Role Play

Tags: Online learning, authentic learning, role play

Method: fully online

Competencies: Research skills, team-building, negotiation and critical thinking

Technology: LMS forums

DESCRIPTION

This role play activity is based on an event, either factual (such as the making of the US Consitution, the forming of the Canadian Confederation) or fictional (such as developing the design concept for the memorial to Canada's wars) that will generate a group discussion and allow students to explore different perspectives.

Students chose from a variety of pre-determined roles and are divided into small group (6-7 students).

For example, with the memorial to Canada's war assignment, the roles could be:
- a representative of the representative of the Royal Canadian Legion
- an Afghanistan War veteran
- a delegate from the Assembly of First Nations
- an executive from Historical Canada who specializes in the War of 1812
- an NDP MP from Quebec
- a spokesperson from the Métis National Council
- the grandchild of a Japanese internee

Phase I Choosing Identity

Individually students fashion an identity for their role—name, birthplace, perspective on the issue—based on their own research. Asynchronously, they then introduce their personas and elect a chair.

Phase II Forming Committee

Students continue to work asynchronously with their fellow "committee members" to respond to the assigned task questions. The questions may be answered in a brief 4 page report accompanied by a rough sketch of the design prototype. The chair submits the proposal.

Phase III Group submission

As a class, groups discuss the proposals asynchronously and vote on the best group submission.

Students are marked individually for their participation and contribution within the group and class discussions (if a student does not participate in the activity, they will be marked down in this component). Students are also marked as a group for any written submission (in this example, the proposal and design prototype).

RUBRIC

Criteria	Excellent (14 to 15)	Good (10 to 13)	Acceptable (8 to 9)	Poor (0 to 7)
Frequency	Participates early in the activity and at different times (i.e., on different days).	Participates more than twice in each forum.	Participates at least twice in each forum.	Few posts, or attempts to participate only briefly and at the last minute.
Quality	Posts show a detailed understanding of course content, demonstrate critical reflection, build on previous posts, and demonstrate detailed research into the role being played.	Posts show active and specific engagement with the course content, build on previous posts, and demonstrate research into the role being played.	Posts show an understanding of course content, but lack specificity in reference to course readings and to the role being played.	Posts are general and do not refer to course notes, readings, or background research into the role.
Contribution	Offers insightful responses that inspire discussion and contribute to understanding of course content.	Offers interesting responses that invite conversation with peers and instructors.	Responds briefly to previous posts and makes some effort to elicit responses.	Makes no effort to respond to previous posts or to elicit responses.