

Edularps

*Teaching, Learning and Engaging through
Role-play and Interactive Narratives*

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Goals

- History and context
- Theoretic framework
 - Cognitive
 - Didactic
- Methodology

Lecture overview

What is Larp?

Edularp - Using Larp to teach
Techniques & Methods

Edularp Introduction

Educational Live Action Role-playing Games

- Role-play
- Live Action
- “Game”
- Educational

By nature multi-story events -

Central dramaturgy vs Individual dramaturgy

Nordic Larp

Immersion – 360, in character

Collaboration – Playing to loose

Artistic Vision – Technique heavy or not

“A larp that is influenced by the Nordic Larp tradition or contributes to the ongoing Nordic larp discourse.”

- Jaakko Stenros

Edularp

Learning through character in narrative structure

A particular form of Theatre in Education, or drama pedagogics, that originate in the Nordic Larp culture.

Edularp - State of the Art

Østerskov

LajvVerkstaden

Museum Pedagogics

UN and Refugee Roleplays since mid-80s

Security Personnel simulation training

Fantasiforbundet's Civic training in Belarus
and Palestine

Rollespiels Akademien

Beehive

Take 3 minutes and talk to the person next to you:

Anything unclear?

Using Larp to teach



Pedagogical Theories - Socio-Cultural Perspective

Cultural - Historical Psychology
and learning from each other

Pedagogical Theories - Behaviourism

Tasks and feedback - Winning the game

Pedagogical Theories - Dewey and Learning by doing

Learning by Enquiring/doing

Cognitive Research Approach Storytelling & Playing

Storytelling - the narrative brain

Playing - the way children learn

Learning through player interaction

Cognitive Research Approach

Motivation

Extrinsic motivation

Intrinsic motivation

Play Types

Dramatists: Story based

Immersionists: Role-play based

Simulationist: World based

Gameists: Rule based

Beehive

Take 3 minutes and talk to the person next to you:

Anything unclear?

How can you connect this to things you have done before?

Techniques & Methods

The background features a light gray, stylized illustration of a hand holding a pen, positioned diagonally across the upper half of the page. The hand is rendered in a simple, blocky style. Below the hand, there are several small, dark gray ink splatters and a circular pattern of small dots in the bottom right corner, suggesting a creative or artistic process.

Techniques & Methods - Anatomy of a scenario

- Introduction and briefing
- Scenario runtime
- Debriefing and post-game work
- Cyclical: runtime => re-brief => runtime

Techniques & Methods - Larp and other teaching

- Game as summery
- Game as introduction
- Game as whole learning structure

Techniques & Methods - Sandbox or railroad

- Sandbox – Active and driven students
- Railroad – Passive and unengaged students

Techniques & Methods - Competition vs Cooperation

- Competition – Each other or the “system”
- Cooperation – In telling story or solving tasks

Techniques & Methods - Embodied worlds

Teaching and learning through embodied world

Experiencing an embodiment of a subject matter. Making things “real”

Techniques & Methods - Role-playing

Teaching and learning through role-playing

Learning “soft values” and doing identity work
through taking on characters

Alibis - Rehearsing for life

Empathy training and perspective shifts

Techniques & Methods

Different design approaches

Different design approaches for different subjects and play types

System based learning - Gamists

Story based learning - Dramatist

Role-play based learning - Immersionist

Simulation based learning - Simulationist

Summary

It is only just starting to be researched what people are actually doing with Edularp and how it works, but tentative evidence seem to show it does work for:

- Social “soft” skills
- At least as good as ordinary teaching in some subjects and situations
- Better for some - Interested and extroverts
- As a complement to ordinary teaching
- Evidence-based didactics?



Any Questions?

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