

Moderator's Checklist

Teachers thinking about designing a role-play should refer first to the document Designer's Template whereas this checklist assists teachers in moderating an online role-play once it has been designed. It can be read in conjunction with the longer document, Moderator's Guide.

This checklist separates the roles of moderator and administrator. In some large institutions, the task of running an online role-play may involve technical administrators, typically when a Learner Management System is used institution-wide. However, in most situations the moderator is the one performing both functions at the same time and the checklist can be read as one.

Administrative Checklist

Preparation

- Become familiar with the technology used in the role-play

Pre role-play

- Arrange for students to nominate their role if it is not randomly assigned
- Set the last withdrawal date - no withdrawal after this date
- Select any co-moderators and help train them

Role play set up

- Assign students to roles
- Distribute student log in username, password and assigned role
- Distribute team partners (if groups collaborate on one role)
- Make sure that students are able to communicate in persona
- Let students know how to contact the moderator for help and support
- Distribute learning resources

Pedagogical Checklist

Preparation

- Understand the scenario of the role-play
- Become familiar with the subject matter covered
- Understand the aims, learning objectives, assessment tasks

Pre role-play

- Obtain student list from administrator
- Implement trust-building activity with students
- Demonstrate technical environment to students
- Explain game rules to students
- Explain the expected workload and frequency of online participation
- Explain the expected learning outcomes to students

- Explain the assessment criteria and procedure
- Explain procedures for handling any problems or complaints

Role play set up

- Ensure teams understand how to collaborate with other team members
- Release "kick-off" scenario
- Release role information – help students to understand the relationships between roles and stakeholders
- Set deadline for the first task

Early stage

- Run "ice breaker" activities
- Release "kick-start" events as needed
- Check to see if any role is not active, find out why and contact the student offline to assist

Main stage

- Release staged learning resources
- Identify learning opportunities as they arise - suggest resources so that roles can learn more about the subject area
- Monitor the postings and act to ensure the learning environment is safe at all times
- Set up problems and traps for the students to solve
- Modify the kick off scenario and improvise further kick start events if participation by some roles has dropped off
- Contact students off line if their participation has ceased
- Remind students about assessable tasks and deadlines
- Assist students to bring the role-play to a conclusion – has a resolution been reached?

Debrief

- Formally declare role-play over
- Help learners disengage from their roles
- Facilitate an activity which encourages reflection by the learners on the process and outcomes
- Secondary debriefing - for some psychologically intense role-plays, some learners may need further support to fully disengage from their roles
- Collect and mark final assessment

Authors: Albert Ip & Sandra Wills, November 2002
You may reproduce and distribute this document provided
it is reproduced in full and without any modification.
Please report errors to albert@DLS.au.com