

Transformative Game Design 2

Course material is also available in the form of an online course on the EDGE website

<https://erasmusedge.eu/>

If you notice any mistakes in the course materials, please let us know by reaching out to Sarah Lynne Bowman sarah.bowman@speldesign.uu.se

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Course Information

Schedule & Instructions

Course Activities

All class sessions take place in Studium, with the exceptions of group playtest and feedback sessions, which transpire in a video conferencing software of your choice. Uppsala supports Zoom for student use.

All activities and homework assignments are **listed in the Course Calendar in sequential, chronological order. Modules** are also organized in sequential order. To find a specific assignment or due date scroll down or use CTRL-F and search.

All activities are compulsory unless marked **Optional** in the Course Calendar. You will need to **plan 20 hours a week for all activities**, e.g., the equivalent of a 50% job, so please plan your schedule accordingly. We have done our best to weigh the time it will take to complete your homework each week, including the relative complexity of the materials. Some days you will have more videos, whereas others you will have more readings.

- Submit all deliverables in the **corresponding links in the Units under Modules**.

- You must **complete all requirements of assignments**, including replies to your peers, for full credit.
- **Optional assignments will be marked accordingly** in the Course Calendar. They enable you to achieve a Pass with Distinction instead of a Pass so you can make decisions about your workload.
- **All assignments are due the end class on the day assigned, i.e. Mondays at 11:59pm in your time zone.** When possible, please post the night before to make sure your peers have time to read your posts.
- If your country has a holiday on a due date, complete your work on the next work day.
- All discussion posts require **replies to two peers**, which should be in Ask a Question, Answer a Question format, as described in the Unit instructions.
- Plagiarism and the use of generative AI for writing tasks is not permitted in any courses in the Transformative Game Design Master's and may result in disciplinary measures.

Rules for Absence & Compulsory Elements:

The course requires consistent engagement on **Mondays, Wednesdays, and Fridays**, especially in forum discussions. In order to pass this course, **you must achieve a Pass or Pass with Distinction** on the majority of your assignments (see below). Instructors have the right to require specific assignments be completed to pass the course, e.g., Major Assignments. If you need to be absent, please notify your instructor(s) over email immediately to help you create a plan for your success.

Video meetings with your peers can take place at your convenience. If you are having trouble with scheduling sessions, please message us. All games must be playtested and feedback must be gathered and addressed for full credit.

Assignments, Deadlines and Attempts:

Each Assignment in this course has a re-exam offered 45 days after the original due date. Re-exams requires that you apply to be made part of the assessment. Contact your instructor over email for approval to turn in any late work.

Students handing in ahead of the Due Date will have a chance to re-submit their assignment ahead of the Closing Date.

If you fall behind in Transformative Game Design courses, you are permitted to turn in work late, but you may incur a grade penalty. If you must prioritize assignments, please focus on the time sensitive assignments that involve your peers, i.e. playtests, peer

reviews, and discussion forums. Make sure to email your instructor(s) for guidance on getting back on track in the course.

Rules for Group Work:

Students are expected to join a group under People in the first week, communicate regularly with their group, and engage in all playtests by the required due dates. Refer to the Course Calendar to take note of these dates.

Group work is your responsibility to arrange. If for some reason playtesting is not possible with the group, please contact the instructor immediately to see if you can find a solution. We recommend joining the student-run course Discord to work out solutions before contacting the instructor. Abandoning group members without making other arrangements is not acceptable.

If the group experiences issues destructive for the learning environment, please contact the Course Responsible. Failing to be a functional part of a group may lead to removal from the group and failing the group assignment, if grading criteria pertain to performing within a group context.

Grading Criteria and Weighting:

For the grade **Pass**, students are required to achieve the grade Pass on the two Major Assignments. Please review the assignment instructions and Grading Rubric for details. Students may revise each paper twice.

- Students must also receive an overall average grade of Pass or Complete for all other assignments (Discussions, Journals, and Game Design Document). **In this course, an overall grade of Pass on these assignments is 70% in the Assignments Weighted Total.**
- Students must also take part in all playtests and provide one (1) peer review for a member of their playtest group, provided that member submits their assignment by the deadline.

For the grade **Pass with Distinction**, students are required to achieve the grade Pass with Distinction on the two Major Assignments. Please review the assignment instructions and Grading Rubric for details. Students may revise each paper twice.

- Students must also receive an overall average grade of Pass with Distinction or Complete for all other assignments (Discussions and Journals), including assignments marked as optional in the Course Calendar. **In this course, an overall grade of Pass with Distinction on these assignments is 85% in the**

Assignments Weighted Total. A grade of Complete is also needed for the Game Design Document.

- Students must also take part in all playtests and provide peer reviews for all members of their playtest group, provided the members submit on time. (2 reviews in groups of 3 total including the reviewer; 3 reviews in groups of 4 total).

In exceptional circumstances, based on conduct within the online classroom or toward teachers, the instructor reserves the right to lower a student's grade as the course is progressing.

Supervision and Tutoring:

For help with course content, please email the instructor. For help with writing, please contact the online linked [Language Workshop](#). Note you should contact the Language Workshop earlier rather than later to be able to get help during peak periods.

Expected Entry Skills:

You are expected to be able to read, write, and communicate in English, as well as to learn to navigate the Learning Management System, Studium. Knowledge of games and design will be helpful, but not necessary.

Feedback:

In this course, you will receive brief feedback on discussion posts and journals. You will receive feedback on your Major Assignments, which generally be a paragraph of comments in addition to how you were assessed in relation to each of the grading criteria based upon an attached rubric.

Technical Requirements:

You are expected to have a functional computer running either MacOS or Windows (not tablets), for the duration of the course. You must have reliable internet access throughout the week and enough bandwidth to watch videos and run the Zoom video conferencing software in a quiet location.

Rules for generative AI:

See the Department Standards for the general rules for using generative AI. In addition to the standards, **this course does not allow the use of generative AI in developing any written work**, including essays, discussion posts, journals, and game design documents. For example, you may use the built-in non-generative AI features of Microsoft Word, Google Docs, or your browser for spelling/grammar check, but not built-in AI tools like Copilot.

Course Calendar

Transformative Game Design 2: Course Schedule

- For detailed requirements for assignments, see the [Schedule & Instructions link](#).
- All assignments are due the end class on the day assigned, i.e. Mondays at 11:59pm in your time zone.** When possible, please post the night before to make sure your peers have time to comment upon your posts.
- Discussions and Journals marked as **Optional for Pass with Distinction** are recommended to skip if you want to go for a **Pass** instead of a **Pass with Distinction**. You will still be required to examine the homework materials leading up to those assignments.

Unit	Requirements
Week 1	
Unit 1	Monday: Introducing Yourself and Choosing Playtest Groups Activities: - Choose a playtest group based on times available under groups. You can choose the same group as last time or join a different one. Please organize in groups of 4. - Post an introduction to your small group. - Organize a playtest session with your group. - Complete Orientation Quiz by 11:59pm in your time zone. Homework: Choose (1) of the following: - Watch Sarah Lynne Bowman's "Transformative Role-playing Games: Implementation Basics" (1 hr 12 min); or - Read Bowman's "Chapter 1" in <i>Implementing Transformative Game Design</i> (pp. 27-54).
Unit 1	Wednesday: Basics of Scaling and Implementing Transformative RPGs Activities: Complete Discussion 1: Basics of Scaling and Implementing Transformative RPGs by 11:59pm in your time zone.

	Homework: • Read Brind et al.'s "Chapter 3" of <i>Implementing</i> until the end of section "3.2 ii: Run-time roles" (pp. 116-120). • Read Bowman et al.'s "Chapter 4" of <i>Implementing</i> until the end of section "4.2 Inclusive facilitation" (pp. 191-207). Choose one (1) video to watch from the Art of the Table list under the Overview for Unit 1. • Optional: Read section 4.6 of <i>Implementing</i> until the end of "b) Interaction with the game's environment, narrative, and challenges" (193-197, 4 pages) • Optional: Read one (1) article from the Recommended Readings list in the Overview for Unit 1.
Unit 1	Friday: Facilitating Role-playing Games Activities: • Complete Discussion 2: Facilitating Role-playing Games by 11:59pm in your time zone. Homework: • Browse the scenarios provided in the Overview. You do not need to read them in detail; familiarize yourself with the main concepts to discuss with your group. • Choose three (3) scenarios you are interested in facilitating for your group, ranking them in order of your preference. • Prepare for Playtest 1: Session 0, in which you will establish which games each group member will run in the future (with no duplicates). ◦ In Session 0, you will use the <i>Consent in Gaming Worksheet</i> (Reynolds and Germain 2019) for each game to establish boundaries and calibration for play.
Week 2	
Unit 1 and 2	Monday: Playtest 1: Session 0 Activities: • Complete Playtest 1: Session 0 by 11:59pm in your time zone. • Plan Playtest 2: Implementation of a Game for Transformative Impacts. Homework: • Read Bowman et al.'s "Chapter 2" in <i>Implementing</i> starting at section "2.3 Hacking existing games for transformative purposes" (pp. 59-115).
Unit 2 and 3	Wednesday: Implementing Transformative Leisure Role-playing Games Activities: • Complete Discussion 3: Implementing Applied Role-playing Games by 11:59pm in your time zone. Homework:

	Choose one (1) video to watch under the Therapeutic Facilitation category.
Unit 3	Friday: Implementing Therapeutic Role-playing Games Activities: - Complete Discussion 4: Implementing Therapeutic Role-playing Games by 11:59pm in your time zone. Homework: - Read Bowman et al.'s "Chapter 4" of <i>Implementing</i>, sections 4.3-4.5 until the end of Section 4.5 "d) Train the trainer" (pp. 207-234). Optional: Read one (1) article from the Recommended Readings under each of the following categories for a total of three (3) articles: Bleed, Post-game Emotional Reactions, and Deroling.
Week 3	
Unit 2 and 3	Monday: Facilitating Transformative Role-playing Games and You Activities: - Complete Reflection Journal 1: Facilitating Transformative Role-playing Games and You by 11:59pm in your time zones. - Read Instructions for Major Assignment 1: Scaling Game Design Document and Implementation Plan. Homework: - Choose one (1) item from one (1) different creator from two (2) of these separate categories under Recommended Reading for a total of two (2) items: Youth Work; Primary and Secondary Schools; Higher Education; Business; Military; or Activism and Politics. Optional: Kateryna Romanenko's "Facilitation of Educational RPGs." Optional: Watch Angie Bandhosingh's "Roleplaying with Kids" from (30:10-55:08, 25 min). - Work on Major Assignment 1: Scaling Game Design Document and Implementation Plan.
Units 3 and 4	Wednesday: Implementing Educational Role-playing Games Activities: - Complete Discussion 5: Implementing Educational Role-playing Games by 11:59pm in your time zone. Homework: - Work on Major Assignment 1: Scaling Game Design Document and Implementation Plan. - Schedule an appointment at the Language Workshop if you need extra assistance with your writing. Optional: Read the selection from Nicola Whitton on Assessment. Optional: Watch Josefin Westborg's "Assessment."

Units 4 and 5	Friday: Implementation and Play Experience Activities: • Complete Playtest 2: Implementation of a Game for Transformative Impacts. • Plan Playtest 3: Implementation of a Game for Transformative Impacts if needed. Homework: • Read Hugaas et al.'s "Chapter 7" of <i>Implementing</i> (pp. 391-438). • Optional: Watch Josefin Westborg's "Implementation for Education." • Optional: Read Katrin Geneuss' "The Use of the Role-playing Technique STARS in Formal Didactic Contexts." • Work on Major Assignment 1: Scaling Game Design Document and Implementation Plan.
Week 4	
Unit 5	Monday: Researching During Implementation and Play Activities: • Complete Discussion 6: Researching During Implementation and Play by 11:59pm in your time zone. Homework: • Choose one (1) article to examine from the Recommended readings in the Effects Studies category. • Optional: Watch Sarah Lynne Bowman's "Researching Analog Role-playing Games: Difficulties and Approaches." • Optional: Read Annika Waern's "How to Gather Feedback from Players." • Optional: Read one or more articles under the category Research Approaches under Recommended Materials. • Work on Major Assignment 1: Scaling Game Design Document and Implementation Plan.
Unit 5	Wednesday: Analyzing Effects Studies Activities: • Complete Discussion 7: Analyzing Effects Studies by 11:59pm in your time zone. Homework: • Read two (2) sections of your choice and their associated subsections from Brind et al.'s "Chapter 3" of <i>Implementing</i>. • Read Mike Pohjola's "Dragonbane Memories." • Optional: Watch Josefin Westborg's video on "Game Design: Implementation." • Optional: Watch Alessandro Giovannucci's section of "Larp and Community: Between Design and Ethnography" (33:37-58:51). • Work on Major Assignment 1: Scaling Game Design Document and Implementation Plan.

	Content Advisory on "Dragonbane Memories": Statutory rape, sexual abuse, organizer negligence, manipulation. If you need an alternative assignment, please let the instructors know.
Unit 5	Friday: Implementation Cautionary Tales Activities: • Optional for Pass with Distinction: Complete Discussion 8: Implementation Cautionary Tales by 11:59pm in your time zone. Homework: • Work on Major Assignment 1: Scaling Game Design Document and Implementation Plan.
Week 5	
Unit 5	Monday: Writing Day Activities: • Complete your appointment at the Language Workshop if you need extra assistance with your writing. Homework: • Work on Major Assignment 1: Scaling Game Design Document and Implementation Plan.
Unit 5	Wednesday: Scaling Transformative Game Design Activities: • Complete Submission of Major Assignment 1: Scaling Game Design Document and Implementation Plan by 11:59pm in your time zone. • Read Instructions for Major Assignment 2: Implementing Transformative Game Design. Homework: • Review Brind et al.'s "Chapter 3" of <i>Implementing</i> until the end of section "3.2 ii: Run-time roles" (pp. 116-120). • Optional: Read the rest of Chapter 3 of <i>Implementing</i>. • Prepare your facilitation for Playtest 3 if applicable. • Work on Major Assignment 2: Implementing Transformative Game Design. • Make an appointment at the Language Workshop if you need extra assistance with your writing.
Unit 5 and 6	Friday: Implementation Team Feedback Brainstorm Activities: • Complete Discussion 9: Implementation Team Feedback Brainstorm by 11:59pm in your time zone. Homework: • Prepare your facilitation for Playtest 3 if applicable. • Work on Major Assignment 2: Implementing Transformative Game Design.

Week 6	
Unit 6	Monday: More Implementation and Play Experience Activities: - Complete Playtest 3: Implementing a Game for Transformative Impacts if applicable. Homework: - Read Bowman et al.'s "Chapter 6" of <i>Implementing</i> until the end of "6.2 f) Alibi as a gateway and hindrance" (pp. 308-322). Optional: Read two (2) articles from the Motivation section of the Recommended Materials. - Work on Major Assignment 2: Implementing Transformative Game Design. - Schedule an appointment at the Language Workshop if you need extra assistance with your writing.
Unit 6	Wednesday: Player Immersion and Motivation Activities: - Submit Discussion 10: Player Immersion and Motivation by 11:59pm in your time zone. Homework: - Read Bowman et al.'s "Chapter 6" of <i>Implementing</i> sections 6.3-6.4 until the end of the section "e) Meditation and mindfulness" (pp. 322-340). Optional: Choose one (1) item to examine under the Identity, Players, and Characters section of the Recommended Materials. - Work on Major Assignment 2: Implementing Transformative Game Design.
Unit 6 and 7	Friday: Identity, Spiritual Development, and You Activities: - Complete Reflection Journal 2: Identity, Spiritual Development, and You by 11:59pm in your time zone. Homework: - Read Bowman et al.'s "Chapter 6" of <i>Implementing</i> sections 6.5-6.6 until the end of "c) Transforming sociopolitical dynamics" (pp. 340-346). - Choose one (1) item to examine under the Role-playing and Relationships section of the Recommended Materials. Optional: Read Josephine Baird, Sarah Lynne Bowman, and Kjell Hedgard Hugaas' "Liminal Intimacy: Role-playing Games as Catalysts for Interpersonal Growth and Relating." - Work on Major Assignment 2: Implementing Transformative Game Design.
Week 7	
Unit 7	Monday: Interpersonal and Social Transformation, Play, and You Activities:

	- Complete Reflection Journal 3: Interpersonal and Social Transformation, Play, and You by 11:59pm in your time zone. Homework: - Make an appointment at the Language Workshop if you need extra assistance with your writing. - Work on Major Assignment 2: Implementing Transformative Game Design.
Unit 7	Wednesday: Writing Day Activities: - Complete your appointment at the Language Workshop if you need extra assistance with your writing. Homework: - Work on Major Assignment 2: Implementing Transformative Game Design.
Unit 7	Friday: Implementing Transformative Game Design Activities: - Submit First Complete Draft of Major Assignment 2: Implementing Transformative Game Design by 11:59pm in your time zone. - Read Peer Review Instructions for Major Assignment 2. - Send First Complete Draft of Major Assignment 2: Implementing Transformative Game Design to your peers in your group by 11:59pm in your time zone. Homework: - Read Bowman et al.'s "Chapter 6" of <i>Implementation</i> sections 6.7-6.17 (pp. 346-373). Optional: Choose one (1) item to examine from each of the following categories from the Recommended Materials for a total of two (2) items: Player Skills, Play as Labor, and Steering for Growth. - Revise Major Assignment 2 based on peer and instructor feedback when available. - Work on Major Assignment 2: Implementing Transformative Game Design.
Week 8	
Unit 7	Monday: Player Skills Activities: - Complete Discussion 11: Player Skills by 11:59pm in your time zone. Homework: - Choose two (2) items to examine from two (2) different creators about two (2) different games from the Recommended Materials for this Unit.

	• Work on Peer Reviews for Major Assignment 2, sending your feedback as soon as it is ready. • Revise Major Assignment 2 based on peer and instructor feedback when available.
Unit 8	Wednesday: Learning from Play Experiences Activities: • Optional for Pass with Distinction: Complete Discussion 12: Learning from Play Experiences by 11:59pm in your time zone. Homework: • Work on Peer Reviews for Major Assignment 2, sending your feedback as soon as it is ready. • Revise Major Assignment 2 based on peer and instructor feedback.
Unit 8	Friday: Play Experiences and You Activities: • Complete Reflection Journal 4: Play Experiences and You by 11:59pm in your time zone. Homework: • Work on Peer Reviews for Major Assignment 2, sending your feedback as soon as it is ready.
Week 9	
Unit 8 and 9	Monday: Peer Reviews Activities: • Send 1-3 Peer Reviews: Major Assignment 2 to your peers if you have not already. Homework: • Choose one (1) of the following: ◦ Watch Taisto Suominen's "Game Technologies in Larp and Tabletop RPGs" (28:00-49:44); or ◦ Choose three (3) technologies in Taisto Suominen's <i>Erasmus+ EDGE Tech Toolkit</i> (pp. 6-41). Reading about the other technologies is optional. • Revise Major Assignment 2 based on peer and instructor feedback.
Unit 9 and 10	Wednesday: Implementing RPGs with Advanced Technologies Activities: • Optional for Pass with Distinction: Complete Discussion 13: Implementing RPGs with Advanced Technologies by 11:59pm in your time zone. Homework: • Revise Major Assignment 2 based on peer and instructor feedback.

Unit 10	Friday: Writing Day Activities: • Complete your appointment at the Language Workshop if you need extra assistance with your writing. • Revise Major Assignment 2 based on peer and instructor feedback.
Week 10	
Unit 10	Monday: Implementing Transformative Game Design and You Activities: • Complete Reflection Journal 5: Implementing Transformative Game Design and You by 11:59pm in your time zone. Homework: • Revise Major Assignment 2 based on peer and instructor feedback.
Unit 10	Wednesday: Writing Day Activities: • Complete your appointment at the Language Workshop if you need extra assistance with your writing. • Revise Major Assignment 2 based on peer and instructor feedback
Unit 10	Friday: Implementing Transformative Game Design Activities: • Submit Major Assignment 2: Implementing Transformative Game Design by 11:59pm in your time zone.

Course schedule is subject to change at the discretion of the instructor(s). Please note that schedule changes may occur during the semester.

Course Material

All course materials are embedded as files in the course or linked. Make sure to review the Overviews for each Unit, as well as the linked materials in the instructions of each assignment.

[A complete list of Course Materials is linked here](#), including required, recommended, and further reading in the field.

Welcome! Start Here for Important Information from Your Instructors



Hello everybody and welcome to the course!

Dear Game Design Students,

Welcome to Transformative Game Design 2! We are delighted that you are joining us on this journey into exploring design principles involved when implementing role-playing games as vehicles for personal and social change. This course explores specific concepts and practices to consider when implementing for transformative impacts.

Required Materials

All readings, videos, podcasts, and other materials are embedded in the course. You can find links under the relevant Units and specific Assignments.

Assignment Overview

This course is taught mostly **asynchronously**, meaning that your course materials and the majority of your interactions will take place here online. These assignments are **Discussions, Journals, Peer Reviews, and Major Assignments**. Rather than attending a scheduled lecture at a regular time, you will instead **complete the assignments required of you by 11:59pm** on the due date they are assigned. Note that you will use your own time zone, meaning that others may be posting at different times.

Course Schedule

Assignments are due on **Mondays, Wednesdays, and Fridays**. Make sure to review the [linked Schedule under Modules](#) and plan your time accordingly.

The entire course, including Units 1-10 is contained under the heading [Modules, which is linked here](#).

Discussion Posts

Essential to your work each week are your discussion posts, including (and especially) your responses to your peers. As this course is distance learning, active engagement

with your peers in the discussion forum is the lifeblood in this course. Since we are all in different time zones, please post your initial discussions the night before the class day. Then, engage in the discussion forum by responding to at least two (2) of your peers in **Ask a Question, Answer a Question format**. See the **Discussion Forum Instructions** in Unit 1 for more information.

Video Conference Playtests

The exception is your Playtest and Feedback sessions, which you will need to schedule as a video conference with your peers based on your available schedule. Make sure that you sign up for a group based on your preferred schedule for these meetings under **People --> Groups**. You will need to attend **a minimum of 3 synchronous meetings with your group** in order to take part in the necessary activities of the course, as playtest and feedback are essential to practicing implementation. You can find more information about joining your group under "Sign up for Your Playtest and Feedback Group."

Game Design

In addition to your discussions and journals, you will also be **playing at least one (1) role-playing game** with your group from the provided list of scenarios **hacked to steer toward a transformative impact and/or learning objective**. You will also **design the scaled up implementation of your nanogame developed in previous courses in the track**. You can use the nanogame you designed in Introduction to Transformative Game Design and/or Transformative Game Design 1, but the scaling is the important part for this course, i.e. creating the implementation plan for a longer, more extensive game.

Importantly, you will not playtest your scaled game in this class, but rather a game from the assigned list. **Each playtest should last no longer than 2 hours: 45 min-1.5 hours for workshop, play, and debriefing** (depending on the game), and **15-30 minutes on player feedback on facilitation/implementation**. It is hugely important that you keep track of time in order to be respectful of the needs of your peers. Groups cannot exceed 4 members, so your game should be hacked by you to be played by **2-4 people** (including yourself if appropriate).

Writing Assignments

Based on your design, playtests and feedback sessions, you will complete **two Major Assignments**: one (1) Scaling Implementation Plan and (1) Scaling Transformative Game Design paper.

Deliverables

- **Discussion Boards Assignments:** You are expected to participate in all discussion assignments in the Units, including your initial posts and posts to the required number of peers throughout the week in Ask a Question, Answer a Question format.
- **Reflection Journal Assignments:** You are also expected to complete Reflection Journals at the end of each Unit. Note that only your instructors and you can see your journals.
- **Major Assignment 1 -- Scaling Implementation Plan:** You will write an implementation plan containing short sentences (1-2 sentences) for each of the required questions about the implementation details of your scaled game. This document should be 1700-2300 words, not including subject headings.
- **Major Assignment 2 -- Scaling Transformative Game Design:** You will compose an academic article with a revised version of your implementation plan, integrating and citing concepts from the Implementation and Play Units of the class with regard to your design choices. You will submit a complete first draft for peer feedback, then revise your assignment based upon these comments for your final submission at the end of the course.
- **Peer Feedback -- Implementing Transformative Game Design:** You will read the first complete draft of Major Assignment 2 for each of your peers in your group and respond to the required feedback questions to help them improve their work.

Forms of Teaching

Teaching is comprised of:

- Video lectures by the instructors, guest lecturers, and other sources
- Articles and other resources

Technical Requirements

- You will need a computer, word processor software (such as Microsoft Word or Google Docs), video conferencing software (such as Zoom) and consistent Internet access

Writing Assistance

Uppsala University offers writing support through the [linked Language Workshop](#). We encourage you to make an appointment if you need additional writing support.

Disabilities

If you have disabilities and need accommodations, please contact the [Disabilities office linked here](#)

Plagiarism

Before taking your Orientation Quiz, please watch this important video on plagiarism, which can have serious consequences at Uppsala University:

<https://youtu.be/7bmpVGkwyKQ?si=-PJTWWZFXf9WQ2Wr>

Contacting Your Instructors

Be sure to email Sarah at sarah.bowman@speldesign.uu.se and Josephine Baird josephine.baird@speldesign.uu.se if you are experiencing any difficulties or have questions. Please use your student email account.

Orientation Quiz

The course is divided into ten (10) Units, which you will find listed under the Modules tab. Please review the Schedule and familiarize yourself with the Units. Then, take your Orientation Quiz.

[**Click here to take your Orientation Quiz.**](#)

Design Credits

This course was designed by Sarah Lynne Bowman, Josefin Westborg, Elektra Diakolambrianou, and Josephine Baird. It has been revised with feedback from Kaya Toft Thejls.

Graphic design by Liliia Chorna.

Assessments & Deliverables

Deliverables:

- **Discussion Boards Assignments:** You are expected to participate in each discussion assignment, including your initial posts and posts to the required number of peers throughout the week in Ask a Question, Answer a Question format.
- **Reflection Journal Assignments:** You are also expected to complete Reflection Journals at the end of each Unit. Note that only your instructors and you can see your journals.
- **Major Assignment 1 -- Scaling Implementation Plan:** These documents should contain short (1-2 sentences) answers to each of the questions listed under each subheading for the implementation plan of your scaled up game. The word limit for this assignment is 1700-2300 words, not including subject headings. Please read the linked instructions for [Major Assignment 1](#) for more details.
- **Major Assignment 2 -- Implementing Transformative Game Design:** You will add components of academic analysis in addition to your revised version of your implementation plan, integrating and citing concepts from the Implementation and Play Units of the class with regard to your design choices. You will submit a complete first draft for peer feedback, then revise your assignment based upon these comments for your final submission at the end of the course. Your word limit 2600-3700, **not including** subject headings or Appendices. Please read the linked instructions for [Major Assignment 2](#) for more details.
 - Your assignment should integrate at least **two (2) separate concepts** from different sources and content creators from the Implementation Units (1-5) and **two (2) separate concepts** from different sources and content creators from the Play Units (6-7). You will discuss the ways in which these sources have informed your design choices. These sources should be cited in [Chicago Author-Date format](#) or another citation style of your choice. Note that citations must be consistent and correct according to the style guide.
- **Peer Reviews Major Assignment 2 -- Scaling Transformative Game Design:** You will read the first complete draft of Major Assignment 2 for each of your peers in your group and respond to the required feedback questions to help them improve their work.

Policy on Generative AI

Introduction – No use of generative AI (GAI) is permitted in this course. The use of GAI is considered a breach of academic honesty with the same penalties as plagiarism.

Rationale – Engaging with this course is primarily about your intellectual, emotional, and creative growth. Work generated by AI does not reflect your growth, nor does it prepare you for the critical thinking and communication skills required in the working world or as an engaged community member.

Your job as a student is to engage with course materials, develop your critical thinking skills, create games from your own imagination, personally reflect on the content from your unique perspective, and articulate your own thoughts through writing and presentation skills, cite credible scholarly sources where appropriate.

My job is to assess how well you have performed these tasks. I am interested and enthusiastic about hearing your unique perspective, not the “right answer.” The answers GAI provides are often highly inaccurate and shallow. Furthermore, they can contain ethically problematic statements that run counter to meeting our learning objectives and cultivating a supportive atmosphere in the classroom.

- **Penalties** – Using generative AI in any assignment may result in a failing grade and/or report to the university for academic dishonesty. Issues with grammar and structure are unlikely to lead to a failing grade on an assignment, but the use of GAI likely will. This is not an English course; do not worry too much about grammar or writing a “perfect” paper.
- **Prohibited** –
 - Students are not permitted to submit assignments created using generative AI for their written work or presentations.
 - Students can use the built in grammar/spelling checkers in web browsers, Google Docs, or Microsoft Word. However, students may not use built-in AI tools such as Google Gemini or Microsoft Co-pilot, nor may they use any other AI tool to generate text or alter spelling/grammar. Grammarly is no longer a permitted resource for this reason.
 - Students may not use generative AI for research. GAI is not considered a credible source, as it often “hallucinates” falsehoods as truth, does not cite where it finds them, or invents citations that do not exist. Instead, students must consult original sources and cite them, such as sources from Google Scholar and the Uppsala Library.
 - Note that you will **likely not need to include any external sources** outside of the ones cited for you and included in the Overviews for each

Unit. You may use those citations, as well as links to the sources we cite, e.g., (Montola 2010, in Diakolambrianou et al. 2024).

Learning Objectives and Success Criteria

On successful completion of Transformative Game Design 2, the student should be able to:

- **Show Knowledge of the Field:** Discuss topics, themes, and theories related to implementation of transformative analog games, including logistics and safety.
- **Design Workshops, Use Game Play and Implementation:** Design, experience, iterate, and critique workshops and implementation strategies for transformative analog games that have specific growth-related goals.
- **Perform Academic, Professional, and Reflective Writing:** Compose written texts and other communication materials on the implementation of transformative analog games in various formats for distinct audiences.

Please see below for specific Learning Objectives and Success Criteria for each type of assignment:

- **Discussion Boards Assignments:** You are expected to participate in each discussion assignment, including your initial posts and posts to the required number of peers throughout the week in Ask a Question, Answer a Question format.
 - *Learning Objective 1 -- Show Knowledge of the Field:* Discuss topics, themes, and theories related to implementation of transformative analog games, including logistics and safety.
 - *Learning Objective 3 -- Perform Academic, Professional, and Reflective Writing:* Compose written texts and other communication materials on the implementation of transformative analog games in various formats for distinct audiences.
 - *Success Criteria:* Complete your initial posts answering all questions thoroughly. Reply to at least three (3) posts of your peers throughout the week in Ask a Question, Answer a Question format.
- **Reflection Journal Assignments:** You are also expected to complete Reflection Journals at the end of each Unit. Note that only your instructors and you can see your journals.

- *Learning Objective 1 -- Show Knowledge of the Field:* Discuss topics, themes, and theories related to implementation of transformative analog games, including logistics and safety.
 - *Learning Objective 3 -- Perform Academic, Professional, and Reflective Writing:* Compose written texts and other communication materials on the implementation of transformative analog games in various formats for distinct audiences.
 - *Success Criteria:* Complete your journals answering all questions thoroughly.
- **Major Assignment 1 -- Scaling Implementation Plan:** You will compose an academic article with a revised version of your implementation plan, integrating and citing concepts from the Implementation and Play Units of the class with regard to your design choices. You will submit a complete first draft for peer feedback, then revise your assignment based upon these comments for your final submission at the end of the course. Your word limit 2600-3700, not including subject headings or Appendices. Please read the linked instructions for [Major Assignment 2](#) for more details.
 - Your assignment should integrate at least **two (2) separate concepts** from different sources and content creators from the Implementation Units (1-5) and **two (2) separate concepts** from different sources and content creators from the Play Units (6-7). You will discuss the ways in which these sources have informed your design choices. These sources should be cited in [Chicago Author-Date format](#) or another citation style of your choice. Note that citations must be consistent and correct according to the style guide.
 - *Learning Objective 1 -- Show Knowledge of the Field:* Discuss topics, themes, and theories related to implementation of transformative analog games, including logistics and safety.
 - *Learning Objective 2 -- Design Workshops, Use Game Play and Implementation:* Design, experience, iterate, and critique workshops and implementation strategies for transformative analog games that have specific growth-related goals.
 - *Learning Objective 3 -- Perform Academic, Professional, and Reflective Writing:* Compose written texts and other communication materials on

the implementation of transformative analog games in various formats for distinct audiences.

- *Success Criteria:* Complete your Game Design Document and Playtest Plan in the required format.

- **Major Assignment 2 -- Scaling Transformative Game Design:**

- *Learning Objective 1 -- Show Knowledge of the Field:* Discuss topics, themes, and theories related to implementation of transformative analog games, including logistics and safety.
- *Learning Objective 2 -- Design Workshops, Use Game Play and Implementation:* Design, experience, iterate, and critique workshops and implementation strategies for transformative analog games that have specific growth-related goals.
- *Learning Objective 3 -- Perform Academic, Professional, and Reflective Writing:* Compose written texts and other communication materials on the implementation of transformative analog games in various formats for distinct audiences.
- *Success Criteria:* Complete your paper in the required format with each section. Include the minimum number of sources included and cited properly.

- **Peer Feedback -- Scaling Transformative Game Design:** You will read the first complete draft of Major Assignment 2 for each of your peers and respond to the required feedback questions to help them improve their work.

- *Learning Objective 1 -- Show Knowledge of the Field:* Discuss topics, themes, and theories related to implementation of transformative analog games, including logistics and safety.
- *Learning Objective 3 -- Perform Academic, Professional, and Reflective Writing:* Compose written texts and other communication materials on the implementation of transformative analog games in various formats for distinct audiences.
- *Success Criteria:* Complete responses to each required question on the prompt in response to the drafts of each member of your group.

Unit 1: Transformative Game Design: Implementation Basics

Overview: Transformative Game Design: Implementation Basics



Welcome to Transformative Game Design 2! This course explores foundational concepts and practices to consider when implementing analog role-playing games for transformative impacts. Remember the concept from the *Larp Design* book that *everything is a designable surface*. Implementation strategies must also be designed as well to ensure your game runs as intended, as we have emphasized in previous classes with your Playtest Plans.

In addition to lectures, discussions, and journals, you will also be planning a Session 0, facilitating 1 existing game by another author, and playing games facilitated by your group members.

Most class activities are asynchronous, meaning that you will submit your work on specific due dates, but there are no assigned class times where you must log in. These activities are typically discussion boards, journals, peer reviews, and major assignments.

Discussion forum engagement is the lifeblood of the course. Since we are all in different time zones, please post your initial discussions the night before the class day. Then, engage in the discussion forum by responding to **at least two (2) of your peers** in **Ask a Question, Answer a Question** format. See the **Discussion Forum Instructions** in the Unit for more information.

Reflection journals are viewable only by your instructors, although in many cases, you will also post assignments in the discussion board for your peers. In Reflection journals, you will consider the work you have read, watched, and discussed all week and tie it to your personal thoughts and experiences.

Playtesting and feedback sessions will take place over video conferencing within your peer group. We recommend Zoom, as Uppsala provides this software [for free linked here](#). We will give you options for groups, but you will schedule meeting times within your group. Please try to be as flexible as possible with one another, as we are logging in from various parts of the world and have different schedules of availability.

- You must facilitate **one (1) game** with your group members during this course, which you will have to emphasize a particular transformative impact and/or learning objective. These games are written by other authors, so you will be practicing your facilitation skills and receiving feedback from your peers.
- You will run **one (1)** of these games for your group members for a maximum of **four (4) games per group**. Each playtest should last **no longer than 2 hours: 45 min-1.5 hours for workshop, play, and debriefing (depending on the game), and 15-30 minutes on player feedback** on facilitation/implementation.
- This process will take likely a minimum of 3 sessions: **one meeting (1) for Session 0 and two (2) playtest sessions** of a **maximum of four (4) hours each**. Please plan accordingly.

Major Assignments are papers you will write for the class. The emphasis for these assignments will be creating an implementation plan to scale one (1) of the nano-games you designed in Intro to Transformative Game Design or Transformative Game Design 1.

Please familiarize yourself with the contents of the course including the syllabus, the calendar, and the units, then take your Orientation Quiz, which is linked in this Unit.

* * *

Unit 1 Overview

In Unit 1, we will discuss role-playing implementation basics for tabletop, freeform, and larp. Some of you may be highly familiar with this content, whereas for others, it will be new for you. Our hope is that this basic introduction will give you much of the vocabulary needed to understand the rest of the content in this course and future courses in the Transformative Game Design Certificate. We also want you to consider these concepts in terms of transformative impacts and goal-setting, as implementation choices can enhance or inhibit these processes depending upon the circumstances. We will also be learning some of the basics of facilitation, a key skill when running transformative games.

In this Unit, we will cover:

- Basics of Scaling and Implementing Transformative RPGs
- Facilitating Role-playing Games

* * *

Note: Some of the materials below may not be available outside of this course. We are providing them as part of your education within this course. Do not distribute PDFs.

Required materials:

Videos:

- Bowman, Sarah Lynne. 2023. "Transformative Role-playing Games: Implementation Basics." Transformative Play Initiative. YouTube, January 14.
- Bowman, Sarah Lynne. 2026. "Chapter 1: The Basics of Implementing Transformative Role-playing Games." In *Implementing Transformative Role-playing Games*, edited by Sarah Lynne Bowman, Simon Brind, and Kjell Hedgard Hugaas, 27-54. Acta Universitatis Upsaliensis. Transformative Play Research 2. Uppsala University Publications.
- Bowman, Sarah Lynne, Angie Bandhosingh, Simon Brind, Elektra Diakolambrianou, Kjell Hedgard Hugaas, Felipe García-Soriano, Alessandro Giovannucci, Josephine Rydberg, and Josefin Westborg. 2026. "Chapter 4: Theory and Practice in Facilitating Transformative Role-playing Games." In *Implementing Transformative Role-playing Games*, edited by Sarah Lynne Bowman, Simon Brind, and Kjell Hedgard Hugaas, 191-248. Acta Universitatis Upsaliensis. Transformative Play Research 2. Uppsala University Publications.

List of Games for Playtest Facilitation:

- Crumrine, Tyler. 2024. "Least Trivial Pursuit." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 97-104. Play Story Press.
- Dahlgren, Paul. 2024. "Eloquence! A Game about Rhetoric, Style, and Creativity." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 223-242. Play Story Press.
- Eguia-Gomez, Jose Luis, and Ruth S. Contreras-Espinosa. 2024 "Social Media Puppeteers." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 215-224. Play Story Press.
- Euteneuer, Jakob. 2024. "The Available Means." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 405-416. Play Story Press.
- Haarman, Susan. 2024. "Dewey Dilemma." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 445-454. Play Story Press.
- Mainzer, Kendall. 2024. "Someone Else's Compass." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 455-462. Play Story Press.

- Sciutteri, Matteo. 2024. "The Voice in the Woods." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 319-327. Play Story Press.
- Torner, Evan. 2024. "Berliner U-Bahn 1932." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 473-484. Play Story Press.
- Wan, Shu. 2024. "How to Be Confucians in the 21st Century?" In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 271-278. Play Story Press.
- Wardell, Jason. 2024. "Dungeons & Graduands." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 485-494. Play Story Press.
- Yu, Elliot Bear. 2024. "A Request for Archival Assistance." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 297-305. Play Story Press.

Discussion Forum Instructions

For all discussion forum assignments, reply to at least two (2) of your peers using the Ask a Question, Answer a Question format:

- Reply to your peers with at least five (5) substantive sentences. Sentences like "Hello" and "Good post" do not count toward this length requirement.
- When possible, seek out students who have not yet received a response.
- One of these sentences should ask a question of each peer based upon the content of their post. This question should be related to the substance of their post.
- Check the discussion forum throughout the week.
- When your peers respond to your posts, answer their questions, then ask a question in return to further the conversation.
- Similarly, when you ask a question, monitor the thread for responses, answer their question, and ask another question in return, etc.
- When responding to your peers, search for posts that do not yet have replies rather than focusing on specific people.
- Respond in this manner often throughout the next week for full participation.

Orientation Quiz

1. This course focuses on the design of characters and plot rather than logistics

TRUE / **FALSE**

2. This class features three (3) major assignments

TRUE / **FALSE**

3. I will be playtesting the scaled version of my nano-game in this class

TRUE / **FALSE**

4. This class focuses on the implementation of role-playing game design rather than details of the game itself

TRUE / FALSE

5. I will facilitate one (1) game from the assigned list for my group that I will have hacked for transformative impacts

TRUE / FALSE

6. This course focuses on play experience and player skills

TRUE / FALSE

7. I will need to peer review Major Assignment 2 for my group members

TRUE / FALSE

8. I will playtest a total of four (4) games in this course, including the one I am facilitating

TRUE / FALSE

9. I do not need to cover all of the listed questions under each subcategory for successful completion of Major Assignment 1 and 2

TRUE / **FALSE**

10. I can choose to playtest any game for this course

TRUE / **FALSE**

Sign up for Your Playtest and Feedback Group

Please sign up for a Playtest and Feedback group under People using the listed time zones. You may choose to play with your group from the previous class or a new group,

but your group size should be a maximum of 4. Make sure you have joined a group so that the instructors know who is responsible for playtesting and peer reviewing.

In Transformative Game Design 2, your playtests will focus upon your **skills at facilitation and implementation for transformative impacts, rather than the design of the game itself.**

You will each engage in the following steps during this course:

1) Game Selection: In preparation for your Session 0, individually choose three (3) games from the below list that you are interested in facilitating for the group.

2) Playtest 1 -- Session 0: Engage in a Session 0, in which you will collectively decide which member of the group is running which scenario. In this Session 0, each facilitators will take turns using the [Consent in Gaming](#) checklist for each game, with each participant listing their various boundaries (including the facilitator). Note that you can choose to create one large checklist for all games or separate checklists for each game (time consuming, but recommended, as each game has different purposes/themes). Players can also choose to veto certain games no questions asked, i.e. X-Card. Make sure to establish safety practices, including any guidelines and mechanics.

If agreement cannot be reached on games to playtest, please contact the instructors.

3) Playtest 2: Implementation of a Game for Transformative Impacts: Each participant will facilitate a game from the list for their playtest group, guiding the group through all the stages. The facilitator should hack the game, identifying a specific transformative impact and/or learning objective they want to emphasize. The facilitator should add or change existing workshops and debriefs to focus upon the desired transformative impact. The facilitator can also hack the time estimates in the game according to the following guidelines.

Each playtest should last no longer than 2 hours: 45 min-1.5 hours for workshop, play, and debriefing (depending on the game), and 15-30 minutes on player feedback on facilitation/implementation.

Thus, Playtest 2 should **last no longer than 4 hours**, not including breaks, i.e. 2 students will be able to facilitate during this session.

Note: Some scenarios will require players to do pre-game work, for example learning about John Dewey's theories or Confucius' *Analects*. You may only assign 1 hour of pre-game work to your players. If your game requires familiarity with certain contents, we also recommend bringing a cheat sheet to the game for players to reference.

4) Playtest 3: Implementation of a Game for Transformative Impacts: Same instructions as Playtest 2.

List of Games for Playtest Facilitation:

- Crumrine, Tyler. 2024. "Least Trivial Pursuit." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 97-104. Play Story Press.
- Dahlgren, Paul. 2024. "Eloquence! A Game about Rhetoric, Style, and Creativity." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 223-242. Play Story Press.
- Eguia-Gomez, Jose Luis, and Ruth S. Contreras-Espinosa. 2024 "Social Media Puppeteers." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 215-224. Play Story Press.
- Euteneuer, Jakob. 2024. "The Available Means." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 405-416. Play Story Press.
- Haarman, Susan. 2024. "Dewey Dilemma." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 445-454. Play Story Press.
- Mainzer, Kendall. 2024. "Someone Else's Compass." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 455-462. Play Story Press.
- Sciutteri, Matteo. 2024. "The Voice in the Woods." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 319-327. Play Story Press.
- Torner, Evan. 2024. "Berliner U-Bahn 1932." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 473-484. Play Story Press.
- Wan, Shu. 2024. "How to Be Confucians in the 21st Century?" In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 271-278. Play Story Press.
- Wardell, Jason. 2024. "Dungeons & Graduands." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 485-494. Play Story Press.
- Yu, Elliot Bear. 2024. "A Request for Archival Assistance." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 297-305. Play Story Press.

Discussion 1: Basics of Scaling and Implementing Transformative RPGs

Choose (1) of the following:

- Watch Sarah Lynne Bowman's "Transformative Role-playing Games: Implementation Basics" (1 hr 12 min); or
- Read Bowman's "Chapter 1" in *Implementing Transformative Game Design* (pp. 27-54).

Note: If you took a break from the Certificate Track and are rejoining us this semester, please add a brief introduction at the beginning of this post.

* * *

Then, answer the following questions:

1. After examining these materials, identify **two (2) aspects** of implementation that you have considered *the least* when facilitating role-playing games? You can use outside experiences from facilitation or from your nano-games in this class if necessary. For each question, answer the following questions in paragraph form (3-4 sentences maximum).
 - A. Why have you considered this aspect the least? Be specific.
 - B. What problems could emerge if you do not plan for this aspect in advance? Be specific.
2. Brainstorm a scaled up version of one of the games you designed in this programme focusing exclusively on these two aspects. how does considering these aspects affect your design? Be specific.

Finally, respond to at least **two (2) of your peers** in Ask a Question, Answer a Question format.

Discussion 2: Facilitating Role-playing Games

Read Chapter 3 of *Implementing* until the end of section "3.2 ii: Run-time roles" (pp. 116-120).

Read Chapter 4 of *Implementing* until the end of section "4.2 Inclusive facilitation" (pp. 191-207).

Choose **one (1) video** to watch from the Art of the Table list under the Overview for Unit 1.

* * *

Then, answer the following questions:

1. Reflect on the implementation team responsibilities mentioned in Chapter. Which of these responsibilities have you experienced in the past, if any? Be specific.
2. Describe **one (1) facilitation recommendation** or concept made in the materials you reviewed. Reflect upon your own experience. For each recommendation or concept, discuss:
 - A. How does this recommendation or concept compare with your own experience, if at all?
 - B. How might this recommendation or concept impact your facilitation practice in the future, if at all? Be specific.
3. Brainstorm an in-game facilitation character who could fit into your scaled up version of your game.
 1. What function could this facilitator serve within the game?
 2. How might including this character help your group meet your transformative goal(s)? Be specific.

Finally, respond to at least two (2) of your peers in Ask a Question, Answer a Question format.

Unit 2: Implementing Applied Role-playing Games

Overview: Implementing Applied Role-playing Games



Unit 2 Overview

In Unit 2, we will discuss considerations when implementing applied role-playing games for transformative purposes. Considerations include how to work with stakeholders, how to best plan your time as a facilitator, and how to make sure your game is geared toward your transformative goals.

In this Unit, we will cover:

- Implementing Transformative Leisure Role-playing Games

* * *

Note: Some of the materials below may not be available outside of this course. We are providing them as part of your education within this course. Do not distribute PDFs.

Required materials:

- Bowman, Sarah Lynne, Angie Bandhosingh, Elektra Diakolambrianou, Felipe García-Soriano, Kjell Hedgard Hugaas, and Josefin Westborg. 2026. "Chapter 2: Implementing Transformative Role-playing Games in Specific Applied Contexts." In *Implementing Transformative Role-playing Games*, edited by Sarah Lynne Bowman, Simon Brind, and Kjell Hedgard Hugaas, 55-115. Acta Universitatis Upsaliensis. Transformative Play Research 2. Uppsala University Publications.
- Bowman, Sarah Lynne, Angie Bandhosingh, Simon Brind, Elektra Diakolambrianou, Kjell Hedgard Hugaas, Felipe García-Soriano, Alessandro Giovannucci, Josephine Rydberg, and Josefin Westborg. In review. "Chapter 4: Theory and Practice in Facilitating Transformative Role-playing Games." In *Implementing Transformative Role-playing Games*, edited by Sarah Lynne Bowman, Simon Brind, and Kjell Hedgard Hugaas, 191-248. Acta Universitatis Upsaliensis. Transformative Play Research 2. Uppsala University Publications.

List of Games for Playtest Facilitation (Browse and Choose 3):

- Crumrine, Tyler. 2024. "Least Trivial Pursuit." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 97-104. Play Story Press.
- Dahlgren, Paul. 2024. "Eloquence! A Game about Rhetoric, Style, and Creativity." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 223-242. Play Story Press.
- Eguia-Gomez, Jose Luis, and Ruth S. Contreras-Espinosa. 2024 "Social Media Puppeteers." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 215-224. Play Story Press.
- Euteneuer, Jakob. 2024. "The Available Means." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 405-416. Play Story Press.
- Haarman, Susan. 2024. "Dewey Dilemma." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 445-454. Play Story Press.

- Mainzer, Kendall. 2024. "Someone Else's Compass." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 455-462. Play Story Press.
- Sciutteri, Matteo. 2024. "The Voice in the Woods." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 319-327. Play Story Press.
- Torner, Evan. 2024. "Berliner U-Bahn 1932." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 473-484. Play Story Press.
- Wan, Shu. 2024. "How to Be Confucians in the 21st Century?" In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 271-278. Play Story Press.
- Wardell, Jason. 2024. "Dungeons & Graduands." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 485-494. Play Story Press.
- Yu, Elliot Bear. 2024. "A Request for Archival Assistance." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 297-305. Play Story Press.

Recommended materials:

Readings:

Bleed:

- Järvelä, Simo. 2019. "How Real Is Larp?" In *Larp Design: Creating Role-play Experiences*, edited by Johanna Koljonen, Jaakko Stenros, Anne Serup Grove, Aina D. Skjønshjell and Elin Nilsen, 22-24. Copenhagen, Denmark: Landsforeningen Bifrost.
- Lankoski, Petri, and Simo Järvelä. 2012. "An Embodied Cognition Approach for Understanding Role-playing." *International Journal of Role-Playing* 3: 18-32.
- Leonard, Diana J., and Tessa Thurman. 2018. "Bleed-out on the Brain: The Neuroscience of Character-to-Player." *International Journal of Role-Playing* 9: 9-15.
- Lukka, Lauri. 2014. "The Psychology of Immersion." In *The Cutting Edge of Nordic Larp*, edited by Jon Back, 81-92. Denmark: Knutpunkt.
- Mersmann, Eric, Kim Sward, Alex Rowland, Raquel Skellington, Sarah Lynne Bowman, and Martin Nielsen. 2018. "Bleed Management, De-roling, and Debriefing." *Living Games Conference*. YouTube, May 18. Use headphones.
- Montola, Markus. 2010. "The Positive Negative Experience in Extreme Role-playing." In *Proceedings of DiGRA Nordic 2010: Experiencing Games: Games, Play, and Players*. Stockholm, Sweden, August 16

- Svanevik, Martine, and Simon Brind. 2016. "Pre-Bleed is Totally a Thing." In *Larp Realia: Analysis, Design, and Discussions of Nordic Larp*, edited by Jukka Särkijärvi, Mika Lopenen, and Kaisa Kangas, 108-119. Helsinki: Ropecon ry.
- Teteau-Surel, Leïla. 2021. "10 Steps for Integrating Transformative Experiences." In *Book of Magic: Vibrant Fragments of Larp Practices*, edited by Kari Kvittingen Djukastein, Marcus Irgens, Nadja Lipsyc, and Lars Kristian Løveng Sunde, 117-124. Oslo, Norway: Knutepunkt.

Post-game emotional reactions:

- Bowman, Sarah Lynne, and Evan Torner. 2014. "Post-Larp Depression." *Analog Game Studies* 1, no. 1.
- Pöllänen, Sonja and Arjoranta, Jonne. 2021. "Whose Were Those Feelings? Affect and Likenessing in Halat Hisar Live Action Role-playing Game." *International Journal of Cultural Studies* 24, no. 6: 899-916.

Discussion Forum Instructions

For all discussion forum assignments, reply to at least two (2) of your peers using the Ask a Question, Answer a Question format:

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- When possible, seek out students who have not yet received a response.
- One of these sentences should ask a question of each peer based upon the content of their post. This question should be related to the substance of their post.
- Check the discussion forum throughout the week.
- When your peers respond to your posts, answer their questions, then ask a question in return to further the conversation.
- Similarly, when you ask a question, monitor the thread for responses, answer their question, and ask another question in return, etc.
- When responding to your peers, search for posts that do not yet have replies rather than focusing on specific people.
- Respond in this manner often throughout the next week for full participation.

Playtest 1: Session 0

Playtest 1 -- Session 0: Engage in a Session 0, in which you will collectively decide which member of the group is running which scenario. In this Session 0, each facilitators will take turns using the [Consent in Gaming](#) checklist for each game, with each participant listing their various boundaries (including the facilitator). Note that you can choose to create one large checklist for all games or separate checklists for each game (time consuming, but recommended, as each game has different purposes/themes). Players can also choose to veto certain games no questions asked, i.e. X-Card. Make sure to establish safety practices, including any guidelines and mechanics.

If agreement cannot be reached on games to playtest, please contact the instructors.

* * *

List of Games for Playtest Facilitation:

- Crumrine, Tyler. 2024. "Least Trivial Pursuit." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 97-104. Play Story Press.
- Dahlgren, Paul. 2024. "Eloquence! A Game about Rhetoric, Style, and Creativity." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 223-242. Play Story Press.
- Eguia-Gomez, Jose Luis, and Ruth S. Contreras-Espinosa. 2024 "Social Media Puppeteers." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 215-224. Play Story Press.
- Euteneuer, Jakob. 2024. "The Available Means." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 405-416. Play Story Press.
- Haarman, Susan. 2024. "Dewey Dilemma." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 445-454. Play Story Press.
- Mainzer, Kendall. 2024. "Someone Else's Compass." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 455-462. Play Story Press.
- Sciutteri, Matteo. 2024. "The Voice in the Woods." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 319-327. Play Story Press.

- Torner, Evan. 2024. "Berliner U-Bahn 1932." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 473-484. Play Story Press.
- Wan, Shu. 2024. "How to Be Confucians in the 21st Century?" In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 271-278. Play Story Press.
- Wardell, Jason. 2024. "Dungeons & Graduands." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 485-494. Play Story Press.
- Yu, Elliot Bear. 2024. "A Request for Archival Assistance." In *Roll for Learning: 51 Micro Tabletop Role-playing Games to Use in the Classroom.*, edited by Camilla Zamboni, Michael Farber, and William Merchant, 297-305. Play Story Press.

Discussion 3: Implementing Applied Role-playing Games

Read Bowman et al.'s Chapter 2 in *Implementing* starting at section "2.3 Hacking existing games for transformative purposes" (pp. 59-115).

Optional: Read **one (1) article from the Recommended Readings** under each of the following categories for a total of **two (2) articles**: Bleed and Post-game Emotional Reactions.

* * *

Then, answer the following questions:

1. Reflect back on the games you have facilitated in this course so far. Have you noticed emergent play arising that was unexpected?
 - A. If so, please describe. Did these emergent actions align with your transformative goals? Why or why not.
 - B. If not, imagine if the players took your game in a different direction. What direction might emergent play go that diverges from your original intention? Be specific.
2. Imagine a specific target group for whom you might want to run a scaled up version of your game. Based on the chapter:
 - A. What specific considerations do you need to make in terms of this population's needs?

- B. Are there specific stakeholders who you may have to work with to gain access to this population? If so, how would you approach this process? Be specific.
3. Brainstorm a co-creation exercise you could do with this target group.
 - A. How might you include them in the creation process?
 - B. Are there any potential drawbacks to this practice? Be specific.

Finally, respond to at least two (2) of your peers in Ask a Question, Answer a Question format.

Unit 3: Implementing Therapeutic Role-playing Games

Overview: Implementing Therapeutic Role-playing Games



Unit 3 Overview

In Unit 3, we will discuss considerations when implementing leisure role-playing games for therapeutic purposes. We will explore accounts from therapists about their implementation practices. We will consider any differences we might notice between recommendations for leisure and therapeutic implementation.

This week, we will cover:

- Accounts of therapeutic implementation

Note: Some of the materials below may not be available outside of this course and the Uppsala Library for free. We are providing them as part of your education within this course. Do not distribute PDFs.

Required materials:

- Bowman, Sarah Lynne, Angie Bandhosingh, Simon Brind, Elektra Diakolambrianou, Kjell Hedgard Hugaas, Felipe García-Soriano, Alessandro Giovannucci, Josephine Rydberg, and Josefin Westborg. 2026. "Chapter 4: Theory and Practice in Facilitating Transformative Role-playing Games." In *Implementing Transformative Role-playing Games*, edited by Sarah Lynne

Bowman, Simon Brind, and Kjell Hedgard Hugaas, 191-248. Transformative Play Research 2. Acta Universitatis Upsaliensis, Uppsala University Press.

Recommended materials:

Videos:

Therapeutic Facilitation

- Davis, Adam, et al. 2018. "PAX Unplugged Panel | Roll for Healing: Therapeutic Game Master Round Table." Game to Grow. YouTube, September 7.
- Davis, Adam, et al. 2019. "Therapeutic Game Master Round Table | PAX South Panel 2019." Game to Grow. YouTube, September 7.
- Davis, Adam, et al. 2018. "Roll for Healing - Therapeutic Game Master Round Table [PAX West 2018]." Game to Grow. YouTube, September 7.
- Davis, Adam, et al. 2019. "PAX West 2019 | Roll for Healing: Therapeutic Game Master Round Table." Game to Grow. YouTube, September 12.
- Kilmer, Elizabeth D., et al. 2020. "Roll for Healing: Therapeutic Game Master Round Table (PAX Online 2020)." PAX Australia. YouTube, Jan. 28.

Readings:

Deroling:

- Arts Wellbeing Collective. "A Pocket Guide for Actors to Post-Show De-Role." TheatreArtLife., October 21.
- Ayad, Violette. 2021. "How to De-Role: 8 Techniques for Getting Out of Character." StageMilk, February 8.
- Gualeni, Stefano, Daniel Vella, and Johnathan Harrington. 2017. "De-Roling from Experiences and Identities in Virtual Worlds." Journal of Virtual Worlds Research 10, no. 2 (August).
- Ihidero, Victor Osae. 2021. "Parting with the Part: Actors' Approach at De-roling in A.B.U Studio Theatre." International Journal of Current Research 24 (June): 89-103.
- Lassken, Savannagh. 2016. "Persona Non Grata: A Theoretical Exploration of De-Roling in Drama Therapy." Master's Thesis, Concordia University.

Effects Studies:

- Abbott, Matthew S., Kimberly A. Stauss, and Allen F. Burnett. 2021. "Table-top Role-playing Games as a Therapeutic Intervention with Adults to Increase Social Connectedness." Social Work with Groups 45, no. 1 (16-21).
- Daniau, Stéphane. 2016. "The Transformative Potential of Role-playing Games: From Play Skills to Human Skills." Simulation & Gaming 47, no. 4: 423-444.
- Fein, Elizabeth. 2016. "Making Meaningful Worlds: Role-playing Subcultures and the Autism Spectrum." Culture, Medicine, Psychiatry 39, no. 2: 299-321.

- Gutierrez, Raul. 2016. "Therapy & Dragons: A look into the Possible Applications of the Possible Applications of Table Top Role Playing Games in Therapy with Adolescents." Electronic Theses, Projects, and Dissertations 527: 1-39.
- Henrich, S., and R. Worthington. 2021. "Let Your Clients Fight Dragons: A Rapid Evidence Assessment Regarding the Therapeutic Utility of 'Dungeons & Dragons'." *Journal of Creativity in Mental Health*: 1-19.
<https://doi.org/10.1080/15401383.2021.1987367>
- Katō, Kōhei. "Employing Tabletop Role-Playing Games (TRPGs) in Social Communication Support Measures for Children and Youth with Autism Spectrum Disorder (ASD) in Japan: A Hands-On Report on the Use of Leisure Activities." *Japanese Journal of Analog Role-Playing Game Studies* 0: 23-28.
- Pitt, Caroline, Katharine Chen, Jennifer Rubin, Dominic Gibson, and Sam Bindman. 2023. "How Youth Can Build Social and Emotional Skills with Tabletop Role-playing Games: Research Findings and Actionable Insights." White paper, Foundry10.
- Rosselet, Julien G., and Sarah D. Stauffer. 2013. "Using Group Role-playing Games with Gifted Children and Adolescents: A Psychosocial Intervention Model." *International Journal of Play Therapy* 22, no. 4 (December 1).
- Varrette, Matthew, Jack Berkenstock, Adams Greenwood-Ericksen, Anthony Ortega, Faith Michaels, Veronica Pietrobon, and Marc Schodorf. 2022. "Exploring the Efficacy of Cognitive Behavioral Therapy and Role-playing Games as an Intervention for Adults with Social Anxiety." *Social Work with Groups*: 1-17.

Discussion Forum Instructions

For all discussion forum assignments, reply to at least two (2) of your peers using the Ask a Question, Answer a Question format:

- Reply to your peers with at least five (5) substantive sentences. Sentences like "Hello" and "Good post" do not count toward this length requirement.
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- One of these sentences should ask a question of each peer based upon the content of their post. This question should be related to the substance of their post.
- Check the discussion forum throughout the week.
- When your peers respond to your posts, answer their questions, then ask a question in return to further the conversation.

- Similarly, when you ask a question, monitor the thread for responses, answer their question, and ask another question in return, etc.
- When responding to your peers, search for posts that do not yet have replies rather than focusing on specific people.
- Respond in this manner often throughout the next week for full participation.

Discussion 4: Implementing Therapeutic Role-playing Games

Choose **one (1) video** to watch from the Therapeutic Facilitation category under Recommended Materials.

* * *

Then, answer the following questions:

1. In 1-2 sentences each, describe two (2) examples from the therapists of different transformative impacts that either they have personally experienced or witnessed while implementing therapeutic tabletop role-playing games.
2. Describe one (1) challenge mentioned by the therapists. How do they attempt to address this challenge in their practice?
3. Even if you are not a therapist, are there any techniques mentioned in the roundtable that might help you implement transformative role-playing games more effectively? Be specific.

Finally, respond to at least two (2) of your peers in Ask a Question, Answer a Question format.

Reflection Journal 1: Facilitating Transformative Role-playing Games and You

Read Chapter 4 of *Implementing*, sections 4.3-4.5 until the end of “4.5 d) Train the trainer” (pp. 207-234).

* * *

Then, answer the following questions:

1. Based on the materials you have been examining on facilitation, choose one (1) insight that will inform your implementation choices for Major Assignment 1, which involves scaling up your previous nano-game. How will this insight impact your implementation choices? Be specific.

2. Based on the "Facilitation as a skill" section, reflect upon the game you have designed and implemented in the previous two Transformative Game Design courses. In what one (1) category on the list can you improve in your facilitation skills? Be specific.
3. Reflect upon the facilitation you have experienced from others in the past. What aspects of their facilitation do you think could be improved? Be specific.

Instructions for Major Assignment 1: Scaling Implementation Plan

In this assignment, you will create an implementation plan for scaling up your nano-game. Please review the linked instructions for [Major Assignment 1: Scaling Implementation Plan](#).

Later in the course, you will revise this plan based on feedback and expand your analysis based on concepts in the course in **Major Assignment 2: Scaling Transformative Game Design**. Please review the linked instructions for [Major Assignment 2: Implementing Transformative Game Design](#).

Unit 4: Implementing Educational Role-playing Games

Overview: Implementing Educational Role-playing Games



Unit 4 Overview

In Unit 4, we will discuss considerations when implementing role-playing games for educational purposes. We will look at a wide variety of educational role-playing games, including in youth work, higher education, primary/secondary education, business, military, and activism/politics. We will also discuss assessment.

In this Unit, we will cover:

- Accounts of implementation of role-playing games in formal, non-formal, and informal education
- Formative and summative assessment

- Implementation recommendations

* * *

Note: Some of the materials below may not be available outside of this course. We are providing them as part of your education within this course. Do not distribute PDFs.

Optional materials:

Readings:

- Bandhoesingh, Angie. 2024. "Roleplaying with Kids: Creating Transformative Experiences for Children Under 12 - Angie Bandhoesingh." Transformative Play Initiative. YouTube, February 23.
- Geneuss, Katrin. 2022. "To Play or Not to Play: Edu-Larp in Curricular Settings – Katrin Geneuss." Transformative Play Initiative. YouTube, April 8.
- Romanenko, Kateryna. 2024. "Facilitation of Educational RPGs w Kateryna Romanenko (CARE project)." ASNU Scienze Naturali. YouTube, July 17.
- Whitton, Nicola. 2014. *Digital Games and Learning*. Routledge: London. (Selections: p. 104-108)

Videos:

- Westborg, Josefin. 2023. "Implementation for Education." Transformative Play Initiative. YouTube, January 26.
- Geneuss, Katrin. 2021. "The Use of the Role-playing Technique STARS in Formal Didactic Contexts." *International Journal of Role-Playing* 11: 114-131.
- Westborg, Josefin. 2023. "Assessment." Transformative Play Initiative. YouTube, January 26.

Recommended materials:

Readings:

Youth Work:

- Fey, James, Ella Dagan, Elena Márquez Segura, and Katherine Isbister. 2022. "Anywear Academy: A Larp-based Camp to Inspire Computational Interest in Middle School Girls." In *Designing Interactive Systems Conference (DIS '22)*, June 13–17, 2022, Virtual Event, Australia. ACM, New York, NY, USA.
- Hoge, Mark. 2013. "Experiential Learning for Youth Through Larps and RPGs." In *The Wyrd Con Companion Book 2013*, edited by Sarah Lynne Bowman and Aaron Vanek, 38-41. Los Angeles, CA: Wyrd Con.
- Juustila, Merli. 2019. "Designing Larp for Children." In *Larp Design: Creating Role-play Experiences*, edited by Johanna Koljonen, Jaakko Stenros, Anne Serup Grove, Aina D. Skjønshjell and Elin Nilsen, 184-190. Copenhagen, Denmark: Landsforeningen Bifrost.

- Misje, Harald, Martin Nielsen & Anita Myhre Andersen. 2014. "Larping in Lebanon: Introducing Nordic Children's Larp to Palestinian Refugee Kids." In *The Cutting Edge of Nordic Larp*, edited by Jon Back, 93-101. Denmark: Knutpunkt.
- Pohjola, Mike. 2022. "Pimp My Magic School - Mike Pohjola." *Nordic Larp Talks*. YouTube, September 21.
- Westborg, Josefin, Anders Berner, Kol Ford, and Mike Pohjola. 2020. "Solmukohta 2020: 500 Magic Schools for Children and Youth." *Nordic Larp Talks*. YouTube, April 10.

Primary and Secondary Schools:

- Algayres, Muriel. 2018. "A Study of Active Learning in Educational Roleplaying Games and Students' Motivation." *Proceedings from the TAL2018 Conference*, 24-32, Syddansk University.
- Bowman, Sarah Lynne, and Andhe Standiford. 2015. "Educational Larp in the Middle School Classroom: A Mixed Method Case Study." *International Journal of Role-Playing* 5: 4-25.
- Cullinan, Maryanne. 2024. "Surveying the Perspectives of Middle and High School Educators Who Use Role-Playing Games As Pedagogy." *International Journal of Role-Playing* 15 (June): 127-41.
- Harder, Sanne. 2007. "Confessions of a Schoolteacher: Experiences with Role-playing in Education." In *Lifelike*, edited by Jesper Donnis, Morten Gade, and Line Thorup, 228-235. Copenhagen, Denmark: Projektgruppen KP07.
- Heath, Carl. 2013. "Fitting Into the Frame: Larp in Formal Educational Environments." In *Crossing Habitual Borders*, edited by Karete Jacobsen Meland and Katrine Øverlie Svela, 18-25. Oslo, Norway: Fantasiforbundet.
- Mochocki, Michał. 2014. "Larping the Past: Research Report on High-School Edu-Larp." In *The Wyrd Con Companion Book 2014*, edited by Sarah Lynne Bowman. Los Angeles, CA: Wyrd Con.
- Mochocki, Michał, and Lukasz Wrona. 2013. "DEMOCRACY Project. Larp in Civic Education." *KOLA Larp Conference 2013*.
- Schmit, Wagner Luiz, João Batista Martins, and Thales Ferreira. 2009. "Role-playing Games and Education in Brazil: How We Do It." In *Larp, the Universe, and Everything*, edited by Matthijs Holter, Eirik Fatland, and Even Tømte, 75-96.
- Westborg, Josefin. 2019. "How to Run Edularp." In *Larp Design: Creating Role-play Experiences*, edited by Johanna Koljonen, Jaakko Stenros, Anne Serup Grove, Aina D. Skjønsvjell and Elin Nilsen, 355-360. Copenhagen, Denmark: Landsforeningen Bifrost.

Higher Education:

- McDonald, Neal, and Alan Kreizenbeck. 2012. "Larp in an Interdisciplinary University Course." In *Wyrd Con Companion 2012*, edited by Aaron Vanek and Sarah Lynne Bowman, 128-137. Los Angeles, CA: Wyrd Con.
- Torner, Evan. 2022. "Chapter 16: Film and Literature Instruction Through Live Action Role-Play." In *Teaching Games and Game Studies in the Literature Classroom*, edited by Tison Pugh and Lynn Ramey, 177-184. Bloomsbury.

Business:

- Pouchlá, Jana. 2013. "Business Larp: Management Skills Trained by a Game." In *Crossing Habitual Borders*, edited by Karete Jacobsen Meland and Katrine Øverlie Svela, 27-34. Oslo, Norway: Fantasiforbundet.

Military:

- Jensen, Maria Kolseth. 2021. "Larp in Leadership Development at the Royal Norwegian Naval Academy (RNNA)." In *Book of Magic: Vibrant Fragments of Larp Practices*, edited by Kari Kvittingen Djukastein, Marcus Irgens, Nadja Lipsyc, and Lars Kristian Løveng Sunde. Oslo, Norway: Knutepunkt.

Activism and Politics:

Readings:

- Lehto, Tanja. 2016. "Where Can Political Larp Go?" In *Larp Politics: Systems, Theory, and Gender in Action*, edited by Kaisa Kangas, Mika Lojonen, and Jukka Särkijärvi, 105-109. Helsinki, Finland: Solmukohta 2016, Ropecon ry.
- Rantanen, Teemu. 2016. "Larp as a Form of Political Action: Some Insights from the Theories of Political Science." In *Larp Politics: Systems, Theory, and Gender in Action*, edited by Kaisa Kangas, Mika Lojonen, and Jukka Särkijärvi, 111-118. Helsinki, Finland: Solmukohta 2016, Ropecon ry.
- Turkington, Moyra. 2016. "Rehearsing Difference." In *Larp Politics: Systems, Theory, and Gender in Action*, edited by Kaisa Kangas, Mika Lojonen, and Jukka Särkijärvi, 95-104. Helsinki, Finland: Solmukohta 2016, Ropecon ry.

Videos:

- Pohjola, Mike. 2016. "Baltic Warriors: A Participatory Documentary." In *Larp Realia: Analysis, Design, and Discussions of Nordic Larp*, edited by Jukka Särkijärvi, Mika Lojonen, and Kaisa Kangas, 10-16, Helsinki: Ropecon ry.

Discussion Forum Instructions

For all discussion forum assignments, reply to at least two (2) of your peers using the Ask a Question, Answer a Question format:

- Reply to your peers with at least five (5) substantive sentences. Sentences like "Hello" and "Good post" do not count toward this length requirement.
- When possible, seek out students who have not yet received a response.
- One of these sentences should ask a question of each peer based upon the content of their post. This question should be related to the substance of their post.
- Check the discussion forum throughout the week.
- When your peers respond to your posts, answer their questions, then ask a question in return to further the conversation.
- Similarly, when you ask a question, monitor the thread for responses, answer their question, and ask another question in return, etc.
- When responding to your peers, search for posts that do not yet have replies rather than focusing on specific people.
- Respond in this manner often throughout the next week for full participation.

Discussion 5: Implementing Educational Role-playing Games

Choose **one (1) articles from one (1) different content creators from two (2) separate categories** under Recommended Reading: Youth Work; Primary and Secondary Schools; Higher Education; Business; Military; or Activism and Politics.

Optional: Watch Angie Bandhosingh's "Roleplaying with Kids: Creating Transformative Experiences for Children Under 12." from (30:10-55:08).

Optional: Watch Kateryna Romanenko's "Facilitation of Educational RPGs w Kateryna Romanenko (CARE project)."

Optional: Watch Josefin Westborg's "Assessment."

Optional: Read the selection from Nicola Whitton on Assessment.

* * *

Then, answer the following questions:

1. Describe the two (2) articles you reviewed in 3-4 sentences for each.
 - A. What was the most important takeaway for you from each of these articles?
2. Brainstorm an educational game that you could create for one of the target groups mentioned in your articles. What is the target group? What kinds of

considerations would you need to make when running the game for educational purposes? Be specific.

Finally, respond to at least two (2) of your peers in Ask a Question, Answer a Question format.

Playtest 2: Implementation of a Game for Transformative Impacts

Each participant will facilitate a game from the list for their playtest group, guiding the group through all the stages. The facilitator should hack the game, identifying a specific transformative impact and/or learning objective they want to emphasize. The facilitator should add or change existing workshops and debriefs to focus upon the desired transformative impact. Make sure to emphasize any established safety practices, including guidelines and mechanics.

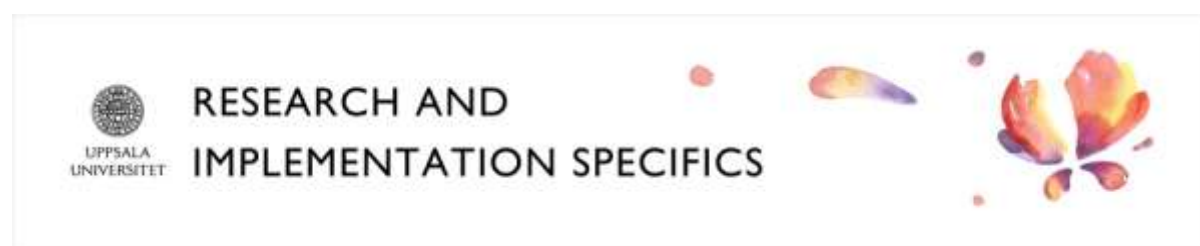
The facilitator can also hack the time estimates in the game according to the following guidelines:

Each playtest should last no longer than 2 hours: 45 min-1.5 hours for workshop, play, and debriefing (depending on the game), and 15-30 minutes on player feedback on facilitation/implementation.

Thus, Playtest 2 should **last no longer than 4 hours**, not including breaks, i.e. 2 students will be able to facilitate during this session.

Unit 5: Research and Implementation Specifics

Overview: Research and Implementation Specifics



Unit 5 Overview

In Unit 5, we will discuss specifics of different approaches to role-playing game research, as well as implementing role-playing games for educational purposes. We will discuss one of the most popular methods in role-playing game studies, participant-observation ethnography, as well as other approaches to research. We will specifically focus on ways to gather Effects Studies, particularly with regard to the potential benefits

of role-playing games. We will consider the act of documentation in terms of research and how it might affect participants.

In terms of implementation, we will look at several videos and articles with recommendations, including information on "gamemastering," or facilitation. We will also read an in-depth case study of larp implementation gone wrong.

In this Unit, we will cover:

- Methods beyond Research through Design
- Effects/Benefits Research
- Best practices for implementation design

* * *

Note: Some of the materials below may not be available outside of this course. We are providing them as part of your education within this course. Do not distribute PDFs.

Required materials:

Readings:

- Simon Brind, Halfdan Keller Justesen, Sarah Lynne Bowman, Alessandro Giovannucci, Felipe García-Soriano, and Kjell Hedgard Hugaas. In review. "Chapter 3: Production and Logistics for Transformative Role-playing Games." In *Implementing Transformative Role-playing Games*, edited by Sarah Lynne Bowman, Simon Brind, and Kjell Hedgard Hugaas, pp. 116-190. Acta Universitatis Upsaliensis. Transformative Play Research 2. Uppsala University Publications.
- Hugaas, Kjell Hedgard, Joshua Juvrud, Sarah Lynne Bowman, Josefin Westborg, Guus Quinten van Tilborg, Felipe García-Soriano, and Josephine Rydberg. In review. "Chapter 7: Playtesting and Researching Role-playing Game Implementation." In *Implementing Transformative Role-playing Games*, edited by Sarah Lynne Bowman, Simon Brind, and Kjell Hedgard Hugaas, pp. 391-448. Acta Universitatis Upsaliensis. Transformative Play Research 2. Uppsala University Publications.
- Pohjola, Mike. 2021. "Dragonbane Memories." Nordiclarp.org, August 18.

Content Advisory on "Dragonbane Memories": Statutory rape, sexual abuse, organizer negligence, manipulation. If you need an alternative assignment, please let the instructors know.

Optional materials:

Videos:

- Bowman, Sarah Lynne. 2020. "Researching Analog Role-playing Games: Difficulties and Approaches." *Interacting MindsAU*, Dec. 11.
- Esposito, Cosmo, and Alessandro Giovannucci. 2024. "Larp and Community: Between Design and Ethnography." *Transformative Play Initiative*. YouTube, July 9.
- Suominen, Taisto. 2024. "Game Technologies in Larp and Tabletop RPGs -- Taisto Suominen." *Transformative Play Initiative*. YouTube, May 14. (28:00-49:44)
- Waern, Annika. 2019. "How to Gather Feedback from Players." In *Larp Design: Creating Role-play Experiences*, edited by Johanna Koljonen, Jaakko Stenros, Anne Serup Grove, Aina D. Skjønshjell and Elin Nilsen, 373-388. Copenhagen, Denmark: Landsforeningen Bifrost.
- Westborg, Josefin. 2023. "Game Design: Implementation." *Transformative Play Initiative*. YouTube, January 26.

Recommended materials:

Therapeutic Effects Studies:

- Abbott, Matthew S., Kimberly A. Stauss, and Allen F. Burnett. 2021. "Table-top Role-playing Games as a Therapeutic Intervention with Adults to Increase Social Connectedness." *Social Work with Groups* 45, no. 1 (16-21).
- Daniau, Stéphane. 2016. "The Transformative Potential of Role-playing Games: From Play Skills to Human Skills." *Simulation & Gaming* 47, no. 4: 423-444.
- Fein, Elizabeth. 2016. "Making Meaningful Worlds: Role-playing Subcultures and the Autism Spectrum." *Culture, Medicine, Psychiatry* 39, no. 2: 299-321.
- Gutierrez, Raul. 2016. "Therapy & Dragons: A look into the Possible Applications of the Possible Applications of Table Top Role Playing Games in Therapy with Adolescents." *Electronic Theses, Projects, and Dissertations* 527: 1-39.
- Henrich, S., and R. Worthington. 2021. "Let Your Clients Fight Dragons: A Rapid Evidence Assessment Regarding the Therapeutic Utility of 'Dungeons & Dragons'." *Journal of Creativity in Mental Health*: 1-19.
<https://doi.org/10.1080/15401383.2021.1987367>
- Katō, Kōhei. "Employing Tabletop Role-Playing Games (TRPGs) in Social Communication Support Measures for Children and Youth with Autism Spectrum Disorder (ASD) in Japan: A Hands-On Report on the Use of Leisure Activities." *Japanese Journal of Analog Role-Playing Game Studies* 0: 23-28.
- Pitt, Caroline, Katharine Chen, Jennifer Rubin, Dominic Gibson, and Sam Bindman. 2023. "How Youth Can Build Social and Emotional Skills with Tabletop Role-playing Games: Research Findings and Actionable Insights." White paper, Foundry10.

- Rosselet, Julien G., and Sarah D. Stauffer. 2013. "Using Group Role-playing Games with Gifted Children and Adolescents: A Psychosocial Intervention Model." *International Journal of Play Therapy* 22, no. 4 (December 1).
- Varrette, Matthew, Jack Berkenstock, Adams Greenwood-Ericksen, Anthony Ortega, Faith Michaels, Veronica Pietrobon, and Marc Schodorf. 2022. "Exploring the Efficacy of Cognitive Behavioral Therapy and Role-playing Games as an Intervention for Adults with Social Anxiety." *Social Work with Groups*: 1-17.

Note: Some of these studies come from the field of Social Work, which is part of the overall umbrella of mental health studies. Others research leisure environments, but the results are relevant in therapeutic work.

Research Approaches:

- Cazeneuve, Axiel. 2022. "Immersion as a Method and a Mindset." *Analog Game Studies* IX, no. II (May 22).
- Esposito, Cosmo. 2024. "Larp and Community: Between Design and Ethnography -- Cosmo Esposito and Alessandro Giovannucci." Transformative Play Initiative. YouTube, July 9. (00:00 - 33:00).
- Waldron, Emma Leigh. 2014. "Larp-as-Performance-as-Research." *Analog Game Studies* I, no. I (August 1).

Documentation:

- MacDonald, James Lórien. 2015. "On Publicity and Privacy: Or 'How Do You Do Your Documentation?'" In *The Knudepunkt Companion Book*, 72-77. Rollespils Akademiet.
- Pettersson, Juhana. 2015. "Looking at You, Larp, Documentation, and Being Watched." Nordiclarp.org, March 11.

Implementation Design:

Readings:

- Bjärstorp, Sara, and Petra Ragnerstam. 2023. "Live-action Role Playing and the Affordances of Social Media." *Culture Unbound* 15, no. 2: 66-87.
- Boss, Emily Care, Ivan Vaghi, and Jason Morningstar. 2012. "Beyond the Game Master: The Rise of Peer Empowered Tabletop Roleplay." In *States of Play: Nordic Larp Around the World*, edited by Juhana Pettersson, 163-169. Helsinki, Finland: Pohjoismaisen roolipelaamisen seura.
- Bowman, Sarah Lynne. 2018. "The Larp Domino Effect." In *Shuffling the Deck: The Knutepunkt 2018 Color Printed Companion*, edited by Annika Waern and Johannes Axner, 161-170. Pittsburgh, PA: Carnegie Mellon University: ETC Press.
- Ebbenhøj, Søren, Signe Løndahl Hertel, and Jonas Trier-Knudsen. 2019. "Spatial Design for Larps." In *Larp Design: Creating Role-play Experiences*, edited by

Johanna Koljonen, Jaakko Stenros, Anne Serup Grove, Aina D. Skjønshjell and Elin Nilsen, 293-305. Copenhagen, Denmark: Landsforeningen Bifrost.

- Koljonen, Johanna. 2019. "Opt-out and Playstyle Calibration Mechanics." In *Larp Design: Creating Role-play Experiences*, edited by Johanna Koljonen, Jaakko Stenros, Anne Serup Grove, Aina D. Skjønshjell and Elin Nilsen, 235-237. Copenhagen, Denmark: Landsforeningen Bifrost.
- Tolvanen, Anni, and Irrette Melakoski. 2019. "The Fundamentals of Sound Design for Larp." In *Larp Design: Creating Role-play Experiences*, edited by Johanna Koljonen, Jaakko Stenros, Anne Serup Grove, Aina D. Skjønshjell and Elin Nilsen, 316-328. Copenhagen, Denmark: Landsforeningen Bifrost.
- Torner, Evan. 2019. "How to Run a Freeform Larp." In *Larp Design: Creating Role-play Experiences*, edited by Johanna Koljonen, Jaakko Stenros, Anne Serup Grove, Aina D. Skjønshjell and Elin Nilsen, 350-354. Copenhagen, Denmark: Landsforeningen Bifrost.
- Westerling, Anna, and Anders Hultman. 2019. "Using Runtime Directors." In *Larp Design: Creating Role-play Experiences*, edited by Johanna Koljonen, Jaakko Stenros, Anne Serup Grove, Aina D. Skjønshjell and Elin Nilsen, 342-346. Copenhagen, Denmark: Landsforeningen Bifrost.

Videos:

- Teilmann, Rasmus. 2018. "Lighting Equipment and Techniques - Part 1." Blackbox-CPH. YouTube, October 8.
- Teilmann, Rasmus. 2018. "Lighting Equipment and Techniques - Part 2." Blackbox-CPH. YouTube, October 8.

Discussion Forum Instructions

For all discussion forum assignments, reply to at least two (2) of your peers using the Ask a Question, Answer a Question format:

- Reply to your peers with at least five (5) substantive sentences. Sentences like "Hello" and "Good post" do not count toward this length requirement.
- When possible, seek out students who have not yet received a response.
- One of these sentences should ask a question of each peer based upon the content of their post. This question should be related to the substance of their post.
- Check the discussion forum throughout the week.
- When your peers respond to your posts, answer their questions, then ask a question in return to further the conversation.

- Similarly, when you ask a question, monitor the thread for responses, answer their question, and ask another question in return, etc.
- When responding to your peers, search for posts that do not yet have replies rather than focusing on specific people.
- Respond in this manner often throughout the next week for full participation.

Discussion 6: Researching During Implementation and Play

Read Hugaas et al.'s "Chapter 7" of *Implementing* (pp. 391-438).

Optional: Watch Josefin Westborg's "Implementation for Education."

* * *

Then, answer the following questions:

1. Describe **three (3) methods** of researching role-playing games beyond Research through Design from these materials (1 paragraph each).
 1. What aspects of role-playing do you think this method would be helpful in studying?
 2. Have you engaged in this type of research? If so, please describe.
 3. Brainstorm how you might use this method to study your scaled up nano-game? Be specific.

Finally, respond to at least two (2) of your peers in Ask a Question, Answer a Question format.

Discussion 7: Analyzing Effects Studies

Choose **one (1) article** to examine from the Recommended readings in the Therapeutic Effects Studies categories.

* * *

1. In 3-4 sentences, in your own words, describe the Effect Study in terms of how the research was conducted, the method used, the participant population involved, the findings, etc.
 1. What transformative impact(s) does this article claim occurred in the test group?

2. Do you think the study was conducted in a leisure, transformative leisure, therapeutic, or educational setting? Why?
2. If you were conducting this research, brainstorm a way you might change the study methodologically Try to use the specific language featured in Chapter 7 when discussing methods.
3. Would this method be effective for studying the scaled up game design you are planning?
 - A. If so, why?
 - B. If no, why not?

Reply to two (2) peers in Ask a Question, Answer a Question format.

Discussion 8: Implementation Cautionary Tales

Read **two (2) sections of your choice** and their associated subsections from Brind et al.'s "Chapter 3" of *Implementing*.

Read Mike Pohjola's "Dragonbane Memories."

Content Advisory on "Dragonbane Memories": Statutory rape, sexual abuse, organizer negligence, manipulation. If you need an alternative assignment, please let the instructors know.

Optional: Watch Josefin Westborg's video on "Game Design: Implementation"

Optional: Watch Alessandro Giovannucci's section of "Larp and Community: Between Design and Ethnography" (33:37-58:51).

* * *

Then, answer the following questions:

1. For each of the **two (2) sections** from Chapter 3, answer the following:
 - A. Summarize the main topic of the section and why it is important to implementation in 1-2 sentences.
 - B. What sort of risks might arise when implementing on this topic? Be specific.
 - C. Brainstorm this topic with regard to scaling up your game (even if not included in your original plan). What could possibly go wrong for you and your players? Be specific.

2. After reading Pohjola's text, what implementation lessons can be learned? Be specific.

Submission of Major Assignment 1: Scaling Implementation Plan

For Major Assignment 1, you will choose a game that you designed in Introduction to Transformative Game Design or Transformative Game Design 1. You will describe **one (1) version of the scaled-up game design** that you might be able to implement in the future with sufficient support. You will scale up this game in one of the following ways:

- a) **Extended length of single session with additional content/scenes**, i.e. 2-8 hours.
- b) **A multi-day larp**, i.e. 24-36 hours.
- c) **Multiple single sessions with the same character or setting**, i.e. a campaign with four (4) sessions lasting 2-4 hours.

Overall, your choices should reflect consideration of impacts on the players in each section, including not only desired transformative impacts, but also any consequences your choices might have on players.

Note: Do not include many variations. Focus on **one (1) version** that you could conceivably run and describe it as if you plan to do so.

Total word limit for Major Assignment 1: 1700-2300 words. Word limits **do not** include subject headings.

Your paper should cover the following major sections: Game Design and Scaling, as well as the required subheadings. Use separate section headings for each and adhere to the word limits as closely as possible for full credit. Use complete sentences and paragraph form, but be brief and succinct. Some categories will need more description than others.

1) Game Design (200-300 words): Describe your original game design. Focus only on details necessary to understand the desired transformative impact(s), the concept, and the game play.

2) Scaling (1500-2000 words): Describe how you plan to scale your game **using the below outline as subheadings**.

a) **Population:** Who are your intended players?

b) **Type:** What type of game will it be?

- Will this game be tabletop, larp, or freeform?

- Is your game intended to be Leisure Transformational, Therapeutic, or Educational? Why?
- How many sessions (one-shot or campaign) and how long will each game session be, i.e., 4 hours, 3 days, etc.?

c) Facilitation: How many facilitators will you need? How will runtime game mastering occur? Are external responsible parties required, i.e. teachers or counselors?

d) Logistics: What are the logistical details necessary for the game to be successfully implemented?

- **Size:** How big will your player base be?
- **Space:** In which space(s) will the group play?
- **Time:** How long will the game session(s) take? How many game sessions will there be, i.e. single session, multiple sessions, and/or multiple days per session?
- **Atmosphere:** What atmosphere will you create through location, sound design, scenography, and other factors?
- **Tools:** What tools will be needed for the game to be implemented, including costumes, props, etc.?
- **Preparation:** What preparations are needed to ensure smooth implementation:
 - What will you provide (or not provide) in terms of food, restroom facilities, sleeping arrangements?
 - What preparations do you and any other facilitators need to make before play can begin?
 - How will cleanup occur?
 - What do players need to do to prepare before the game?
- **Creation:** Who is responsible for the creation of the fiction?
 - How will worldbuilding and character creation occur?
 - To what degree can player choices impact the game during runtime, i.e. what is their degree of agency?

e) Game Activities: Expand upon your original idea with additional activities and/or modules.

- What specific activities or modules will you prepare?

- What intended transformational impacts and/or learning objectives do these activities have? Be specific.

f) Interaction: How will players interface with the others?

- How will players interact with each other during game?
- How will players establish character relations?
- How will they interact with the facilitators during game?
- How will they interact with the game world and/or environment? Be specific.

g) Framing: How will you frame the game according to your desired transformative impacts and/or learning objectives?

- What workshops will you include and how will they contribute to the desired transformative impacts?
- How will debriefing take place?
- What other post-game processing activities do you have planned? Be specific.

h) Support: What can players expect in terms of support throughout the process?

- How will players be instructed to support one another before, during, and after play?
- What safety mechanics and/or techniques will you include?
- How will facilitators support players before, during, and after play? If relevant, include the activities of any additional responsible parties who will support learning and emotional well-being, i.e. teachers, counselors, etc.

i) Communication: How will facilitators communicate with players and vice versa throughout the process?

- How will you promote this game and recruit players?
- How will players contact you before, during, and after the game session(s)? How often will you be available for contact?
- How often will you contact them?

j) Documentation: How will you record what occurs at before, during, and after the game?

- How will you document the game, if at all?
- How will you obtain consent for documentation?
- In what contexts or publication venues will documentation be used? Be specific.

3) Game Design Document: As an Appendix, include your Game Design Document from Transformative Game Design 1.

Discussion 9: Implementation Team Feedback Brainstorm

Review Chapter 3 of *Implementing* until the end of section “3.2 ii: Run-time roles” (pp. 116-120).

For this discussion, we will be doing an asynchronous role-playing exercise. Each of you will play specialists on a design team working on this scaled project. Even if the project is smaller scale than would normally necessitate these roles, consider what expertise this character would contribute to the team.

1) Attach your **Major Assignment 1: Scaling Implementation Plan**.

2) Respond to the work of **one (1)** of your peers **as one (1)** as if you are giving feedback on a design proposal from your project leader. Choose a peer who has not yet received feedback on their work. Give at least five (5) sentences of feedback, including your recommendations and at least one (1) question. The roles are:

- Project manager
- Producer
- Accountant
- Physical logistics specialist
- Scenographer
- Communication specialist
- Safety specialist
- Accessibility specialist
- Cultural consultant / sensitivity reader
- Diversity, equity, and inclusion specialist
- Therapeutic specialist
- Workshop designer
- Documentation lead
- Worldbuilder

- Narrative designer
- Character writer
- Sound designer
- Graphic designer

Then, de-role, **separating the next question with three asterisks (* * *)**.

3) Write a brief reflection about your experience playing that role on a team.

- Did you find it relatable? Why or why not?
- Did you find it illuminating? Why or why not?
- Do you think this role might be helpful to you when implementing your scaled project? Why or why not?

Unit 6: Player Immersion, Motivation, Identity, and Spiritual Development

Overview: Player Immersion, Motivation, Identity, and Spiritual Development



Unit 6 Overview

In Unit 6, we will explore theories of immersion, motivation, and player relationship to character from the role-playing game discourse. Role-playing, like many other forms of embodied play, can be considered an altered state of consciousness. While it shares commonalities with other modalities such as acting, improv, etc., the role-playing game activity is unique as a phenomenological state due to the many activities, thought processes, and emotions players juggle during play.

Thus, although much can be learned about these states by studying adjacent states of consciousness, reading theory in the role-playing game discourse can provide exceptional insight into the complexities of the play experience, as well as how various game activities can differ in terms of what types of attention they require. i.e.

immersion. From this perspective, players can also learn to articulate and express their *creative agendas*, meaning the types of role-playing activities they most prefer. These creative agendas are indicative of *motivation*, i.e. what motivates players to seek out certain types of activities or groups.

Although these concepts have overlap, please note that while immersion is a neutral state, describing "what happens" when a player is engaged in an attentive state on a facet of the game, motivation is a play preference, i.e. a facet of the game that players find particularly engaging.

Finally, analyzing these states give us insight into the relationship between players and their characters -- not only the relative similarities and differences between self-concept and character-concept, but also degree of perceived closeness or distance to the character to one's daily self during play. In other words, they can develop their identity through play, and even explore spiritual development.

While this Unit focuses mostly on the theoretical side of play experience, consider the ramifications these concepts have on design and implementation. Also, reflect upon your own experiences of play and facilitation with regard to these theories. How would you self-define if using this terminology to describe your engagement?

In this Unit, we will cover:

- Immersion
- Motivation
- Relationship to Character
- Identity Development
- Spiritual Development

* * *

Note: Some of the materials below may not be available outside of this course. We are providing them as part of your education within this course. Do not distribute PDFs.

Required materials:

- Simon Brind, Halfdan Keller Justesen, Sarah Lynne Bowman, Alessandro Giovannucci, Felipe García-Soriano, and Kjell Hedgard Hugaas. 2026. "Chapter 3: Production and Logistics for Transformative Role-playing Games." In *Implementing Transformative Role-playing Games*, edited by Sarah Lynne Bowman, Simon Brind, and Kjell Hedgard Hugaas, pp. 116-190. Acta Universitatis Upsaliensis. Transformative Play Research 2. Uppsala University Publications.

- Bowman, Sarah Lynne, Kjell Hedgard Hugaas, Guus Quinten van Tilborg, Simon Brind, Alessandro Giovannucci, Nikola Sekulic, and Josephine Rydberg. 2026. "Chapter 6: Theory and Practice in Playing for Transformation." In *Implementing Transformative Role-playing Games*, edited by Sarah Lynne Bowman, Simon Brind, and Kjell Hedgard Hugaas, pp. 308-390. Acta Universitatis Upsaliensis. Transformative Play Research 2. Uppsala University Publications.

Recommended materials:

Player Motivation:

Readings:

- Bienia, Rafael. 2012. "Why Do Players Larp? Motivations for Larping in Germany." In *Wyrd Con Companion Book 2012*, edited by Sarah Lynne Bowman and Aaron Vanek, 97-103. Los Angeles: Wyrd Con.
- Bøckman, Petter. 2003. "The Three Way Model Revision of the Threefold Model." In *As Larp Grows Up*, edited by Morten Gade, Line Thorup, and Mikkel Sander, 12-16. Denmark: Projektgruppen KP03.
- Edwards, Ron. 2001. "GNS and Other Matters of Role-Playing Theory, Chapter 2." *The Forge*, October 14.
- Kim, John. 2003. "The Threefold Model FAQ." *Darkshire.net*, February 14.
- McDiarmid, Rob. 2011. "Analyzing Player Motives to Inform Larp Design." In *Branches of Play: The 2011 WyrdCon Academic Companion*, edited by Amber Eagar. Los Angeles, CA: Wyrd Con.

Identity, Players, and their Characters

Readings:

- Blackstock, Ryan. 2016. "Origin Stories: The Phenomenological Relationship between Players and their Characters." *International Journal of Role-Playing* 7: 5-9.
- Bowman, Sarah Lynne. 2010. "7: Character Evolution and Types of Identity Alteration." In *The Functions of Role-playing Games: How Participants Create Community, Solve Problems, and Explore Identity*, 155-178. Jefferson, NC: McFarland & Company, Inc.
- Bowman, Sarah Lynne. 2015. "Connecting Role-Playing, Stage Acting, and Improvisation." *Analog Game Studies*, May 11.

Videos:

- Tannenbaum, Theresa Jean. 2022. "Restorying Trans Game Studies -- Theresa Jean Tanenbaum." *Transformative Play Initiative*. YouTube, Nov. 29.

Discussion Forum Instructions

For all discussion forum assignments, reply to at least two (2) of your peers using the Ask a Question, Answer a Question format:

- Reply to your peers with at least five (5) substantive sentences. Sentences like "Hello" and "Good post" do not count toward this length requirement.
- When possible, seek out students who have not yet received a response.
- One of these sentences should ask a question of each peer based upon the content of their post. This question should be related to the substance of their post.
- Check the discussion forum throughout the week.
- When your peers respond to your posts, answer their questions, then ask a question in return to further the conversation.
- Similarly, when you ask a question, monitor the thread for responses, answer their question, and ask another question in return, etc.
- When responding to your peers, search for posts that do not yet have replies rather than focusing on specific people.
- Respond in this manner often throughout the next week for full participation.

Instructions for Major Assignment 2: Implementing Transformative Game Design

For this assignment, you will revise this plan based on feedback and expand your analysis based on concepts in the course in **Major Assignment 2: Scaling Transformative Game Design**. Please review the linked instructions for [Major Assignment 2: Scaling Transformative Game Design](#).

Note: You will submit a [First Complete Draft](#) of this assignment and send it to your peers for review. Then, you will submit the final draft integrating peer feedback.

Playtest 3: Implementing a Game for Transformative Impacts

Each participant will facilitate a game from the list for their playtest group, guiding the group through all the stages. The facilitator should hack the game, identifying a specific transformative impact and/or learning objective they want to emphasize. The facilitator should add or change existing workshops and debriefs to focus upon the desired

transformative impact. Make sure to emphasize any established safety practices, including guidelines and mechanics.

The facilitator can also hack the time estimates in the game according to the following guidelines:

Each playtest should last no longer than 2 hours: 45 min-1.5 hours for workshop, play, and debriefing (depending on the game), and 15-30 minutes on player feedback on facilitation/implementation.

Thus, Playtest 3 should **last no longer than 4 hours**, not including breaks, i.e. 2 students will be able to facilitate during this session.

Discussion 10: Player Immersion and Motivation

Read Bowman et al.'s Chapter 6 of *Implementing* until the end of “6.2 f) Alibi as a gateway and hindrance” (pp. 308-322).

Optional: Read **two (2) articles** from the Motivation section of the Recommended Materials.

* * *

Then, answer the following questions:

1. Out of each of the types of immersion described in the chapter, which one(s) do you think you are designing for in your scaled up design?
 - A. When scaling your game, how might you approach handling players who have different preferences in terms of creative agendas/motivations? Be specific.
2. Choose one (1) motivation from the textbook that you find **most** relatable. Provide an example of a game **you have enjoyed** in which you played with this specific creative agenda/motivation, whether consciously or unconsciously. What was pleasurable about that experience? Be specific.
3. Choose one (1) motivation the textbook that you find **least** relatable. Provide an example of a game **you did not enjoy** in which you played with this specific creative agenda/motivation, whether consciously or unconsciously. What was unpleasant about that experience? Be specific.

Finally, respond to at least two (2) of your peers in Ask a Question, Answer a Question format.

Reflection Journal 2: Identity, Spiritual Development, and You

Read Chapter 6 of *Implementing* sections 6.3-6.4 until the end of the section “e) Meditation and mindfulness” (pp. 322-340).

Optional: Choose **one (1) item** to examine under the Identity, Players, and Characters section of the Recommended Materials.

* * *

Then, answer the following questions:

1. Did any ideas within these sources resonate with your own experiences playing games, whether role-playing or otherwise?
 - A. If so, please describe in detail.
 - B. If not, why?
2. Describe an aspect of your own identity as you understand it that you have explored through play, whether in this class or in other play experiences.
 - A. Has this exploration led to change in your identity or self-concept over time? If so, please describe. If not, why not?
 - B. If you have never explored identity through play, why not?
 - C. Have you ever explored spirituality through play? Why or why not?
3. How might a deeper understanding of identity, spiritual development, and play influence your facilitation of role-playing games? Be specific.

Unit 7: Player Skills, Interpersonal, and Social Development

Overview: Player Skills, Interpersonal, and Social Development



Unit 7 Overview

In Unit 7, we will discuss the **labor** involved in play, not only in implementation, but specifically on the part of players. Participation in role-playing games is not a passive activity. As we have explored, it involves a certain degree of attention in order to achieve immersion. It also often involves other forms of labor, be it physical, emotional, intellectual, or professional.

In specific, we will discuss **practical player skills**, in particular: **steering**, **working with plot**, **spotlighting**, and **playing to lift**.

Steering is a method by which players make choices off-game that impact their actions within the game. We will read the original steering theory, then consider it with regard to Jonaya Kemper's concept of *liberatory steering* as a transformational process. Steering is also an important tool for implementation, as it helps facilitators guide the game toward intended impacts.

Players can **work with plot** in a variety of ways that can move the game forward, slow it down, or stall it. Players can develop specific skills at working with plot, as well as involving other players, like volleying a ball back and forth as we will learn from Josefin Westborg's article.

Spotlighting is a method of drawing attention through play, as well as passing that attention to other people. Players have different levels of confidence and skill at spotlighting; it is important to practice as players and especially as an active facilitator.

Playing to lift is a method of providing support for other participants. It can involve encouragement off-game or in-game, spotlighting in terms of giving their character moments to shine, etc. Playing to lift emphasizes not just one playstyle with regard to one's personal experience, but emphasizes the interconnectivity between players within a system of play.

Along these lines, we will also discuss various factors pertaining to **interpersonal relationship dynamics**, both within and outside of role-playing games. We will explore role-playing games as a fundamentally *relational* activity. Most role-playing games involve extensive interaction between characters; even if the player is engaging alone, they are relating to some aspect of the game, the character, the environment, etc. Due to the high degree of surrender involved in creative play, role-playing games invite a certain degree of *intimacy* between facilitators, players, characters, and the game. Understanding relationship dynamics within games can help us steer toward transformative impacts both as players and as facilitators.

In this Unit, we will cover:

- Play as labor

- Steering
- Working with plot
- Spotlighting
- Playing to lift
- Interpersonal Relationship Dynamics
- Intimacy
- Social development

* * *

Note: Some of the materials below may not be available outside of this course. We are providing them as part of your education within this course. Do not distribute PDFs.

Required materials:

- Bowman, Sarah Lynne, Kjell Hedgard Hugaas, Guus Quinten van Tilborg, Simon Brind, Alessandro Giovannucci, Nikola Sekulic, and Josephine Rydberg. In review. "Chapter 6: Theory and Practice in Playing for Transformation." In *Implementing Transformative Role-playing Games*, edited by Sarah Lynne Bowman, Simon Brind, and Kjell Hedgard Hugaas, pp. 308-390. Acta Universitatis Upsaliensis. Transformative Play Research 2. Uppsala University Publications.

Optional materials:

- Baird, Josephine, Sarah Lynne Bowman, and Kjell Hedgard Hugaas. 2022. "Liminal Intimacy: Role-playing Games as Catalysts for Interpersonal Growth and Relating." In *The Magic of Games*, edited by Nikolaus Koenig, Natalie Denk, Alexander Pfeiffer, and Thomas Wernbacher, 169-171. Edition Donau-Universität Krems.

Recommended materials:

Player Skills

- Montola, Markus, Jaakko Stenros, and Eleanor Saitta. 2015. "The Art of Steering: Bringing the Player and the Character Back Together." In *The Knudepunkt 2015 Companion Book*, edited by Charles Bo Nielsen, 94-105. Copenhagen, Denmark: Rollespilsakademiet.
- Vejdemo, Susanne. 2018. "Play to Lift, Not Just to Lose." Nordiclarp, February 21.
- Westborg, Josefin, and Carl Nordblom. 2017. "Do You Want to Play Ball? How to Be a Good Team Player (in a Single-Team Player vs. Player Game)." In *Once Upon a Nordic Larp... Twenty Years of Playing Stories*, edited by Martine Svanevik, Linn

Carin Andreassen, Simon Brind, Elin Nilsen, and Grethe Sofie Bulterud Strand, 130-140. Oslo, Norway: Knutepunkt.

Play as Labor:

- Homann, Juliane. 2020. "Not Only Play: Experiences of Playing a Professor Character at *College of Wizardry* with a Professional Background in Teaching." *International Journal of Role-Playing* 10: 84-103.
- Koulu, Sanna. 2020. "Emotions as Skilled Work." In *What Do We Do When We Play?*, edited by Eleanor Saitta, Johanna Koljonen, Jukka Särkijärvi, Anne Serup Grove, Pauliina Männistö, and Mia Makkonen, 98-106. Helsinki: Solmukohta.
- Jones, Katherine Castiello, Sanna Koulu, and Evan Torner. 2016. "Playing at Work." In *Larp Politics: Systems, Theory, and Gender in Action*, edited by Kaisa Kangas, Mika Lopenen, and Jukka Särkijärvi, 125-134. Helsinki, Finland: Solmukohta 2016, Ropecon ry.
- Torner, Evan. 2020. "Labor and Play." In *What Do We Do When We Play?*, edited by Eleanor Saitta, Johanna Koljonen, Jukka Särkijärvi, Anne Serup Grove, Pauliina Männistö, and Mia Makkonen, 266-274. Helsinki: Solmukohta.

Steering for Growth:

- Clapper, Tara. 2016. "Chasing Bleed – An American Fantasy Larper at Wizard School." *Nordiclarp.org*, July 1.
- D, Quinn. 2015. "How I Became an Accidental Artist Through Larp." In *The Wyrld Companion Book 2015*, edited by Sarah Lynne Bowman, 26-33. Los Angeles, CA: Wyrld Con.
- Davis, Clio Yun-su, Morgan Nuncio, and Jen Wong. 2018. "Epiphany – A Collaborative Mage: the Ascension Larp." *Nordiclarp.org*, February 1.
- Kemper, Jonaya. 2018. "The Good, the Bad & the Internalized: Searching for Self Liberation in *Conscience*." Nordic Larp Talks. YouTube, March 20.
- Pohjola, Mike. 2015. "Steering for Immersion in Five Nordic Larps: A New Understanding of Eläytyminen." In *The Knudepunkt 2015 Companion Book*, edited by Charles Bo Nielsen, 94-105. Copenhagen, Denmark: Rollespilsakademiet.

Role-playing and Relationships:

Readings:

- Harder, Sanne. 2018. "Larp Crush: The What, When and How." *Nordiclarp.org*, March 28.
- Paisley, Erik Winther. 2016. "Play the Gay Away – Confessions of a Queer Larper." In *Larp Politics: Systems, Theory, and Gender in Action*, edited by Kaisa Kangas, Mika Lopenen, and Jukka Särkijärvi, 170-177. Helsinki, Finland: Solmukohta 2016, Ropecon ry.

Videos:

- Beltrán, Whitney “Strix.” 2021. “Everything is the Self: Designing Character Ensembles for Player Catharsis.” Transformative Play Initiative. YouTube, July 16.
- Devorak, Mary. 2022. “Using RPGs with Family Systems.” TAGGS: Therapeutic and Applied Geek and Gaming Summit, April 14.

Discussion Forum Instructions

For all discussion forum assignments, reply to at least two (2) of your peers using the Ask a Question, Answer a Question format:

- Reply to your peers with at least five (5) substantive sentences. Sentences like "Hello" and "Good post" do not count toward this length requirement.
- When possible, seek out students who have not yet received a response.
- One of these sentences should ask a question of each peer based upon the content of their post. This question should be related to the substance of their post.
- Check the discussion forum throughout the week.
- When your peers respond to your posts, answer their questions, then ask a question in return to further the conversation.
- Similarly, when you ask a question, monitor the thread for responses, answer their question, and ask another question in return, etc.
- When responding to your peers, search for posts that do not yet have replies rather than focusing on specific people.
- Respond in this manner often throughout the next week for full participation.

Reflection Journal 3: Interpersonal and Social Transformation, Play, and You

Read Chapter 6 of *Implementing* sections 6.5-6.6 until the end of “c) Transforming sociopolitical dynamics” (pp. 340-346).

Choose **one (1) item** to examine under the Role-playing and Relationships section of the Recommended Materials.

Optional: Josephine Baird, Sarah Lynne Bowman, and Kjell Hedgard Hugaas' “Liminal Intimacy: Role-playing Games as Catalysts for Interpersonal Growth and Relating.”

Then, answer the following questions:

1. Describe one (1) of the theories of interpersonal relating described in the textbook chapter. How might this theory help explain a play experience you have had in the past? Be specific.
 - A. If you have no personal experience, consider a hypothetical role-playing situation and describe.
2. Have you ever witnessed or experienced social development through games as described in the textbook?
 - A. If so, please describe.
 - B. If not, why do you think not?
3. Describe in 3-4 sentences the main concepts in the item you examined under Role-playing and Relationships.
 - A. How might these concepts inform your play practices? Be specific.
 - B. How might these concepts inform your design practices? Be specific.
 - C. How might these concepts inform your implementation practices? Be specific.

Submission of First Complete Draft of Major Assignment 2: Implementing Transformative Game Design

For Major Assignment 2, you will revise your [Major Assignment 1: Scaling Implementation Plan](#) according to feedback from your peers and your instructors.

You will then write an academic paper that describes your scaled version of your game, applies concepts from the course, and analyzes the process of integrating feedback. For more information, read [Major Assignment 2: Implementing Transformative Game Design](#).

Discussion 11: Player Skills

Read Chapter 6 of *Implementation* sections 6.7-6.17 (pp. 346-373).

Optional: Read Markus Montola, Jaakko Stenros, and Eleanor Saitta's "The Art of Steering: Bringing the Player and the Character Back Together."

Optional: Choose **one (1) item** to examine from **each** of the following categories from the Recommended Materials for a **total of two (2) items:** Player Skills, Play as Labor, and Steering for Growth.

Optional: Read Susanne Vejdemo's "Play to Lift, Not Just to Lose."

* * *

Then, answer the following questions:

1. In 1-2 sentences, describe how labor is discussed in the chapter. What sort of labor do you think you might be asking players to perform in your current game design? Be specific.
2. Choose **two (2) player skills** from the textbook that you would like to develop in your own play and facilitation. For each one, write **one (1) paragraph** answering the following questions.
 1. Describe the skill in 1-2 sentences.
 2. Describe your current skill level and how you might want to improve.
 3. Describe how you might encourage your players to develop this skill through your design and/or implementation strategies.

Finally, respond to at least two (2) of your peers in Ask a Question, Answer a Question format.

Peer Review Instructions for Major Assignment 2

Please read the [Peer Review Instructions for Major Assignment 2 linked here](#).

Unit 8: Play Experiences and Documentation

Overview: Player Experiences and Documentation



Unit 8 Overview

In Unit 8, we will examine accounts of player experience and documentation. Here, our emphasis is not on documentation that does not just cover the design or intent of the game, but also the experiences of actual play. These accounts can be written from a first- or third-person perspective, meaning we are learning about what occurred during implementation through the perspective of the author through first-hand or third-hand experience.

The common joke in role-playing communities, "No plot survives contact with the players" is particularly apt here. When reading these accounts, consider how much of the play experience described is influenced by a) the game design, b) implementation strategies, or c) player impetus/choice. Some accounts might emphasize how well the design and implementation led toward the intended goals of the game, whereas others may emphasize moments where players "hacked the larp" or took it in an unexpected direction. Either way, play accounts can be critical as sites from which not only to learn practices to encourage vs. avoid, but also the nature of the role-playing experience itself.

In this Unit, we will cover:

- Play documentation
- Learning from play

Note: Some of the materials below may not be available outside of this course and the Uppsala Library for free. We are providing them as part of your education within this course. Do not distribute PDFs.

Recommended materials:

- AbdulKarim, Fatima. "Doing Self-Dissection." In *Crossing Physical Borders*, edited by Karete Jacobsen Meland and Katrine Øverlie Svela, 56-60. Norway: Fantasisforbundet.
- Aronsson, Frida, and Erik Pihl. 2015. "Starting a Russian Revolution." Nordiclarp.org, September 25.
- Dahlberg, Carolina. 2015. "I Will Never Larp Again." Nordiclarp.org, October 7.
- Dalstål, Elin. 2014. "Sharpening Knives: Integrating Phone Use in Larp Design." In *The Cutting Edge of Nordic Larp*, edited by Jon Back, 45-50. Denmark: Knutpunkt.
- Koljonen, Johanna. 2004. "'I Could a Tale Unfold Whose Lightest Word Would Harrow up Thy Soul': Lessons from Hamlet." In *Beyond Role and Play: Tools, Toys, and Theory for Harnessing the Imagination*, edited by Markus Montola and Jaakko Stenros, 191-202. Helsinki, Finland: Ropecon ry.
- Koljonen, Johanna. 2008. "The Dragon Was the Least of It: Dragonbane and LARP as Ephemera and Ruin." In *Playground Worlds: Creating and Evaluating*

Experiences of Role-playing Games, edited by Markus Montola and Jaakko Stenros, 33-52. Jyväskylä, Finland: Ropecon ry.

- Kriel, Jo. 2013. "Mad About the Girl." In The Wyrd Con Companion Book 2013, edited by Sarah Lynne Bowman and Aaron Vanek, 38-41. Los Angeles, CA: Wyrd Con.
- Pettersson, Juhana. 2017. "Hamlet, Vampires and the Italian Alps." In Once Upon a Nordic Larp... Twenty Years of Playing Stories, edited by Martine Svanevik, Linn Carin Andreassen, Simon Brind, Elin Nilsen, and Grethe Sofie Bulterud Strand, 79-84. Oslo, Norway: Knutepunkt.
- Pettersson, Juhana. 2021. "Terror and Warmth." In Book of Magic: Vibrant Fragments of Larp Practices, edited by Kari Kvittingen Djukastein, Marcus Irgens, Nadja Lipsyc, and Lars Kristian Løveng Sunde Oslo, Norway: Knutepunkt.
- Pettersson, Juhana. 2023. "The Spirit of Christmas." Nordiclarp.org, January 21.
- Pihl, Erik. 2016. "Larp-poem 1905: Re-writing Russian History." In Larp Politics: Systems, Theory, and Gender in Action, edited by Kaisa Kangas, Mika Lojonen, and Jukka Särkijärvi, 16-29. Helsinki, Finland: Solmukohta 2016, Ropecon ry.

Videos:

- Nordic Larp. 2011. "Behind System Danmarc." Vimeo, January 26. (Watch embedded in Nordic Larp Wiki).

Discussion Forum Instructions

For all discussion forum assignments, reply to at least two (2) of your peers using the Ask a Question, Answer a Question format:

- Reply to your peers with at least five (5) substantive sentences. Sentences like "Hello" and "Good post" do not count toward this length requirement.
- When possible, seek out students who have not yet received a response.
- One of these sentences should ask a question of each peer based upon the content of their post. This question should be related to the substance of their post.
- Check the discussion forum throughout the week.
- When your peers respond to your posts, answer their questions, then ask a question in return to further the conversation.
- Similarly, when you ask a question, monitor the thread for responses, answer their question, and ask another question in return, etc.

- When responding to your peers, search for posts that do not yet have replies rather than focusing on specific people.
- Respond in this manner often throughout the next week for full participation.

Discussion 12: Learning from Play Experiences

Choose **two (2) items** to examine from **two (2) different creators** about **two (2) different games** from the Recommended Materials for this Unit.

* * *

Then, answer the following questions:

For **each item**, answer the following:

1. In 3-4 sentences, detail the name of the game, its basic design, and the play experience described.
 - A. Describe **one (1) positive play experience** described in the item, if applicable.
 - B. Describe **one (1) critique of the play experience** described in the item, if applicable.
2. Did you find any of these reflections relatable? Why or why not?
3. What did you learn from this item that might help you in your design and implementation practice? Be specific.

Finally, respond to at least two (2) of your peers in Ask a Question, Answer a Question format.

Reflection Journal 4: Play Experiences and You

Please answer the following questions:

1. Briefly describe your experience facilitating the game you "hacked" for transformative impacts in this class.
 - A. Did the experiment seem to "work?" If so, in what ways?
 - B. If not, why not?
 - C. What feedback did you receive about your facilitation?
2. Briefly describe your experience playtesting the other games "hacked" for transformative impacts in this class facilitated by your peers.

1. Did the experiments seem to "work?" If so, in what ways?
2. If not, why not?
3. What feedback did you give to your peers about their facilitation.

Submission of Peer Reviews: Major Assignment 2

In this class, you will be peer reviewing the work of the members of your playtest group. For peer review, read the paper, answer the following questions, and send them to your peers. You will also upload your peer reviews to this link for grading.

1. What did you learn from this paper? Be specific.
2. What are three (3) strengths of this paper?
3. What did you find surprising or intriguing about the concepts presented? Be specific.
4. What areas were underexplored or left you wanting to know more?
5. Are there any required components missing? Be specific.
6. What are at least three (3) concrete, constructive suggestions that you have for your peer regarding their work?

Note: You must integrate the feedback from your peers and instructor(s) in your Final Draft of Major Assignment 2. You will include a section that addresses each of their recommendations and how you integrated them. If you have reasons for not integrating the comments, please provide a thorough and persuasive explanation why.

comments, please provide a thorough and persuasive explanation why.

Unit 9: Implementing RPGs with Advanced Technologies

Overview: Implementing RPGs with Advanced Technologies



Unit 9 Overview

Welcome to our unit on implementation with advanced technologies! In this unit, you will learn about many of the newer technologies that have been developed recently and that will surely shape the future in important ways. While analog role-playing games usually aim to be as low tech as possible, there are examples of games that have integrated advanced technologies. In this unit, we will present materials from Taisto Suominen's Erasmus+ EDGE Tech Toolkit.

In this Unit, we will cover:

- 3D modeling
- 3D scanning: Laser scanning and photogrammetry
- 3D character development (virtual clones)
- 3D printing for costumes, equipment, and props
- Mobile and computer applications
- NFC / RFID technology
- Audio technology
- Communication technology
- Extended reality
- GPS / Real-time location tracking
- Microcontrollers for tech enhancement
- Game engines
- AI and machine learning

* * *

Note: Some of the materials below may not be available outside of this course. We are providing them as part of your education within this course. Do not distribute PDFs.

Required materials:

- Bowman, Sarah Lynne, Angie Bandhosingh, Simon Brind, Elektra Diakolambrianou, Kjell Hedgard Hugaas, Felipe García-Soriano, Alessandro Giovannucci, Josephine Rydberg, and Josefin Westborg. In review. "Chapter 4: Theory and Practice in Facilitating Transformative Role-playing Games." In *Implementing Transformative Role-playing Games*, edited by Sarah Lynne Bowman, Simon Brind, and Kjell Hedgard Hugaas. Acta Universitatis Upsaliensis. Transformative Play Research 2. Uppsala University Publications.

- Bowman, Sarah Lynne, Kjell Hedgard Hugaas, Guus Quinten van Tilborg, Simon Brind, Alessandro Giovannucci, Nikola Sekulic, and Josephine Rydberg. In review. "Chapter 6: Theory and Practice in Playing for Transformation." In *Implementing Transformative Role-playing Games*, edited by Sarah Lynne Bowman, Simon Brind, and Kjell Hedgard Hugaas. Acta Universitatis Upsaliensis. Transformative Play Research 2. Uppsala University Publications.

Choose one (1) of the following:

- Suominen, Taisto. 2024. "Game Technologies in Larp and Tabletop RPGs -- Taisto Suominen." Transformative Play Initiative. YouTube, May 14.
- Suominen, Taisto. 2025. "Erasmus+ EDGE Tech Toolkit." Erasmus EDGE.

Discussion Forum Instructions

For all discussion forum assignments, reply to at least two (2) of your peers using the Ask a Question, Answer a Question format:

- Reply to your peers with at least five (5) substantive sentences. Sentences like "Hello" and "Good post" do not count toward this length requirement.
- When possible, seek out students who have not yet received a response.
- One of these sentences should ask a question of each peer based upon the content of their post. This question should be related to the substance of their post.
- Check the discussion forum throughout the week.
- When your peers respond to your posts, answer their questions, then ask a question in return to further the conversation.
- Similarly, when you ask a question, monitor the thread for responses, answer their question, and ask another question in return, etc.
- When responding to your peers, search for posts that do not yet have replies rather than focusing on specific people.
- Respond in this manner often throughout the next week for full participation.

Discussion 13: Implementing RPGs with Advanced Technologies

Read Bowman et al.'s Chapter 4 in *Implementing*, all parts of section "4.7 Technological considerations."

Read Bowman et al.'s Chapter 6 in *Implementing*, section "6.16 Technology and player skills."

Choose **one (1)** of the following:

- - Watch Taisto Suominen's "Game Technologies in Larp and Tabletop RPGs" (28:00-49:44); or
 - Choose **three (3) technologies** in Taisto Suominen's *Tech Toolkit* (pp. 6-41). Reading about the other technologies is optional.

1. For each technology, brainstorm how you might integrate it in your scaled design. Then, respond to the following questions with one paragraph for each technology.
 - A. Describe the technology in 1-2 sentences.
 - B. Have you ever experienced this technology in a game? Be specific.
 - C. What possibilities might the technology bring? Be specific.
 - D. What complications might arise when integrating this technology? Be specific.

Unit 10: Implementing Transformative Game Design

Overview: Implementing Transformative Game Design



Unit 10 Overview

Welcome to our last unit on your reflections and analysis of the transformative game implementation practices. In this unit, you will reflect upon the course as a whole, as well as your implementation design. You will also submit your Final Draft of Major Assignment 2.

Discussion Forum Instructions

For all discussion forum assignments, reply to at least two (2) of your peers using the Ask a Question, Answer a Question format:

- Reply to your peers with at least five (5) substantive sentences. Sentences like "Hello" and "Good post" do not count toward this length requirement.
- When possible, seek out students who have not yet received a response.
- One of these sentences should ask a question of each peer based upon the content of their post. This question should be related to the substance of their post.
- Check the discussion forum throughout the week.
- When your peers respond to your posts, answer their questions, then ask a question in return to further the conversation.
- Similarly, when you ask a question, monitor the thread for responses, answer their question, and ask another question in return, etc.
- When responding to your peers, search for posts that do not yet have replies rather than focusing on specific people.
- Respond in this manner often throughout the next week for full participation.

Reflection Journal 5: Implementing Transformative Game Design and You

Answer the following questions:

1. What has your experience in this class been like?
2. What were the most interesting aspects of this course for you, if any? Be specific.
3. What were the most challenging parts of this course for you, if any? Be specific.
4. How have you grown as a facilitator during this course, if at all? Be specific.
5. How have you grown as an academic during this course, if at all? Be specific.
6. If you plan to proceed with Cultivating Transformational Communities, what are you most hoping to learn?
7. Any other comments?

Submission of Final Draft of Major Assignment 2: Implementing Transformative Game Design

For your final draft of Major Assignment 2, you will revise your [Major Assignment 1: Scaling Implementation Plan](#) according to recommendations from your peers in [Discussion 9: Implementation Team Feedback Brainstorm](#), as well as feedback from your instructors.

In addition to your revised Implementation plan, you will add components of academic analysis, analyzing and citing concepts from the Implementation Units (1-5) and Play Units (6-7) of the class with regard to your design choices.

Total word limit for Major Assignment 2: 2600-3700. Word limits **do not** include subject headings or Appendices.

1) Game Design (200-300 words): Describe your original game design. Focus only on details necessary to understand the desired transformative impact(s), the concept, and the game play.

2) Scaling (1500-2000 words): Describe how you plan to scale your game **using the below outline as subheadings**. Try to limit your answers to one sentence per question if possible.

a) Population: Who are your intended players?

b) Type: What type of game will it be?

- Will this game be tabletop, larp, or freeform?
- Is your game intended to be Leisure Transformational, Therapeutic, or Educational? Why?
- How many sessions (one-shot or campaign) and how long will each game session be, i.e., 4 hours, 3 days, etc.?

c) Facilitation: How many facilitators will you need? How will runtime game mastering occur? Are external responsible parties required, i.e. teachers or counselors?

d) Logistics: What are the logistical details necessary for the game to be successfully implemented?

- **Size:** How big will your player base be?
- **Space:** In which space(s) will the group play?
- **Time:** How long will the game session(s) take? How many game sessions will there be, i.e. single session, multiple sessions, and/or multiple days per session?

- **Atmosphere:** What atmosphere will you create through location, sound design, scenography, and other factors?
- **Tools:** What tools will be needed for the game to be implemented, including costumes, props, etc.?
- **Preparation:** What preparations are needed to ensure smooth implementation:
 - What will you provide (or not provide) in terms of food, restroom facilities, sleeping arrangements?
 - What preparations do you and any other facilitators need to make before play can begin?
 - How will cleanup occur?
 - What do players need to do to prepare before the game?
- **Creation:** Who is responsible for the creation of the fiction?
 - How will worldbuilding and character creation occur?
 - To what degree can player choices impact the game during runtime, i.e. what is their degree of agency?

e) Game Activities: Expand upon your original idea with additional activities and/or modules.

- What specific activities or modules will you prepare?
- What intended transformational impacts and/or learning objectives do these activities have? Be specific.

f) Interaction: How will players interface with the others?

- How will players interact with each other during game?
- How will players establish character relations?
- How will they interact with the facilitators during game?
- How will they interact with the game world and/or environment? Be specific.

g) Framing: How will you frame the game according to your desired transformative impacts and/or learning objectives?

- What workshops will you include and how will they contribute to the desired transformative impacts?
- How will debriefing take place?
- What other post-game processing activities do you have planned? Be specific.

h) Support: What can players expect in terms of support throughout the process?

- How will players be instructed to support one another before, during, and after play?
- What safety mechanics and/or techniques will you include?
- How will facilitators support players before, during, and after play? If relevant, include the activities of any additional responsible parties who will support learning and emotional well-being, i.e. teachers, counselors, etc.
- How will you address accessibility needs?

i) Communication: How will facilitators communicate with players and vice versa throughout the process?

- How will you promote this game and recruit players?
- How will players contact you before, during, and after the game session(s)? How often will you be available for contact?
- How often will you contact them?

j) Documentation: How will you record what occurs at before, during, and after the game?

- How will you document the game, if at all?
- How will you obtain consent for documentation?
- In what contexts or publication venues will documentation be used? Be specific.

3) Implementation and Play Concepts (500-750 words): Describe the implementation choices you made and justify why you made them. Make sure to include content from the original sources in each paragraph, cited in-text and in References in Chicago Author-Date or another consistent style of your choice. Each paragraph should apply one (1) concept for a total of four (4) paragraphs maximum:

a) Two (2) separate concepts from different sources and content creators from the Implementation Units (1-5). These concepts can be theoretical or practical, but make sure you tie them concretely to specific choices you made.

b) Two (2) separate concepts from different sources and content creators from the Player Experience Units (6-7). These concepts can be theoretical or practical, but make sure you tie them concretely to specific choices you made.

4) Feedback (300-450 words): Discuss the feedback process, including recommendations from your peers in the Brainstorm session and comments your instructors in their grading feedback when available. Describe any design decisions you

made based on this feedback. If you did not revise according to certain feedback, justify why.

5) Conclusion (100-200 words): Analyze the design of implementation process, considering how concepts you explored in this class might impact your implementation choices in the future.

6) Appendix I: Game Design Document: As an Appendix, include your Game Design Document from Transformative Game Design 1.

7) Appendix II: Cover Letter: You must integrate the feedback from your peer reviews and instructor in your Final Draft of Major Assignment 2. You will include a cover letter that addresses each of their recommendations and how you integrated them as Appendix II. If you have reasons for not integrating the comments, please provide a thorough and persuasive explanation why.