# **Conflicted Courses**

A matrix RPG for Technology and Hangarau course design in intermediate and junior secondary Ruth Lemon and Rich Durham



# Karakia / Tauparapara

#### Tikina atu i tuawhakarere

I te ao kōhatu Ngā mōhiotanga o rātou mā Hei kawe i a tātou i roto i te ao tūroa Kua takoto kē te whāriki i rarangahia e rātou Wānangahia, tuakina kia tau Rangahaua kia maumahara Manakohia kia whiwhi ai Te mātauranga Māori Motuhake <u>The official translation of the 2017</u> Hangarau curriculum, provided on Tāhūrangi</u> -

#### Take hold of the knowledge

#### of our ancestors

To carry us in this contemporary world The foundations have already been laid Discuss, debate, in order to understand; Research, to remember Practice, to retain The essence of Māori knowledge



Haumi e, hui e, tāiki e.

### Ko wai māua?

#### Who are we?

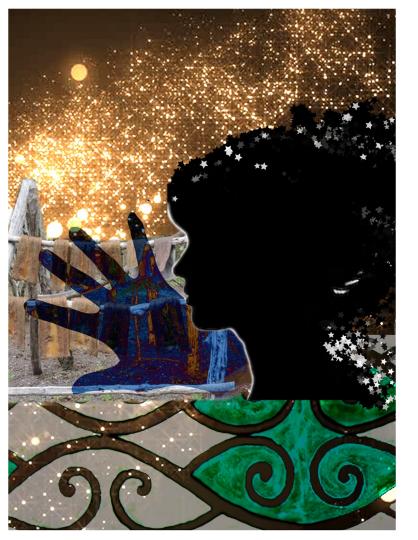
PhD Candidate and Curriculum Development Manager (respectively).

See http://hohi1816.nz/

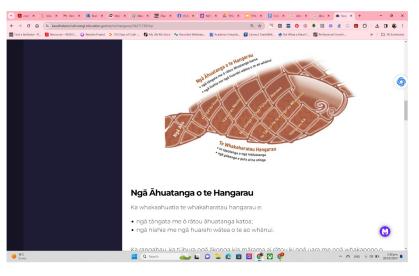


Photo credit: Julianne Evans





### Hangarau



#### Official translation



### MATRIX GAME

Framework for discussion based role playing.

Good for discovering problems, ideating, and forecasting.

Bad in low trust environments.

 Good for discovering problems, ideating, and forecasting.
RPG Safety tools

Bad in low trust or immature environments.





# Setting the Course

Together...

"We've gathered today to discuss HANGARAU, which is strategically important to the SCHOOL BOARD because it will RAISE FUNDS THROUGH ENROLMENT OR SPONSORSHIP. And to GOVERNMENT because it must COMPLY WITH THE NATIONAL FRAMEWORK. Our job is to satisfy those, in a way that is okay for most people here."



### Setting the Roles

**Motivations and Approaches** 



Why your role cares



Some things your role might think about when adding pros/cons to a proposed contribution What's a re-roll token?



What's turn order for?



Gameplay

We'll be playing five (5) rounds. Each round has a different focus:

- 1) Learning outcomes
- 2) Assessment
- 3) Content
- 4) Content
- 5) And more content!

#### > PLANNING

- Time to talk
- Consider goals
- Create "Contributions"
- Include an estimate of TIME, IMPACT, COST

#### 

- Propose Contributions in Turn Order
- Support (+1) or Oppose (-1) by describing Pros/Cons
- Roll the dice on whether it works as intended.



# **ROUND 1: LO Planning**

### What are the Learning Outcomes for this course?

Ex. Learning outcome statement (e.g. Students will be able to [verb]...)



### **ROUND 1: LO Contributions**

**Propose the Learning Outcomes** 



### **ROUND 2: Assessment** Planning

### What and when are the assessments points?

Ex. One sentence to describe the assessment activty How it aligns with Learning Outcomes

• Time, Impact, Cost



### **ROUND 2: Assessment Contributions**

**Propose the Assessments** 



# **ROUND 3: Content Planning**

### What are Activities and Content to run the students through

Ex. One sentence to describe the activity, how it aligns with assessment or learning outcomes.

• Include Time, Impact, Cost



### **ROUND 3: Content Contributions**

**Propose the Activities** 



# **ROUND 4: Content Planning**

### What are Activities and Content to run the students through

Ex. One sentence to describe the activity, how it aligns with assessment or learning outcomes.

• Include Time, Impact, Cost



### **ROUND 4: Content Contributions**

**Propose the Activities** 



# **ROUND 5: Content Planning**

### What are Activities and Content to run the students through

Ex. One sentence to describe the activity, how it aligns with assessment or learning outcomes.

• Include Time, Impact, Cost



### **ROUND 5: Content Contributions**

**Propose the Activities** 



# Debrief

How did different players' competing goals impact on the ideas you had and the decisions you made?

This game is a model - if you have experience in one of these roles, how do they differ? How are they similar? In the game we focused on the Hangarau curriculum. What aspects could be of value to you in your context?

How did you think about the teaching activities in relation to the assessment outcomes? Can you see ways of applying this in your contexts?

What would you change? What could be improved?



# Karakia / Tauparapara

#### Tikina atu i tuawhakarere

I te ao kōhatu Ngā mōhiotanga o rātou mā Hei kawe i a tātou i roto i te ao tūroa Kua takoto kē te whāriki i rarangahia e rātou Wānangahia, tuakina kia tau Rangahaua kia maumahara Manakohia kia whiwhi ai Te mātauranga Māori Motuhake <u>The official translation of the 2017</u> Hangarau curriculum, provided on Tāhūrangi</u> -

#### Take hold of the knowledge

#### of our ancestors

To carry us in this contemporary world The foundations have already been laid Discuss, debate, in order to understand; Research, to remember Practice, to retain The essence of Māori knowledge



Haumi e, hui e, tāiki e.

# Ngā mihi Thank You





ruth.lemon@tenz.org.nz

<mark>r.durham@auckland.ac.n</mark>z

tenz.org.nz

### Don't forget to follow us to stay up to date!

Click on the logos to visit our pages.

