

Role-Playing

What is it?

Role playing can be an effective way to engage students in courses by bringing together historical events with the engagement of students. The evaluation of historical content and application of new knowledge through lively debate is one experience in particular that students enjoy and benefit from.

Examples

Armstrong, E. Kate. "Applications Of Role-Playing in Tourism Management Teaching: An Evaluation Of A Learning Method." *Journal of Hospitality, Leisure, Sport & Tourism Education (Oxford Brookes University)* 2.1 (2003) 5-16. *Hospitality & Tourism Complete*. Web. 12 Jan. 2017.

- The role-play scenario was based on a fictional coastal resort development and the issues that arose for the multiple stakeholders. The scenario focused on tourism development and management issues and the multiple dimensions of sustainability provided a convenient framework for a diversity of roles and perspectives. Students were required to assume a role, explore the issues and prepare a written paper and play their role in a stakeholder meeting. The role-play included two assessment items which were worth 35 percent of the course grade and were assessed by the teacher. This scenario took seven weeks to complete: Week one was spent on the distribution of role packs, students jointly wrote an assessed position paper on their role's reaction to the issues. Week five was the due date of the position paper. Week six was the first stakeholders meeting. Week seven was the second stakeholders meeting. In the two stakeholder meetings they each lasted one hour and students took turns to role-play.

Craig, Russell, and Joel Amernic. "Roleplaying In A Conflict Resolution Setting: Description And Some Implications For Accounting." *Issues In Accounting Education* 9.1 (1994): 28. *Business Source Premier*. Web. 15 Nov. 2016.

- This role-play case was set amidst the collective bargaining proceedings between two fictional parties: Markham Metals Ltd. and The Sheet Metal Workers' Union. The case was intended to be completed in five hours of class time over three separate sessions. The role-play was trialed on four groups of students, one group of undergraduate intermediate financial accounting students, two separate groups of final year undergraduate accounting students and a group of postgraduate diploma students. Class sizes ranged from 20-25. Each student received a role-play case package which included: character profiles, team settings, a brief history of collective bargaining, a brief company history, background information on current cost accounting, historic cost-based income statements and company plans. The class was partitioned into five independent groups: Union team, Company team, Mediator/ Regulator Observer team, Jury to assess the cases of the union and company, and a Jury to assess mediators/ regulator and observer team. Students were encouraged to bring stage props or costume items to the role play. Formal assignments comprised of either a written

report or oral presentation and were allocated to each student assuming a character role.

Giovanello, Sean P.1, sgiovanello@elon.edu, Jason A.1 Kirk, and Mileah K.2 Kromer. "Student Perceptions Of A Role-Playing Simulation In An Introductory International Relations Course." *Journal Of Political Science Education* 9.2 (2013): 197-208. *Education Source*. Web. 15 Nov. 2016.

- The ICCE simulation is designed and run by undergraduates for undergraduates. The simulation takes place outside the classroom, students are assigned cabinet and subcabinet-level positions and are grouped into committees representing nation-states or nonstate actors. The differing committees engage in defining national interests, assessing strengths and weaknesses of their own and of allies and adversaries and responding to opportunities and threats in a rapidly evolving environment. Prior to the simulation, students build background knowledge via research assignments about their country or organization. Each student's research should include: broad political history, government structure, and key foreign relationships. The second stage of preparation involved students researching more specific areas of interest within their group. Each student then wrote a briefing paper that they shared with their group. This written background research along with the grade for participation consists of the 10-15% ICCE counts for in the introductory IR course. The final stage is completed after the simulation which is when an in-class debriefing session takes place.

Hagy, Kathryn. "Role Playing The Cincinnati-Mapplethorpe Case In An Art Appreciation Course." *International Journal Of The Arts In Society* 5.5 (2011): 31-39. *Art & Architecture Source*. Web. 15 Nov. 2016.

- The Cincinnati-Mapplethorpe Case is a three-session game that begins after the students are familiar with the criteria of analyzing images based on the principles of elements of design, interpretation using critical theories such as feminist criticism, psychoanalytic criticism, and using their final judgment on the success or failure of the work. Some materials they use are Robert Mapplethorpe's work as "text" and supplemental newspaper articles. This game was designed for 13-15 students, in classes with larger enrollment it is possible to run two games simultaneously as long as there are 2 proctors monitoring the performances of both groups. Roles are randomly assigned. It has been helpful at the start of the game to show students YouTube clips of other Reacting classes. After viewing this video one to two classes are spent conducting library research, allowing the professor to speak to each student and or faction. Student performance is evaluated through both oral and written components. Points are also awarded for completion of game objectives. On the first day it takes between 10 and 15 minutes for students to warm up to debate, eventually students begin to use the Miller versus California 3-prong test in proving whether or not the work is obscene. Raging discussions will proceed about art.

Shapiro, S., & Leopold, L. (2012). A critical role for role-playing pedagogy. *TESL Canada Journal*, 29(2), 120.

- A legal trial role-play was implemented in an EAP Oral communication course. The eight-week oral communications course is the first of a two credit bearing oral course offered in the EAP program. The legal case is centered on whether all tobacco advertisements should be banned in the US. Each student received a synopsis of the case and was assigned to be either an expert witness or an attorney. Four witnesses and three or four attorneys consisted of each team, students worked outside of class to research their roles and prepare arguments. Since their performance was graded, students employed information literacy skills learned in class such as evaluating the credibility of a source. Three class sessions, for a total of six hours were allocated for students to analyze argumentation strategies from US legal drama's, perform extemporaneous trials and discuss the evidence they researched with other members. Students were asked to analyze strategies from Law and Order so that they could speak in legal jargon. On the day of the trial, one attorney from each side delivered the opening and closing arguments, each attorney questioned one witness from their team and cross-examined one from the opposite team. A four-minute time limit was established so that all students could participate.

Wiles A. 2014. Ethical dilemmas in the biology undergraduate classroom: role-playing congressional testimony †. *J. Microbiol. Biol. Educ.* 15(2):227-228
doi:10.1128/jmbe.v15i2.753

- Students were given a handout with several ethical topics and related dilemmas, they were allowed 15 minutes to read and discuss questions. After the discussion students were polled as to which side of an issue they favored, students were assigned the position opposite of the side they chose when polled. Each assigned position was unique to a class of 24 students. The assignment looked like a subpoena from the US Senate and called the student to testify as an expert witness before the Senate Committee on Commerce, Science, and Transportation. Each student was given a role that is a real position in a company, institution, or government agency and the title of "Dr.". Students were given four weeks to craft a six-minute argument supporting their assigned position. Students dressed like they were testifying before Congress; students gave their presentations during a lab period to allow everyone to speak on the same day. Audience members evaluated the presentation of each witness using a simplified rubric, as a written debriefing activity students reflected on how the assignment affected their stance and ethical decision-making ability in general. If time permits, audience members can discuss the topic once the witnesses have finished.

Zheng, Binyao. "Role Playing In Foreign Language Teaching: An Application In An Elementary Chinese Class." (1993): *ERIC*. Web. 12 Jan. 2017.

- Role-playing was adopted as a daily classroom activity and as a midterm and final oral examination in an Elementary Chinese course. In the daily language class, the learning process consisted of six steps. The first step was to warm up

the group, the instructor identified and/or introduced a new topic such as visiting a friend, or going to the doctor. Step two was to study the subject matters, the instructor taught vocab, grammar, and led students in practicing conversation. Step three was to design and rehearse, students broke into small groups with about three students each and identified roles, designed the play and got to rehearse for 10 minutes. Step four was to prepare the observers, the instructor identified the tasks of the observers to look out for strong and weak points in the use of language, and the presentations. Step five was enacting, group by group students acted out their skits and tried to speak and act like the Chinese. Step six was to discuss and evaluate, observers reported what they found. Also the instructor made comments and suggested improvements. For the role playing mid-term and final exams, preparation began a month in advance.