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CREATING
EFFECTIVE
ACADEMIC
ROLE-PLAYING
ACTIVITIES
ONLINE



ROLE PLAYING GAMES (RPG)



Massively Multi-player Online RPG

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You are crawling over cobbles in a low passage. There is a dim light at the east end of the Passage.  
? east  
You are in a small chamber beneath a 3x3 steel grate. A low crawl over cobbles leads inward to the west. The grate is open.  
? west  
You are crawling over cobbles in a low passage. There is a dim light at the east end of the Passage.  
? west  
You are in a debris room filled with stuff washed in from the surface. A low wide passage with cobbles becomes plugged with mud and debris here, but an awkward canyon leads upward and west. A note on the wall says:  
"Magic word XYZZY".  
A three foot black rod with a rusty star on an end lies nearby.  
?
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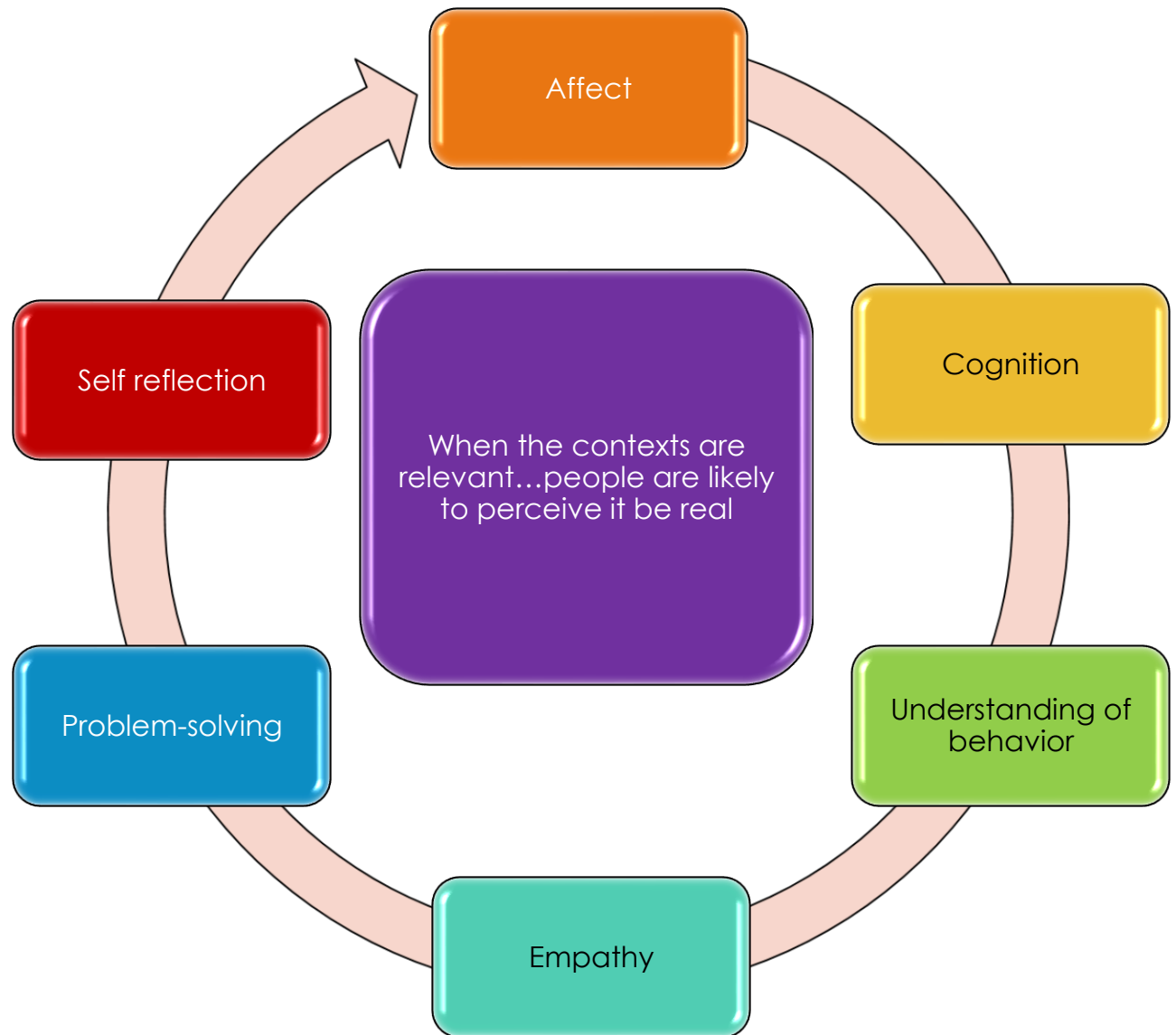
Text based RPG

Academic role-playing is NOT the same as role-playing games (RPG)



Table-Top Role Playing (RPG)

LEARNING OUTCOMES



THERAPY ROLE-PLAYING HISTORY


- Role-playing started in clinical psychology in 1943:
 - “Psychodrama” is psychotherapy to explore issues
 - Requires the patient to enact roles that lead to struggle, inner conflict, or troubled past
 - “Phantasy”
 - “Pretending to believe”, “double consciousness” & “ironic imagination”
 - Aspects of phenomenology
 - Interpretative view of the lived experience

ACADEMIC ROLE-PLAYING HISTORY

- Has been in pedagogy since 1970s
 - Frame the role-play with norms, expectations, and application of material
 - Was acted in person.
 - Can be performed by individuals, pairs or groups
 - Story created by the teacher or professor
 - The topic and background for acting
 - Case scenario

ACADEMIC ASPECTS OF ONLINE ROLE-PLAYING

- Retention of theory and course material by application
 - Helps with grasping practical cognitive skills
- Usually has the following components:
 - Provide real life scenarios
 - Works best if students are familiar with the scenario or issue
 - Student's receive required background information
 - Clearly define the roles each student will address



6 ASPECTS OF CONSTRUCTION OF FICTITIOUS REALITY

1. Characters, demographic information
2. Background
3. Scene/ Conflict
4. Resolution
5. Conclusion

It is adaptable to almost all courses.

SOCIAL CONSTRUCTION OF A FICTIOUS WORLD.

For role-playing, a classmate decides the topic or scene

- The topic/scene is where the conflict resides

Once the topic/scene is selected, it is turned over to their classmate

- The classmate uses that information to construct vivid fictitious place

- The **classmate** creates all the characters for the role-play.
 - Once the characters are created
 - A backstory, resolution and a conclusion are completed.
 - Other role-plays can focus on different aspects as seen in my version of criminology role-play.

WITHIN THE GUIDELINES

- Provide an example so they may use it for a guide.
 - This is to ensure the students understand what is expected
- Discuss how each submission can and should be unique
 - Your example should provide:
 - Inspiration
 - Demonstration of knowledge
 - Mastery of content

WRITTEN ROLE-PLAY

- The focus of the role-play
 - Should be narrow, so it does not get out of control
 - Yet, broad enough to add different interpretations for critique
- Include a rubric
 - To measure their ability to:
 - Apply concepts
 - Understand the nuances in the subject
 - Capture the meaning and feel the emotions
 - Interpret information

EXAMPLES OF ACADEMIC ROLE PLAYING

Criminology



Microsoft
Word Document



Marriage and Family



Microsoft
Word Document



CITATIONS

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