

Learning objectives for system dynamics competency

What

Goal: to improve the teachability and standardization of system dynamics and thereby foster its wider adoption at education institutions.

Who

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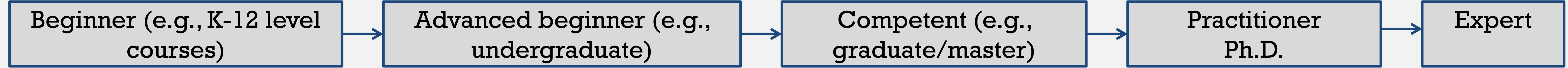
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SD

competency

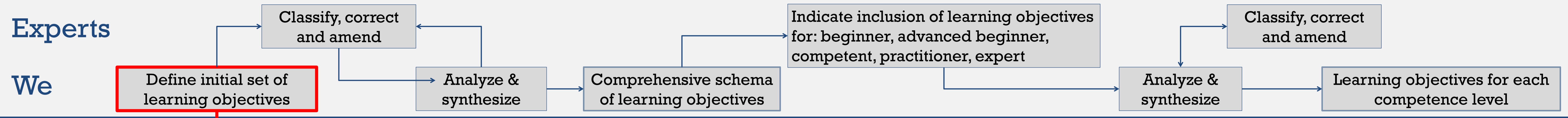
What should one know, understand and to be able to do well at the end of different levels of training in system dynamics?



On-line

Delphi process

Phase 1: establish learning objectives | **Phase 2: establish competency levels**



Bloom's taxonomy Complexity

<p>Validating the simulation model</p> <p><small>Combines Creating and Evaluating: testing, measuring, judging and modifying.</small></p> <p><i>Tests model's structural validity: Tests, validates and corrects dimensional consistency. Tests and validates each variable's correspondence to a real entity. Corrects errors in variables' correspondence to a real entity. Judges a model's membership of a model family. Tests models' behavioral validity: Measures and validates the historic fit. Tests and validates extreme condition behavior. Tests and validates the sensitivity of the model with respect to uncertain parameters.</i></p>
<p>Creating models</p> <p><small>Putting elements together to form a coherent or functional whole: generalize, modify, design, hypothesize and develop.</small></p> <p><i>Develops hypotheses in the context of a problem (based upon a S&F model). Hypothesizes plausible behaviors of variables in generic formulations. Designs a qualitative model (CLD or S&F) : Uses key agents' mental models. Starts from key accumulations. Infers key variables. Connects variables to reference modes. Assures endogenous orientation. Takes care of the measurement of variables. Documents the modeling process. Designs a quantitative S&F model (quantifies the variables): Starts with simple fragments of structure. Takes care of validity during the modeling process. Simulates after adding one piece of structure. Distinguishes the perceived from the actual conditions. Modifies: the S&F model to achieve validity (Validates the S&F model), the model to test scenarios or candidate policies (Exploits the S&F model). Improves the situation. Knows when to stop the modeling process.</i></p>
<p>Evaluating possible modeling projects and policies and problems</p> <p><small>Making judgments based on criteria and standards: decide, test, measure, judge and explain.</small></p> <p><i>Prepares a modeling project: Establishes: the clients of a project, the symptoms that give rise to the project, the reference modes, if system dynamics is an appropriate methodology. Establishes a problem (with logical and temporal scope): Establishes desirable and feared futures, the time horizon, a conceptual boundary. Engages clients and other relevant actors. Formulates a conceptual model (dynamic hypothesis). Establishes the purpose of the modeling project. Explains: the causal structure of a problem or situation, how the problem is created by this structure, why one policy has high impact while others fail to do so, how established policies are the underlying cause of the problematic behavior. Argues in favor of better policies.</i></p>
<p>Analyzing models</p> <p><small>Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure: explain, compare, explain, infer, classify and analyze.</small></p> <p><i>Infers feedback loops in CLDs and SFDs. Classifies the loops' polarities. Analyzes CLDs (structure and possible behavior): Interprets the CLD structure. Infers plausible behavior patterns. Decides when simulation is required. Explains CLDs (structure and possible behavior). Analyzes S&F models: Infers: a stock's accumulation behavior given the flows, a flow's behavior given the stock's accumulation behavior. Interprets the S&F structure using diagram and equations. Formulates hypotheses relating parts of the structure to certain behaviors. Experiments with simulation models to assess proposed hypotheses. Explains S&F models (structure and behavior). Compares S&F models. Explains similarities between S&F models. Generalizes: proposes a general S&F model for a concrete situation</i></p>
<p>Applying the steps of the modeling process</p> <p><small>Carrying out or using a procedure: being able to apply, classify, experiment, discover, use, resolve, and construct.</small></p> <p><i>Decides: the model boundary. Discovers: the time horizon, the variables implied by spoken or written text. Classifies: the variables by type, the variables' units of measure. Discovers: causal links implied by spoken or written text. Classifies: the links' polarities. Discovers: delays. Computes: flows from data about stock accumulation behavior. Discovers: the polarity of the causal relation between two variables, the shape of nonlinear causal relations between two variables. Applies: the guidelines of good CLD development (Sterman, ch. 5) : Indicates: the polarity of causal links, the polarity of loops, the important delays in causal links. Names: the loops, the variables as nouns. Designs a CLD's layout in a readable manner. Chooses an appropriate level of aggregation. Includes only the important loops. Makes the goals of negative loops explicit. Distinguishes between actual and perceived conditions. Constructs: a CLD based upon a SFD, a SFD based upon a CLD. Uses simulation to reproduce historical behavior, to formulate hypotheses. Experiments with simulation models to assess proposed hypotheses. Modifies simulation models to assess proposed hypotheses, to incorporate policies. Experiments with simulation models to evaluate proposed policies. Resolves problems using simulation models.</i></p>
<p>Understanding the concepts of SD</p> <p><small>Constructing meaning from oral, written, and graphic messages: associate, interpret, and explain.</small></p> <p><i>Explains: dynamic hypothesis, the types of variables, causality, time horizon, model boundary, polarity, delay, accumulation, flow, policy. Associates: atomic behavior patterns to fundamental feedback structures (exponential behavior to positive feedback, logarithmic behavior to negative feedback), fundamental feedback structures to atomic behavior patterns (positive feedback to exponential, negative feedback to logarithmic and changing loop dominance to transitions in atomic behavior patterns). Interprets BOT graphs. Describes: a stock's accumulation behavior given the in- and outflows, a flow's behavior given the stock's accumulation behavior</i></p>
<p>Remembering the concepts of SD the system dynamics modeling process</p> <p><small>Retrieving, recognizing, and recalling relevant knowledge: being able to name things, give lists, definitions and examples</small></p> <p><i>Defines: the purpose of a model, a reference mode, a dynamic hypothesis, the types of variables, causality in terms of polarity, the concept polarity, time horizon, delay, model boundary, causal link, accumulation (stock), flow, units of measure, policy, the difference and the relationship between accumulation and flow, the rules of graphical integration, the rules of graphical differentiation, the method to detect loops, the method for detecting loop polarity. Identifies: the atomic behavior patterns (linear, exponential, the loop structure for overshoot and collapse, delay structures, co-flow and aging chain. Describes: the atomic behavior patterns (Ford: behavioral dominance analysis). Defines: the objectives of system dynamics, the purpose of each phase in the modeling process, the activities of each phase of the modeling process, the methods applied in each phase of the modeling process, dynamic complexity, the requirements for applying system dynamics. Lists: the phases of the modeling process</i></p>