

SCHOOL OF EDUCATION & PROFESSIONAL STUDIES

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Virtual Presentation

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TABLETOP ROLE PLAYING GAMES

Abstract: Studies have shown Tabletop Role Playing Games (TRPGs) to be effective motivational learning tools that can be utilized across various subject matters. However, despite the benefits, there is a gap in the literature regarding the processes and outcomes of viable and usable implementation techniques of such games in the curriculum. As such, this dissertation conducted a 3-part study that investigated the application of TRPG elements and game processes for practitioners and curriculum developers with the goal of providing guidance to aid the implementation of TRPGs in education. The first study examined TRPGs using the lens of optimized motivational elements through the perception of six players. The second study focused on a comparative lens, highlighting the differential and similarities between the processes used by the game masters, who are responsible for the facilitation of a TRPG game session, and the process used by instructors when they carry out instruction. This case study analysis utilized six participants that were 3 instructors and 3 game masters. The third study uses grounded theory method to document the viability and implications of the application of TRPGs in the curriculum relative to motivational and performance outcomes. This documentation may be useful to devise a guide which trains instructors in implementing TRPGs, making the process easier and more manageable.

