

Conflicted Courses

A matrix RPG for Technology and Hangarau
course design in intermediate and junior
secondary

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TENZ TECHNOLOGY
EDUCATION
NEW ZEALAND



UNIVERSITY OF
AUCKLAND
Waipapa Taumata Rau
NEW ZEALAND

Karakia / Tauparapara

Tikina atu i tuawhakarere

I te ao kōhatu
Ngā mōhiotanga o rātou mā
Hei kawē 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

[The official translation of the 2017
Hangarau curriculum, provided on
Tāhūrangi -](#)

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](#)

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.

➔ RPG safety tools

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

➔ DEVELOPMENT

- 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 activity

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?

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Haumi e, hui e, **tāiki e.**

Ngā mihi Thank You



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