-2615@rouow.bepress.com>

Dear Abdul,

Thank you kindly for submitting your review of the article "Simulating cooperation through class quasi-experiment: A case study of teaching social dilemma" for the Journal of University Teaching & Learning Practice. We greatly appreciate your efforts.

The Editors

Journal of University Teaching & Learning Practice

Abdul Syahid <abdul.syahid@iain-palangkaraya.ac.id>

Wed, Nov 3, 2021 at 1:59 PM

To: reviews@publons.com

<https://publons.com/review/13549701/>

[Quoted text hidden]

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Abdul Syahid



Important information regarding reviewing for Journal of University Teaching & Learning Practice

1 message

Editors of Journal of University Teaching & Learning Practice <editors-jutlp-2615@rouow.bepress.com>
To: Abdul Syahid <abdul.syahid@iain-palangkaraya.ac.id>

Mon, Oct 25, 2021 at
10:13 AM

Dear Abdul Syahid,

Thank you for agreeing to review "Simulating cooperation through class quasi-experiment: A case study of teaching social dilemma". If you have not done so already, you may get a copy of the article at:

<https://ro.uow.edu.au/cgi/preview.cgi?article=2615&context=jutlp&login=3328077>

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I look forward to receiving your review.

Dr. Prue Gonzalez
Editor



MS #2615, Abdul Syahid agrees to review

1 message

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Mon, Oct 25, 2021 at 10:13 AM

Reply-to: Abdul Syahid <abdul.syahid@iain-palangkaraya.ac.id>

To: "Abdul Syahid" <abdul.syahid@iain-palangkaraya.ac.id>

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Request to review MS #2615 for Journal of University Teaching & Learning Practice

1 message

Prue Gonzalez <editor-jutlp-2615-3567795@rouow.bepress.com>
To: Abdul Syahid <abdul.syahid@iain-palangkaraya.ac.id>
Cc: Assigned Editor <editor-jutlp-2615@rouow.bepress.com>

Mon, Oct 25, 2021 at 5:53 AM

Dear Abdul Syahid,

I would like to invite you to review a recent submission to the Journal of University Teaching & Learning Practice entitled "Simulating cooperation through class quasi-experiment: A case study of teaching social dilemma". The abstract is at the end of this message.

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ABSTRACT The present article demonstrates how to simulate cooperation dynamics in an undergraduate classroom by conducting a quasi-experiment. Participants play a Prisoner's Dilemma game in asymmetric interaction: the focal player in a cyclic network who helps an adjacent co-player on one side can expect cooperation only from another co-player on the other side. Simple hypotheses generated

by students are statistically examined with the simulated data for both educational purposes and the evaluation of the proposed experiment's validity. We find the positive effects of repeated dyadic interaction and direct messages on sustainable cooperation and also the importance of sharing a common goal with group members as a scope condition to strengthen downstream reciprocity. Students associate the key findings with real-world examples of generalized exchange with reference to their hands-on experience of situations in which individual rationality leads to collectively suboptimal consequences. We discuss pedagogical implications of learning social dilemma through classroom experiment.

Sincerely,
Dr. Prue Gonzalez
Associate Editor

Journal of University Teaching & Learning Practice