

From Teaching to Research: Analysing on-line role-play simulations as tools for experiential learning

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439 13.00-14.00

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Simulation defined

- Timothy Clapper 2010
- “Simulation involves participating in a very real learning experience that closely resembles an actual setting. These actual settings may be replicated...in the case of role-play (by)...the use of actors to bring the experience to life”, p. 39.
- https://www.researchgate.net/publication/234567370_Role_Play_and_Simulation_Returning_to_Teaching_for_Understanding

Simulation defined

- <http://www.simplay.net/papers/MagicCircle-Linser-Lindstad-Vold08.pdf>
- A 'simulation' in our definition is an artificially dynamic and closed systemic environment in which a particular set of conditions is created according to *a priori* rules in order to study or experience something that exists or could exist in reality. In computer simulations (and indeed simulation type games) the *a priori* rules are predefined algorithms that determine the output or outcomes of the system
- http://enrole.uow.edu.au/repository/OLRP_Venezuela_Simulation.pdf - earlier simulations we used to run on Venezuela case in UK and ISS (2001-2007)

Background to RPS in ISS

- <https://www.youtube.com/watch?v=jBhb2rGGxK0&t=5s>
- From 6.09 on role play simulation at ISS.
- The simulation described in these terms:
“really engaging” “a very engaging learning tool” “simulation...gave us a lot of practical experience” “a learning technique was new and very interesting for me”

Background to RPS in ISS

- Research on both Venezuela Simulation exercise (run for 6 years)
- And on Rwanda simulation exercise (12 years)
- Using literature, especially Don Quixote for Venezuela

https://www.uow.edu.au/cedir/enrole/repository/OLRP_Venezuela_Simulation.pdf

- Alice through the Looking Glass for Rwanda
- https://www.researchgate.net/publication/279678496_Through_the_looking_glass_Learning_from_Simulating_Rwanda

Background to the RPS in ISS

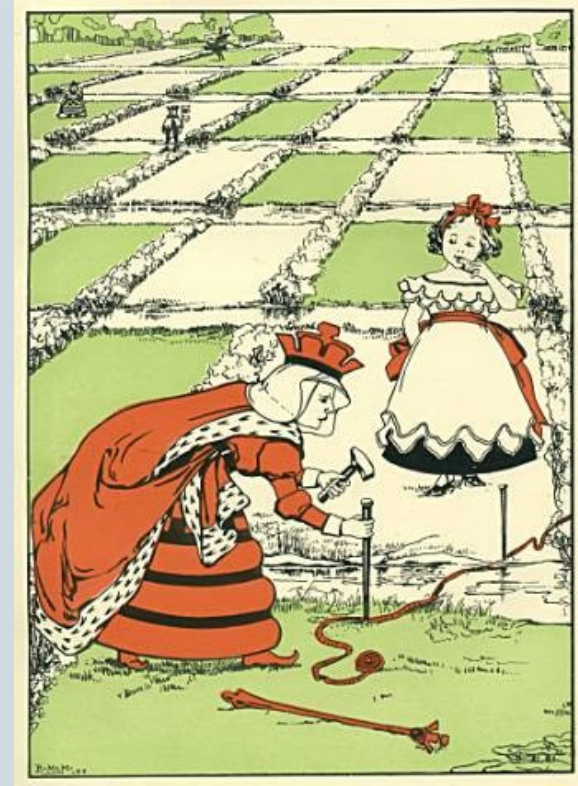
- Simulations from 2002 with 'Fablusi' platform
www.fablusi.com
- 'Teacher friendly' website means teacher can alter content, for each simulation.
- On-line learning often includes face-to-face conferences, publications, videos etc. e.g.:
<http://www.simplay.net/papers/ZenModeratorRolePlay02.pdf>
- <http://www.simplay.net/papers/WhatCanWeLearn2011.pdf>



The Art of Being Someone Else

Learning like Alice

- Each student needs to know only what their role would know.
- Participants in on-line Role Play Simulations (RPS) explore a world where they make moral choices *with little knowledge of the consequences for themselves and others*.
- By making these choices they learn how “one thing leads to another”, and appreciate some elements of the hyper-complexity of the reality of realizing rights and social justice.
- Playing a role can also confront common problems in development and rights work: denial, burnout and fatigue, renewing energy!



Learning like Alice

Tips from Albert Ip & Roni Linser (of Fablusi)

- Learning like a detective, hunting clues
- Draws on skills of play from youth!?
- The aim to learn about working on human rights in a sensitive political environment whilst enjoying learning = 'serious fun'.
- http://www.powershow.com/view1/bcfdc-ZDc1Z/Engaging_Learning_Experience_Using_Role_Play_Simulation_powerpoint_ppt_presentation

Pedagogic methodology in an educational RPS

- Tips from Albert Ip & Roni Linser
 - Key is understanding the scenario, having background information, basic facts, theory...
 - understanding information from role's point of view
 - Embellishing the role using imagination (creativity)
 - articulate role profile via setting goals (in public and private agendas)

Pedagogic Methodology of an educational RPS

- Background Required readings
- <http://www.simplay.net/papers/BlackBlizzard07.pdf>
- In order to play a role, a player must ask himself/herself two questions. Firstly 'how should this role act?' i.e. what are the characteristics of the role that would lead the role to act in one way rather than another?
- Secondly the player must ask 'how should I play this role?' i.e. what do 'I' know about these characteristics and how would 'I' act if 'I' had these characteristics?
- I would add: students READ themselves into their role!

Sample of roles played



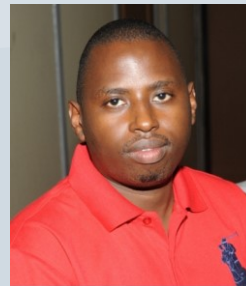
HE PAUL KAGAME



JUSTICE JOHNSTON BUSINGYE



GODELIEVE MUKASARASI



JAMES MUNYANEZA



JEAN-PAUL MUNYAKAZI



EMMA CLAUDINE NTIRENGANYA



PHIL CLARK



VICTOIRE INGABIRE (IN PRISON)



FRANCOIS MUNYENTWARI



ZEPHYRIN KALIMBA



GERALDINE MUKESHIMANA



JEANNETTE KAGAME



DANIEL BEKELE



FREDERIQUE DE MAN



SERAPHINE MUKANTABANA



FRANK HABINEZA

Role play methodology is task-driven

- <http://www.polsim.net>
- role selection the first step (2/3 selected).
- Once all players select, they receive an e-mail with their allocated role, password etc.
- First task is submit a role profile, deadline given (links provided to inform for each role)
- Once all role profiles done, simulation starts
- Work for 3 weeks, final goal to present in face to face conference, student-organized
- Debrief and reflective evaluations end.

A sample role profile

- I am Jean Paul Munyakazi, President of IMBARAGA farmer Federation.
- The mission of the IMBARAGA Farmer Federation is the professionalization of the farming profession to improve the welfare of farmers in rural areas and to change perceptions of the population. Founded in 1992 by Rwandan farmers, Imbaraga is a peasant organization comprises of 94,324 farmer members today and located throughout 5 provinces in Rwanda that brings farmers together to share best practices and resources. The organization runs on member fees (about USD 2 annually) and contributions from non-governmental organizations. Imbaraga operates three overarching programs, including training farmers in the latest agronomic practices, linking farmers with viable markets (either through identification of markets or assistance with physical transportation), and assisting farmers as they adapt to new agricultural technologies to lighten their workload.
- The Federation of IMBARAGA has the following specific goals:
 - Regrouping members in the commodity chains of agriculture and livestock farming;
 - Enabling its members to have access to investment resources;
 - Reinforcing solidarity between members with a view to safeguarding and defending their professional interests;
 - Promoting equality of rights and opportunities between the man and the woman for improvement of their welfare (you have a personal commitment to women's land rights)
 - Endowing members with capacities for analysis and access to technology - irrespective of gender or identity;
 - Meeting members' expectations and finding solutions to their problems

Going beyond the simulation

“I searched and searched but it seems very difficult to have the profile of Jean Paul Munyakazi. I contacted friends in Rwanda, once they give me any more information I will send it if it will be possible to update the profile. The website of Imbaraga doesn't also work” – 2017 sim.

Another year a student used linkedin to be in touch with one of the roles, in real life!



Sample program
for end of
simulation
conference -
designed by
students
themselves.
Open invitation
to observers
including
Rwandans

***Moving Towards Vision 2020: Realising
Rights of Rwandans in Kwibuka20***

CONFERENCE

4th June 2014



Conference Programme:

4.00-4.05 Introduction and Welcoming Statement by the Chairs

4.35-5.10 PANEL II: GENDER, EDUCATION AND DEVELOPMENT

5.10-5.40 PANEL III: FOOD SECURITY AND LAND RIGHTS

5.40-6.00 Debriefing Comments and Questions from Observers Present

6.15 Conference Closes (after drinks)

Venue: Serena Hotel, Kigali (ISS Building), Room 126

Time 3.30-6.00

Drinks and snacks will be served at 3.30 onwards

Sample program
for end of
simulation
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JUSTICE FOR ALL RWANDANS

**Towards Free Elections
2017**

**FRIDAY,
JUNE 16TH**

14:00-16:30
HOTEL MILLE COLLINES,
KIGALI
(ROOM 1.26 - ISS)

**EVERYONE
WELCOME!**



Sample conference program (student designed)

1. Conference Chairs: Aimable Mugara and Louise Mushikiwabo, Minister Foreign Affairs

2. Conference Observers:

1. Guillaume Kavaruganda, Counsellor General, the Embassy of Rwanda in The Hague,
2. Prof. Jumoke Oduwole, Prins Claus Chair Holder 2014-2015, University of Lagos,
3. Ruzibiza Yvette, ISS student from Rwanda,
4. Anneke Vermeulen, Dutch journalist

4. Conference Program

4.00-4.05 Introduction and Welcoming Statement by the Chairs

4.05-4.35 PANEL I: CIVIL RIGHTS AND POLITICAL RECONCILIATION IN RWANDA

Paul Kagame, HE The President	Return of Refugees and Reconciliation in Rwanda
Leoni Cuelenaere, Dutch Ambassador, Kigali	Widening the Political Space in Rwanda
Daniel Bekele, Human Rights Watch	Promoting National Unity and Reconciliation
Aloys Munyangaju, LIPRODHOR (Human Rights NGO)	Cooperation between States Promoting Rule of Law
Victoire Ingabire (Represented by Her Lawyer)	Freedom of Speech (Lawyer: Gatera Gashabana)
Dr Phil Clark, Researcher	Academic Freedom in Rwanda
Brief Discussion and Questions from Media	

4.35-5.10 PANEL II: GENDER, EDUCATION AND DEVELOPMENT

Jeannette Kagame, First Lady and NGO	Women, poverty and HIV/AIDS
Louise Mushikiwabo, Minister Foreign Affairs	Education Reform
Francois Munyentwari, ACORD	Education for Girl Child
Emmanuel Safari, CLADHO (Human Rights NGO)	Realizing Rights and Achieving Economic Growth
Chantal Kabasinga, Avega Agohozo	Genocide Widows: Towards Vision 2020
Mary Balikungeri, Rwanda Women's Network	Awareness of Sexual and Reproductive Rights
Brief Discussion and Questions from Media	



Sample statement by participant

Statement by Minister JEAN PHILBERT NSENGIMANA

JUSTICE FOR ALL RWANDANS CONFERENCE @ HOTEL MILLE COLLINES
KIGALI RWANDA

Mr. President, H.E Paul Kagame
Honorable Members of the Cabinet
International Observers and Dignitaries
Madam First Lady, Jeanette Kagame
The Civil Society and Media here present
Conference Chairs
Distinguished Ladies and Gentleman:

It is with great pleasure that we recognize and appreciate that your participation in this High-Level Event.

Today, it is remarkable that we---government officials, opposition leaders, civil society, non-governmental organizations, international researchers and international observers can stand side by side to discuss issues and ideas that will promote Justice for all.

As we move towards achieving Vision 2020, the Ministry of Youth and ICT is working to address national priorities for economic growth and poverty reduction through the development and coordination of national policies and programs related to youth empowerment as well as Information & Communication Technology.

MYICT focuses on empowering a young generation that is HAPPi: H: Healthy, A: Attitude; Aptitude (skills, education), P: Patriotic, P: Productive and i: innovative.

We have made immense progress with the a 5-year Program for Priority Skills Development (2013-2018) that address the imbalance in the supply and demand of skilled labour with a guarantee that the availability of skilled workers for the labour market that would meet the actual demands from employers.

Mr. President, Distinguished Ladies and Gentlemen:

The Information and Communication Technologies (ICT) Sector has become a major driver of the world economy. It has a huge contribution on GDP. ICTs also represents one of the major weapons in the fight against poverty enabling government efforts that have transformed the country into one best places to do business in Africa and globally.

Rwanda is gradually becoming one of Africa's ICT Giants. Last month, we were awarded the Global Business Innovation Award for outstanding public private partnership that saw the emergence of a 4G broadband internet.

We are working to increase accessibility, affordability and digital literacy and by 2017 95% of our population will be covered by 4G internet.

The Ministry of Youth and ICT will continue to emphasize partnerships and collaboration with government agencies, private companies, civil society and grass roots organizations. We are ready to collaborate international organizations and friendly nations.

In this vein, we've signed a MOU with the Netherlands Development Organization (SNV) to provide jobs for 4400 young people over 5-years period.

In collaboration with the Ministry of Agriculture, we've started conversation with the head of the Farmers Union Jean Paul Munyakazi to explore how ICT can contribute positively to productivity of the union.

Discussions are underway with the Ministry of Justice and relevant agencies to digitize and track land registration to tackle land grabbing.

**Mr. President, Members of the Cabinet, Madam First Lady,
Distinguished Ladies and Gentlemen:**

The Ministry of Youth and ICT will continue to accelerate socio-economic development, improving productivity of the private sector and developing the growth of ICT in development and diffusion in the Rwandan Society and Economy. We will continue to develop strong partnerships and build alliances with all actors to realize Justice for All.

Heartfelt thanks for your participation in this historical event.

I thank you.



Student responses to the simulation

- Simulation taught 2006-2017 at ISS in 4303 course, Realising Rights and Social Justice (now the Mobilising Rights course, Jeff Handmaker)
- “I enjoyed the simulation and the conference. I thought it was good timing to have the simulation during block B because the simulation allowed for a more flexible schedule during the busy time of the research design submission”.
- “The simulation was very interesting. It was a different learning experience that was bolstered with the newly acquired knowledge from the classroom and readings”.

Student responses to the simulation

- “The simulation...makes one think of bigger opportunities and demonstrates the relation between theory and practice, requires enough time for one to understand it and give it their best”.
- There can be competing interests and a time lag in enthusiasm
- “...it took me long to understand it because I was in a very fixed period of Research Paper preparation, assignments that I did not consider it much only to realize towards its end how its the best learning experience I ever had in life”.

Student comment 1: frustration can foster creativity

"At times I found this role play quite frustrating...Maybe my background as a journalist in the real world, relying on accurate and credible information, confused me in the role play...I needed several times, when the frustration took over, to remind [myself] that 'this is a role play, just make up a story'"

Student comment 2: no real consequences

- "...There were no real consequences in our simulation...one could say what one wanted and would never really have to pay the price. Every day people die because they speak out their beliefs...People in real life often have their hands tied by many different responsibilities...fear for their jobs, their livelihoods, their children".

Student sim comment 3: a fairy tale

"I was still puzzled by the complexity of this matter, to the point of asking myself whether this field of human rights (especially realizing them) was like a fairy tale. Does it make sense to put what we preach about in human rights in practice, especially in the web of politics, power relations and greed for money and power that destroys the most vulnerable ones and cements the power of the already powerful?"

Conclusion: RPS as critical learning

- Clapper 2010: “Role play has the ability to develop and enhance content skills as well as skills needed for future success by incorporating realistic, or real-world, problems. Those involved in role play are also actively involved in the construction of their learning which has also been shown to enhance student’s critical thinking skills, especially when used in conjunction with good facilitator questioning techniques”, p. 40

Conclusion: 'Serious educational games'

- "...the potentialities of the new spaces for learning had a number of effects, including changes to the role of the teacher and the nature of authority...de-centering of the learning process and the separation of the learning space from the institutional space that provides learning spaces...While teaching is still about the transference of knowledge, understanding and skills, the decentering of the learning process, has meant that teachers have sought, and are still seeking, new pedagogic designs that would leverage the power of the new ICT and with which they can confront their shifting role in education", p. 2 "The Magic Circle-Game design principles and online role-play simulations", ED-MEDIA 2008, Roni Linser & Nina Ree-Lindstad.

Additional slides: pedagogic method in class

- Posing Rights Dilemmas
- Not Resolving goals tensions, conflicts
- Asking students to work with tensions
- Identifying areas for potential collaboration
- Working in a sensitive political environment
- Rules set but Mod makes no decisions

Table 2: Pillars of Vision 2020 and its cross-cutting areas

Pillars of Vision 2020	Cross-cutting areas of Vision 2020
1. Good governance and a capable state	1. Gender equality 2. Protection of environment and sustainable natural resource management 3. Science and technology, including ICT
2. Human resource development and a knowledge-based economy	
3. A private sector-led economy	
4. Infrastructure development	
5. Productive and market-oriented agriculture	
6. Regional and international economic integration	

Vision 2020

A Modernising Vision (Vision 2020)

- Small plots seen as inefficient and to be consolidated
- Claimed that innovation is vital for food security for Rwanda, as opposed to for each individual farming family unit
- Agricultural Plans in line with Vision 2020
plan to reduce share of agriculture in employment from 85 % to 50 % by 2020
- Important role for private sector

Rights Dilemma 1: Poverty and Modernisation



- New town centres
- Poor areas Kigali zoned for commerce (sky scrapers)
- Poor people: going, going, gone – but where to?
- How do poor Rwandans' rights fit into plans?



Table 1: Rwanda's Macro-economic indicators from 1995 to 2011

Indicators		1995	2000	2005	2009	2010	2011
Price Levels (%)	CPI (eop)	101.1	14.1	5.6	5.7	0.2	8.3
	GDP Deflator	--	2.8	9.1	9.0	2.5	7.4
Real GDP growth		32.3	8.4	9.4	6.2	7.2	8.2
Internal absorption (%GDP)		--	118.6	113.8	119.4	120.5	117.4
Overall budget deficit (% GDP)	Without grants	-10.2	-12.7	-11.2	-12.9	-14.1	-12.3
	With grants	1.6	-1.3	0.2	-1.3	-2.0	-0.7
Current balance (% of GDP)	Excl.official transfers	--	-6.5	-2.5	-7.2	-7.4	-7.2
	Incl.Official transfers	--	-19.4	-14.9	-17.2	-17.5	-19.0
Nominal GDP per capita (USD)		168.0	225.1	288.7	519.2	540.1	592.7
Debt service (% Exports)		--	52.4	37.7	6.5	5.9	5.0

Rights Dilemma: Modernising poverty?

- This house has had its roof removed because thatched housing is no longer allowed. Hundreds of 'Batwa' / potter families without shelter (COPORWA/ Survival). Who gets new houses?
- How are housing rights of this minority framed?



Rights Dilemma 2: Political legitimacy: does 90-98% vote prove this?



<http://www.youtube.com/watch?v=EU5jsDaWZQA>

Complaint 2012 to ICC about Kagame – how convincing?

Rights Dilemma 3: Improved literacy, health and education – but jobs?



Recovery through hybrid justice? Gacaca

