CHIRON METHOD FICHE

The CHIRON Loop — From simulation to learning

Purpose

The CHIRON Loop is a five-step learning sequence designed for Port Virtual Lab scenarios. The simulator provides a realistic professional environment, but the learning takes place through the decisions students make, the evidence they use and the reflection that follows.

The teacher facilitates the process rather than providing the solution.

Step	What students do	Teacher's role	Expected outcome
1 · ANALYSE	Read the operation, identify the situation, constraints, stakeholders and what is at stake.	Clarify the context without suggesting a solution. Ask questions that help students identify relevant information.	Students understand the problem before trying to solve it.
2 · DECIDE	Discuss alternatives and commit as a group to a decision before running the simulator.	Encourage discussion and require the group to make its reasoning explicit.	A clear decision that can later be tested against the simulation.
3 · SIMULATE	Run the decision in Port Virtual Lab and observe what happens.	Let the scenario play out. Avoid correcting decisions during the simulation.	Students experience the operational consequences of their choices.
4 · JUSTIFY	Explain what they decided, why they decided it and what evidence supported the choice.	Challenge assumptions and ask for evidence. Compare reasoning, not only results.	Students connect professional judgement with evidence and consequences.
5 · REFLECT	Compare decisions and outcomes across groups and identify what they would maintain or change.	Facilitate the debrief and connect experience with transferable professional learning.	Experience becomes explicit learning that can be applied to new situations.

The key principle: the comparison is the lesson.

There is not always one perfect operational decision. Different groups may make different choices based on the same information. CHIRON uses those differences to generate discussion, professional judgement and learning.

Running the activity

Before starting

The teacher should ensure that students:

- understand their professional role and the operational context;
- know the objective of the scenario;
- have access to the information needed to make a decision;
- understand that they must decide before simulating;
- know that they will later have to justify their decision with evidence.

During the activity

The teacher should resist the temptation to provide the answer. Useful prompts include:

- *What do you know?*
- *What is at stake?*
- *What alternatives do you have?*
- *What evidence supports your decision?*
- *What happened when you tested it?*
- *What would you do differently next time?*

CHIRON IN ONE LINE

Analyse → Decide → Simulate → Justify → Reflect

Professional context → Decision → Experience → Evidence → Learning

The simulator does not teach by itself.
What we do before and after the simulation turns experience into learning.