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## Reflecting on an asynchronous computer-mediated Model UN: An analysis of a forced transition during the COVID-19 pandemic

Angus McGregor  
Kyoto University of Foreign Studies  
a\_mcgreg@kufs.ac.jp

Edward Escobar  
Kyoto Gaidai Nishi High School  
e\_escoba@kufs.ac.jp

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### Abstract

The COVID-19 pandemic forced many institutions to move lessons online with remote instruction. Many school events and activities were initially canceled or postponed, but as the pandemic continued, teachers had to adapt to the reality under the pandemic and eventually transition some educational events to a remote format. One example of this is a Model United Nations (MUN) conference, which can be described as a fully synchronous, collaborative project. Conference organizers chose to either cancel their conference or transition the conference to a remote format that complied with pandemic protocols at the time. This paper outlines one such transition that an MUN conference in Kyoto endured using asynchronous computer-mediated tools and services, and reflects on the feedback of its participants' teachers, concluding that while aspects of a remote, asynchronous MUN were deemed appropriate for MUN tasks, the pre-pandemic synchronous framework was favored by its participants.

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## Introduction

The COVID-19 pandemic forced many institutions to move lessons online with remote instruction. Many school events and activities were initially canceled or postponed (Iwabuchi et al., 2022), but as the pandemic continued, teachers had to adapt to the reality under the pandemic and eventually transition some educational events to a remote format. In June 2020, The Kansai High School Model United Nations (KHSMUN), an annual Model United Nations (MUN) conference "...in which students role play delegates to the United Nations (UN), simulate UN committees, and learn about diplomacy, international relations, current world issues, and the UN itself" (United Nations, 2020, p. 8) in a fully synchronous, collaborative environment, was under threat of postponement due to the COVID-19 situation. After numerous discussions and drawing board ideas, the KHSMUN Organizing Committee (OC) moved to transition the heavily synchronous conference to a fully remote, asynchronous conference. As the pandemic carried on and with many schools still providing remote learning, the OC conducted the KHSMUN using a remote format again in 2021 after a thorough analysis of its 2020 asynchronous activities (Escobar & McGregor, 2021), allowing over 250 student delegates to participate remotely in this multi-day educational event. In 2022, with restrictions easing, the KHSMUN was organized as a two-day hybrid event with delegation bloc meetings on day one held remotely and the General Assembly meetings on day two held face-to-face, bringing back some aspect of the face-to-face synchronous collaboration that is expected in a MUN conference.

The process of planning and implementing a remote version of the conference each year included researching and trialing a number of computer-mediated communication (CMC) tools. Research on synchronous and asynchronous activities using CMC has already been conducted with mixed results. Asynchronous CMC (ACMC) garnished the most concern with researchers discussing a shortfall in "...opportunities for negotiation..." and interaction (Kitade, 2006 as cited in Tateyama, 2015) and that it produced less output than synchronous CMC (SCMC) due to a lack of motivation from students (Abrams, 2003). However, Bartalesi-Graf and Zamboni (2020) found that students preferred a mix of both ACMC and SCMC over solely one or the other. In addition, McGregor and Hawkinson (2022) in a recent study on the use of Virtual Reality in simulating international diplomacy, theorized that the replacement of face-to-face events with CMC tools is not preferred. Rather, they concluded that the use of CMC tools could be a positive and efficient method for preparing students to participate in face-to-face events.

The purpose of this paper is to identify the effectiveness of the ACMC tools implemented during the remote versions of the KHSMUN and whether students could engage meaningfully in tasks using these tools through the perspective of teachers involved in preparing their students for the event. To accommodate the purpose of this paper and also to add to the discussion of CMC in education, the authors used results of two surveys conducted by the OC in 2021 and again in 2022 for the purpose of comparing the year's conference to its previous year (the 2021 survey compared experiences from 2020, and the 2022 survey compared experiences from 2021) from the perspective of non-OC teachers. Non-OC teachers for this paper are teachers who provided support for students participating in the KHSMUN but were not responsible for the organization of the conference. The discussion will focus on the delegation bloc meetings as that is the only aspect of the conference that was fully remote each year (2020, 2021, and 2022) pandemic protocols were in effect. To first understand the impact of changing to an asynchronous MUN, the authors will go into detail regarding the evolution of the conference in discussion, from its origins in the United Nations to what the KHSMUN had become prior to the start of the coronavirus pandemic before focusing exclusively on the delegation bloc meeting. The authors will use the feedback provided to answer these questions:

1. In a year-over-year comparison, were CMC tools that were used appropriate for the asynchronous activities conducted?
2. In a year-over-year comparison, were teachers satisfied with how their students used CMC tools that accommodated asynchronous activities during the pandemic conferences?

From these questions, the authors will discuss whether an Asynchronous MUN format could either replace or support the traditional synchronous face-to-face format.

## Background

### Model United Nations

The establishment of Model United Nations conferences as education simulation events began soon after the United Nations was founded in 1945, with the first MUN conferences held at universities and colleges in the United States. These MUN events were modeled on earlier student conferences, Model International Assemblies, which began in 1927 and simulated the League of Nations, the United Nations predecessor (National Model United Nations, n.d.). These first MUN conferences laid the foundation for current MUN events where students roleplay as delegates to the United Nations, simulate UN committees, and learn about diplomacy, international relations, current world events, and the UN itself.

Students participating in MUNs are assigned a UN member state to represent and tasked with researching both their assigned country and the assigned agenda topic. Delegates typically write a two-page position paper which includes their country's situation concerning the agenda topic, its opinions and domestic actions on the issues, and policy proposals for the upcoming MUN conference. Student delegates are assigned conference committees with specific topics and join their fellow committee members in drafting policy statements by following MUN guidelines for writing draft resolutions. In formal sessions, students prepare and deliver their own country speeches and presentations on the agenda and policy proposals, while actively listening to the speeches and presentations of other student delegates. In informal sessions, students are working in committees and regional blocs to write and amend draft resolutions which are presented to the General Assembly for a final debate and vote.

While the earlier MUN events were organized solely for university students, the MUN has evolved to not only be an engaging event for university and graduate students, but also a respected educational activity organized for secondary students as well. The United Nations estimates that hundreds of thousands of students worldwide participate annually at MUN conferences held at educational institutions (United Nations, 2020).

### Model United Nations in Japan

The Model United Nations was introduced to Japan in 1983 at Sophia University by professor Sadako Ogata, who later became the United Nations High Commissioner for Refugees (1991-2000). At first, this MUN conference was organized solely for Sophia University students, but later evolved into the annual All Japan Model United Nations, a conference for both high school and university students (All Japan Model United Nations, n.d.). While the exact number of MUN conferences held in Japan is not recorded, other long-standing conferences include: the Kobe Marist Brothers International High School Model United Nations, which began in 1986; the Kansai High School Model United Nations (KHSMUN), which began in 1991; and the Japan University English Model United Nations, which began in 2010.

## The Kansai High School Model United Nations

The MUN became a part of the EFL curriculum in the Course of International and Cultural Studies (IC) at Kyoto Gaidai Nishi High School (KGN) in 1991 as a capstone project for 3rd year students, who were completing a 3-year cycle through the IC's partial-immersion, four skills, content-based English curriculum. Originally named the Kyoto High School Model United Nations, the first conference, held over two days in 1991, hosted 52 students from KGN and Kansai International High School, with delegates deliberating in English on the agenda: The Issue of Israel and Palestine. The conference continued to become an annual MUN event, eventually changing its name to the Kansai High School Model United Nations to better reflect the participating high schools, which had grown to 12 schools from the Kansai area and Okayama. Each year's conference agenda reflects current or recent issues before the United Nations General Assembly. As an example, the 2021 KHSMUN agenda was: The Social Impact of COVID-19 on Children, with topics focusing on education, child labour, and health and safety. Currently, the KHSMUN is a 3-day event held annually every June at the Kyoto International Conference Center with over 250 students participating.

A defining characteristic of the KHSMUN is that the OC has designed and adapted the traditional MUN format to fit the needs of Japanese high school L2 learners with some of the rules and procedures simplified to better facilitate active discussions and participation for a variety of younger L2 students (Escobar, 2023). The rules of procedures in MUN are usually very formal, reflecting the conduct in most international diplomatic situations. Most MUN conferences use rules and procedures that loosely follow parliamentary procedures, with students chairing conference and committee meetings, and managing the flow and schedule of an MUN conference (Zenuk-Nishide, 2014). The KHSMUN OC made changes to the rules of procedures, committee organizational structure, and draft resolution processes to meet the needs of a variety of educational institutions and English L2 levels, while also maintaining the general flow of traditional MUN meetings. One example is the use of pre-assigned delegation blocs and scheduled bloc meetings.

### Delegation Blocs

The formation of regional groups, or blocs, has been a regular practice with the KHSMUN since its inception. Blocs were originally split according to region, but not for the purpose of forming voting coalitions as observed in the UN (Holloway, 1990, Russett, 1966). Instead, blocs were initiated to assist in the formation of a caucus to draft and debate resolutions pertaining to the conference agenda. This method of arrangement assists in assuring participation among even the weaker English L2 speakers as observed by the OC (Escobar, 2022). In 1999, designated bloc meetings were added to the conference schedule as a means of further strengthening dialogue among the various L2 levels of EFL participants, many of whom would otherwise minimize their participation to reduce the use of their L2. These meetings were scheduled between General Assembly sessions for the purpose of preparing bloc delegates to participate in the following session. The OC reconfigured the KHSMUN schedule in 2011, allowing the first day of the KHSMUN conference as a primarily bloc meeting-only day for the purpose of allowing blocs to structure a single draft resolution for their assigned General Assembly session. This in effect allowed opposition blocs time to review draft resolutions and prepare speeches, debate questions, and amendments prior to the start of the General Assembly sessions.

In 2013, in an effort to further expand the opportunity for discussion among a variety of participating delegates, the OC decided to shift from regional blocs to economic blocs, dividing delegations into least developed, developing, and developed blocs based on reports published by the United Nations Committee for Development Policy et al. This, in effect, also allows resolutions to be drafted with a broader global

perspective, rather than focusing only on a specific region. In 2016, the OC made the decision to assign delegations randomly to blocs, doing away entirely with any means of classification that may lead to biased decisions based on economic or regional tags.

The functions of the delegation blocs were a mix of synchronous and asynchronous tasks, with a heavier emphasis on synchronous tasks. Prior to the scheduled synchronous face-to-face bloc meeting, participants submitted operative clauses (solutions pertaining to problems outlined in the resolution's preambular clauses) using ACMC tools such as online bulletin board systems (BBS) or more recently with Google Forms. Once collected, the operative clauses would be discussed, rewritten and submitted to the General Assembly for debate through synchronous face-to-face collaboration known as bloc meetings.

As a result of the global coronavirus pandemic the bloc meetings, as well as the entire KHSMUN conference, transitioned to a remote format in 2020. The conference remained remote in 2021, and transitioned to a hybrid conference with only bloc meetings remaining remote in 2022. The decision for the 2020 conference was to focus primarily on the bloc meetings to maximize student participation and reduce any passive means of participation. In the first year, a number of SCMC and ACMC tasks were initiated with a heavier emphasis on ACMC tasks, stretching out various procedures over several days using a number of CMC tools provided by Google Workspace to assure all participants had the opportunity to participate, which resulted in a 7-week MUN. This format however, was concluded as unnecessary as Escobar & McGregor (2021) explained through a quantitative analysis of the participants' contributions through CMC. This led to squeezing the bloc meetings back to a single day in 2021 to better reflect the pre-pandemic schedule while retaining the remote format. On this day, students collaborated over the SCMC tool Google Meet, but the majority of the work, which can be described as asynchronous collaborative writing, was done using ACMC tools as done the year prior. In 2022 the conference was reformed into a hybrid event, with the bloc meetings remaining remote and following a similar format as the 2021 bloc meetings.

## Method

To measure the effectiveness of the remote bloc meetings during the coronavirus pandemic and the ACMC tools being used, non-OC teachers (n=6) who were either tasked with preparing students or were acting in an advisory role from high schools participating in the KHSMUN were asked to complete a survey using a 5-point likert scale, agreeing or disagreeing on a number of items describing different aspects of their students' remote experience in 2021, and again in 2022 (see Appendix A). This survey was presented to non-OC teachers a few weeks after the conclusion of each conference, which took place in the 3rd week of June in both 2021 and 2022. Non-OC teachers were given one week to complete the survey. Google Forms was used to carry out the survey with the intention of understanding whether their perception of their students' experience improved from the previous year. Non-OC teachers represented both Japanese and non-Japanese nationalities. Despite the student participants changing each year, the non-OC teachers involved remained the same from 2020 to 2022. Teachers who were members of the OC were asked not to partake in the survey to decrease any potential biases. The survey was presented to all non-OC teachers in English.

Even though the survey was conducted to reflect the entire KHSMUN conference, elements of the survey results can be used to discuss how the bloc meetings evolved in an ACMC remote format, and whether this format is more or less favorable to the traditional synchronous face-to-face format. Therefore, only a select number of the original survey items that focus on the ACMC tools used as well as the overall satisfaction of the students' conference experience (according to their teacher) will be introduced and discussed, and are listed below.

- A. I [non-OC teacher] was satisfied with the arrangements of this year's KHSMUN
- B. My students were able to engage fully in the topics discussed this year.
- C. Applications (i.e. Google Docs, Flipgrid, Slack, etc.) used in this year's MUN were appropriate for the tasks at hand.
- D. Enough direction was given to the participants through digital outputs like the bloc homepage or announcements from bloc leaders, to allow them to fully understand the procedures of this year's MUN.
- E. There are elements of the online MUN that I [non-OC teacher] would like to see in next year's MUN (assuming a face-to-face conference resumes).
- F. My students could engage meaningfully with other participants through Slack (2021: Google Groups).
- G. My students could engage meaningfully with other participants through using comments on Google Documents.
- H. My students could engage meaningfully with other participants through Flipgrid (now known as Flip).

## ACMC tools utilized during the conference

Table 1 mentions a number of ACMC tools on which non-OC teachers were asked to reflect: Google Docs, Flip (formally known as Flipgrid), Google Groups and Slack. How each application was utilized will be explained below.

### Google Groups and Slack

Item F refers to Google Groups and Slack. Google Groups is a mailing list application that allowed messages to be embedded into a Google Sites homepage (this feature is no longer supported as of 2022) and used as a discussion board. Google Groups was replaced by Slack in 2022. Slack is a productivity communication platform designed for workflow management in the form of communication discussion boards known as *channels*. For the purpose of the KHSMUN conference, participants were instructed to use the discussion boards to discuss ideas pertaining to their delegation bloc's resolution topic and share any information relevant to the conference.

### Google Docs

Item G refers to Google Documents (Docs), an online word processing application that allows real-time collaboration among various users to create and edit word processing documents. For the purpose of the KHSMUN conference, Google Docs was used for participants within delegation blocs to collaborate on and write a draft resolution prior to the start of the conference's General Assembly. Participants were instructed to use the comments tool for asynchronous communication such as asking questions and sharing ideas on written elements of the resolution.

### Flip

Item H refers to Flip, an online application that allows asynchronous communication through the use of video sharing. For the purpose of the KHSMUN conference, Flip was used to share videos of poster presentations on information regarding a delegation's assigned country and its relation to the conference agenda. Participants had the option to respond to submitted videos through the application's comments tool; however, no formal instruction to use the response tool was given to conference participants.

## Results

Results of each survey item from both years (see Table 1) were analyzed using their mean average, identifying whether there was agreement regarding the structure of the remote bloc meetings during the conference. A mean above 3 would indicate agreement, and below 3 would indicate disagreement among non-OC teachers. The significance of the differences between the years the survey was conducted were analyzed by conducting a paired *t*-test of each item with a hypothesis that 2022 results are greater than 2021 results (2022 > 2021). Using the two research questions, results related to the ACMC tools utilized were analyzed.

**Table 1**

Mean of survey items from non-OC teachers in 2021 and 2022, and Paired Samples *t*-test results

Survey item #	2022 Mean	2021 Mean	Mean difference (MD)	statistic	df	p
A	4.17	3.17	1.000	1.581	5	0.087
B	3.67	2.83	0.833	1.387	5	0.112
C	3.83	3.33	0.500	2.236	5	0.038
D	3.50	2.67	0.833	5.000	5	0.002
E	3.67	3.17	0.500	2.236	5	0.038
F	2.83	3.17	-0.333	-1.000	5	0.818
G	2.83	3.00	-0.167	-0.542	5	0.695
H	3.17	2.33	0.833	2.712	5	0.021

### In a year-over-year comparison, were the CMC tools used appropriate for the asynchronous activities conducted?

Four items relate to whether non-OC teachers felt the ACMC tools utilized were appropriate for the activities conducted: A, B, C and E. Non-OC teachers expressed satisfaction on average with both the 2021 and 2022 arrangements of the conference, which includes the decision of ACMC tools used. An increase in satisfaction year over year (item A, *MD* = 1) is also identified, though the significance of this difference between the 2 years the survey was conducted is inconclusive,  $t(5) = 1.581$ ,  $p = .087$ . In regards to item B, engagement in the topics discussed required the use of the ACMC tools implemented. Even though the 2021 survey results indicate a lack of satisfaction, the mean of the 2022 survey does indicate satisfaction, with improvement year over year recognized in the results (*MD* = .833), but the significance of this improved engagement is also inconclusive,  $t(5) = 1.387$ ,  $p = .112$ .

More specifically related to the question, item C identifies whether non-OC teachers felt the ACMC tools utilized were appropriate for the activities conducted. With both 2021 and 2022 survey results above 3 and a positive *MD*, there is a significant indication that the tools used were appropriate for the tasks at hand, and that such a notion had significantly strengthened year over year,  $t(5) = 2.236$ ,  $p = .038$ . Finally, there is indication from non-OC teachers that year over year their interest in seeing these

tools utilized in a synchronous face-to-face setting has significantly grown (item E,  $MD = .5$ ),  $t(5) = 2.236$ ,  $p = .038$ , demonstrating support for the appropriateness of the tools used.

## In a year-over-year comparison, were teachers satisfied with how their students used CMC tools that accommodated asynchronous activities during the pandemic conferences?

Despite the overall satisfaction regarding the appropriateness of tools used, there seems to be some discrepancy in regards to how they were used by students. Individual tools used are identified in items F, G, and H. Items F and G describe the experiences of 2 ACMC tools utilized specifically for person-to-person communication (Comments on Google Docs and an online discussion board using Google Groups or Slack) as described in the *Method* section above. Both items were the only items with a negative  $MD$  ( $F = -0.333$ ,  $G = -0.167$ ) indicating that non-OC teachers felt their students' engagement was less meaningful year over year. However, the significance of the differences between the two results of item F,  $t(5) = -1$ ,  $p = 0.818$  and G,  $t(5) = -.542$ ,  $p = 0.695$  is inconclusive. The discrepancy between the appropriateness of the tools and their perceived meaningful use does warrant further analysis as it is unclear from this survey as to why non-OC teachers felt the tools were appropriate despite their indication of students not engaging with the tools meaningfully.

Item H (Flip) in contrast indicated significant improvement in students' meaningful use according to non-OC teachers ( $MD = 0.833$ ),  $t(5) = 2.712$ ,  $p = .021$ . Flip was the only ACMC tool not utilized for person-to-person communication or collaboration, as it was used only to host pre-recorded videos. This way of use may be a contributing factor towards its contrast with the online discussion boards and Google Docs. If the results regarding Flip do represent a more meaningful experience for students as recorded by the non-OC teachers, then the necessity of the level of communication strategies (CS) utilized by students to complete tasks associated with tools listed in items F and G in comparison with Flip need further analysis to better understand the discrepancy.

## Discussion

Based on the results reported, could an ACMC framework replace or support a traditional synchronous face-to-face MUN format? There is no support to suggest that replacement is ideal. Despite an agreement that the ACMC tools utilized were appropriate for their purposes, non-OC teachers' perceptions of meaningful engagement by the students indicate that teachers may not have been satisfied. This observation may be supported through the comment one non-OC teacher provided in the 2022 post-conference survey (comparing the 2022 hybrid conference to the 2021 remote conference), stating, "The benefits of staging the MUN in-person was very clear on the second day, and our students [were] very pleased to have had that [face-to-face] opportunity." For clarification, the schedule of the hybrid conference had participants meeting face-to-face only for a General Assembly session. This observation is supported through the research of McGregor and Hawkinson, mentioned earlier. In their report the authors observed that a VR simulation of a MUN style meeting could be a constructive environment for practicing skill-specific techniques, such as interest-based negotiation, in providing students and faculty another educational tool to continue developing in order to practice the process of preparing for Model United Nation events. The SCMC tool was useful for preparing for, but not replacing, a face-to-face conference (McGregor & Hawkinson, 2022).

Possible areas to take into consideration when analyzing the students' meaningful engagement with the ACMC tools are the students' understanding or

misunderstanding of the asynchronous tasks, their experience using devices and the applications for educational purposes, or the amount of preparation or training time students were allocated by their teachers prior to the start of the bloc meetings. Item D of the survey may indicate that instructions to student participants were not clear even though there was a significant improvement in how instructions were given year over year,  $t(5) = 5, p = .002$ . Therefore, not only the use of these tools, but how students are prepared to use them should be of interest for future research. Also, the perception from the mean score of students engaging in Flip with greater meaningfulness than with online discussion boards or the comments tool in Google Docs also draws the questions of how non-OC teachers' defined *meaningful engagement*. This is because Flip was not utilized as a person-to-person ACMC tool, but rather a holding place for video presentations. It could be argued that Flip was interpreted by students as a more enjoyable tool (Johnson & Skarphol, 2018; Mango, 2021; Shin & Yunus, 2021) to utilize in comparison to discussion boards or Google Docs. It could also be the students' CS in relation to the ACMC tools being used. CS was not originally a factor of interest for this article, but as was mentioned in the survey results, the benefit or meaningful use of these ACMC tools may or may not be contributed to the participants' levels or understandings of CS. It may also be that different platforms require different CSs for meaningful engagement.

In answering whether ACMC tools could benefit a face-to-face synchronous conference, non-OC teachers overwhelmingly agreed that the ACMC tools used were appropriate for their purposes and that these tools would be beneficial in a face-to-face MUN conference. A number of non-OC teachers also organize their own MUN conferences and have used the same or similar ACMC tools during the coronavirus pandemic. Given the limitations of this study which focused only on a single event with a small sample size of responders, it would be of interest to compare the use of these tools among the various conference organizers to determine the most effective CMC tools, whether synchronous or asynchronous, and the methods of how these tools are utilized.

## Conclusion

The KHSMUN over its 32 years of existence, caters to methodologies of project-based learning, task-based learning and active learning et al., with a number of synchronous and asynchronous tasks leading up to, and utilized during the bloc meetings in preparation for the General Assembly. The global coronavirus pandemic forced the OC to rethink how the conference could adjust and adapt towards a remote presence, improving its framework year after year from 2020 to 2022 after transitioning many of the synchronous tasks to ACMC tasks. With the goal of continuing the KHSMUN event during the global pandemic, the OC utilized a trial and error approach in finding online teaching tools that could prove useful for not only preparing students for the event, but also as a way for students to actively and meaningfully communicate with each other before and during a MUN.

The results of this analysis are not conclusive and show a contradiction between overall satisfaction of ACMC tools and student engagement in these tools. The authors do agree, however, that an emphasis placed on why certain CMC tools are being used needs to be equal to the teaching of how to use certain tools, and that it is highly possible that if students have a better holistic understanding of CMC tools and their use, then their students' satisfaction level may also increase. The representation of non-OC teachers' opinions also may or may not be decisive as a whole, and therefore strongly recommend that further research and analyses be conducted to fully comprehend student practices in the use of these tools. It is clear however, that the pre-pandemic synchronous framework is more favorable in comparison to the online ACMC tasks. On the other hand, this analysis should not discourage the use of ACMC tasks, but instead boost the discussion on how to better incorporate ACMC tasks into traditionally

synchronous projects such as an MUN. Using CMC is not new in ELT, nor will it disappear after the coronavirus pandemic passes, and it is the conclusion of the authors that a blending of synchronous and asynchronous tasks in both the preparations for, and participation in a MUN is a positive step in enabling students to continue developing their ability to use CMC skills to support their active participation in these educational events.

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## Appendix A: Feedback on KHSMUN procedures from non-OC teachers (n=6)

Survey items unrelated to the discussion in this article have been omitted.

Survey item #	Survey year	n				
		Fully agree	4	3	2	Fully disagree
		5	4	3	2	1
A	I was satisfied with the arrangements of this year's KHSMUN					
	2021	3	0	0	1	2
	2022	2	3	1	0	0
B	My students were able to engage fully in the topics discussed this year.					
	2021	1	2	0	1	2
	2022	0	5	0	1	0
C	Applications (i.e. Google Docs, Flipgrid, Slack, etc.) used in this year's MUN were appropriate for the tasks at hand.					
	2021	1	3	0	1	1
	2022	2	2	1	1	0
D	Enough direction was given to the participants through digital outputs like the bloc homepage or announcements from bloc leaders, to allow them to fully understand the procedures of this year's MUN.					
	2021	0	2	1	2	1
	2022	1	2	2	1	0
E	There are elements of the online MUN that I would like to see in next year's MUN (assuming a face-to-face conference resumes).					
	2021	1	2	1	1	1
	2022	2	2	1	0	1
F	My students could engage meaningfully with other participants through Slack (2021: Google Groups).					
	2021	1	0	1	3	0
	2022	1	1	2	0	2
G	My students could engage meaningfully with other participants through using comments on Google Documents					

	2021	1	1	1	3	0
	2022	0	2	2	1	1
H	My students could engage meaningfully with other participants through Flipgrid.					
	2021	1	0	0	4	1
	2022	1	1	2	2	0