Teacher Checklist
- for selecting an existing role-play

It is likely that teachers will increasingly select or modify an existing role-play rather than designing their own. Or in some large institutions, the task of running an online role-play may be passed on to a new teacher if the original designer leaves. This checklist serves as guidance for using a role-play if you were not the original designer. It helps teachers decide whether an existing role-play matches the needs of the course, how much modification is needed or whether a completely new role-play is a better way to go. It is assumed that the original designer of the role-play has covered all issues listed in the Designer's Guide. You may want to browse that document as a way of evaluating the role-play you are thinking about using.

This checklist is short because many of the items are already covered by our Moderator's Checklist and the Moderator's Guide. Very often the moderator and teacher are the same person so you would need to read the Moderator's Checklist if you are going to be actively involved in running the role-play rather than just deciding whether to use this role-play in your subject.

As the teacher making the decision about whether to use an existing role-play you will also need to evaluate whether to continue to use its existing technical platform. More on this topic can be found in our Platforms Checklist.

The Checklist

Philosophical Alignment

☐ Is your teaching philosophy in alignment with the existing role-play?

Approach Alignment

☐ Have you reviewed the desired learning outcomes for this role-play? What were the functions of this role-play in the overall course objectives if you inherited it? Are they still relevant? What learning outcomes are you hoping your students will achieve from using this role-play?

☐ Are there other role-plays (in your department or in the market) that are on the same topic and should be evaluated as alternatives to this one?

☐ Are you in a position to modify the course structure, course objectives and the approach to deliver the experience to your students in line with this role-play or will you need to modify the role-play.

Practical Considerations

☐ Is the technology that was used before in the existing role-play available to you or your department? Do your students have appropriate access to the required technology?

☐ Do you have sufficient time for the role-play in your course, including the time needed to familiarize your students with the technology?

☐ Have you allowed time in the subject to brief your students about the role-play? Will this be done face-to-face or online? Have you determined whether your students have had experience with role-play before? Is there a need to allow time for preliminary activities to familarise them with role-play as a learning activity?

☐ Does your department or institution have access to the relevant learning resources to support the content area of this role-play?

☐ Have you published the learning outcomes in the Subject Outline?

☐ What assessment tasks and deadlines need to be set? Have they been published in the Subject Outline? Have you considered alternative assessment arrangements

should there be a technical failure with the role-play?

Reuse Consideration

- ☐ Have you cleared the rights to use the role-play?
- ☐ Does the copyright (or other IP limitations) allow you to make modifications to the existing role-play?
- ☐ Is the moderator's manual accompanying the role-play sufficient to give you a head start?
- ☐ Is the role-play's kick-off scenario clear and does it meet your purposes? Do you need to modify it?
- ☐ Are the roles clear and appropriate? Are all roles needed for your purposes? Do you need to modify any?
- ☐ Are the kick start events clear and are there enough of them for your purposes? Do you need to modify/delete/add any?
- ☐ Does the original role-play assume one student per role or a team of students per role? Do you want to change this? How will you divide up the class between roles? If students are to collaborate in a team per each role, are there preliminary activities you want to set up to assist students be better team members?
- ☐ What is the duration that the designer recommends for the role-play? Do you have to change this for your circumstances?

Delivery Considerations

- ☐ What is the mix of delivery modes in the original role-play? Will you use the same as the designer recommends or do you need to change it to totally online or add more face-to-face sessions?
- ☐ Are your student numbers so large that you need moderators to assist you in running the role-play? How will you split the responsibilities, e.g. one moderator per world or one moderator per role or one moderator per group of roles etc? What training/ briefing do they need? Will you need to schedule regular meetings with the moderators whilst the role-play is running?
- ☐ What are your back-up strategies? Have you considered what you will do if something goes wrong with the role-play activity such as technical failure or unforeseen events on campus or problems with one section of the class such as drop-out by students at an offshore site?
- ☐ How will you evaluate the role-play? What do you want to find out and how? What do you need to know if you want to improve it for next time? Will you use an online questionnaire, a face-to-face discussion, a paper-based questionnaire, a reflective journal for yourself?
- ☐ How will you debrief with the moderators? What aspects of the process will be discussed? How will you evaluate the effectiveness of their moderating and the skills they need to develop further?
- ☐ Will you provide feedback to the original designer? Will you write up your first experience using role-play as a case study for publication or for presentation to other teachers in your institution?

Finally

- ☐ Do you intend to use the role-play without change?
- ☐ Do you intend to modify the role-play?
- ☐ Do you intend to develop a new role-play based on some of the ideas in this one?

expert tip

If I had followed this checklist, there is no way that I would have used a role-play for teaching. Although there have been issues along the way, I am pleased I did decide to do it.
Rohan Miller, UoW

Acknowledgements

This document benefited greatly from review by Rohan Miller and Maureen Bell of UoW and Manjula Waniganayake (UMelb). It benefited in general from the numerous comments and examples provided by the members of our Online Role Play Expert Reference Group: