

## **Role Play in the Norwegian EFL Classroom**

Adapting a *Reacting to the Past* Game to the Norwegian 10th Grade  
Classroom in Accordance with the Subject Renewal 2020

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# Abstract

This thesis is a study of the American immersion pedagogy Reacting to the Past (RTTP) and how this pedagogy can be used in the Norwegian EFL classroom in lower secondary school. RTTP is a series of role playing games developed for American colleges and universities. Our thesis is split into three research questions, examining how to adapt a game for use in lower secondary school.

Together with two other MA students, we adapted the game *Ending the Troubles : Religion, Nationalism, and the Search for Peace and Democracy in Northern Ireland, 1997-98*, in accordance with the subject curricula, LK20. We played the game in a 10th grade class over two weeks in January 2022. In RTTP, the pupils run proceedings in the classroom and the teacher serves as the game master who oversees the process. During each session, we observed and took notes. At the end of the intervention, a survey was conducted to investigate which parts of our adaptation had succeeded or failed.

We have played RTTP at university both in Norway and the United States and have been part of a project working on developing RTTP games. The potential of the pedagogy was something we wanted to test to see if it could be used in 10th grade classes.

Our study found that it can be an effective learning tool in Norwegian 10th grade classrooms with some changes in the build-up and preparation of the game. Most of the pupils in our intervention enjoyed playing the game, saying “it was more fun than traditional teaching”. Some pupils claimed they learned more from the RTTP game than they normally would. Our study also justifies the use of RTTP as a learning tool through the competence aims in LK20.

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# 1.0 Introduction

Teaching is often considered a monologic activity where the teacher lectures and the learners listen. While this should be the case in some scenarios, teachers should strive for a more meaningful and engaged form of teaching. The Norwegian curriculum – the Subject Renewal (LK20) – does not describe or constrain teachers on which methods to use to achieve the learning goals. The lack of description and constraint means that it is ultimately up to each teacher and school how to conduct teaching to achieve learning. During our own time as pupils in lower- and upper-secondary schools, we got to experience a wide variety of teaching methods. Likewise, during the last five years of attending the teacher training program at the University of Agder, our horizons have widened further regarding teaching and learning methods.

One such method is Reacting to the Past (RTTP), which our supervisor Erik Mustad introduced to us during his English teaching at the university. RTTP is an immersive role play pedagogy where participants assume roles of historical figures set in a significant historical time (Barnard College, 2022). Originally designed for college use in the United States, we set out to adapt such a game to a level befitting 10th grade in Norway. The adaptation process, including the classroom intervention, was done in cooperation with fellow master students Emily Samuelsen Karlsen and Sarah Fiskodde Kræmer Andersen. The adaptation process started in September 2021 and lasted until the intervention's conclusion in late January 2022. We took pedagogical decisions to ensure that the desired content and difficulty level was reached during the entire process.

The goal of this study is threefold

1. investigate which adaptations must be made to an existing RTTP game to make it suitable for a Norwegian 10th grade
2. review which parts of our adaptation succeeded or failed
3. investigate and review how RTTP as a teaching method fits within the framework of LK20.

We designed three research questions to gather data and find answers for our three goals.

*RQ1:* What adaptations must be made to better facilitate an RTTP game for a Norwegian 10th grade?

*RQ2:* Which areas of our adaptation succeeded or were found lacking?

*RQ3:* How does RTTP as a method facilitate the learning goals and aims outlined in the Norwegian curricula (LK20)?



## 2.0 Reacting to the Past

Have you ever been in history class and wondered why people made the decisions they did at significant moments in history? Reacting to the Past (RTTP) provides an opportunity to dive into the heat of the moment. Re-enacting historical moments allows pupils to get first-hand perspectives on how or why decisions were made. Small changes might have altered the outcome and, in turn, changed history as we know it. The pedagogy surrounding RTTP has been developed since the mid-90s and is now utilised for history teaching, critical thinking, and argumentative training all over the US. The historical games comprising RTTP are based on actual historical events, where students are given characters and roles to play in a series of historical debates. The games end in one or several votes to determine whether a, b, or c happens. How did these games see the light of day? This part of the thesis goes through the history of RTTP, an introduction to how it works, and in what areas it may facilitate learning. Lastly, an outline of our chosen game will be presented.

### 2.1 Innovated by Chance

In late 1995, Professor of History at Barnard College, Columbia University, New York City, Mark C. Carnes, held one of the last lectures of the semester, discussing Plato's *Republic* with his students. Carnes (2014) claims everyone in the room could sense the boredom, the students were bored, and even he was bored (p. 18). This experience led to him inviting his students from this class into his office in mid-January to discuss how he could move the class forward and be more inspiring. One student said that "all classes are sorta boring", which made him think back on his studies and how little he vividly remembered (p. 19).

During the summer of 1996, Carnes (2014) prepared for the fall semester by developing roles for a debate game, which would be used three times during the semester. These were all "structured debates, with winners and losers, set in particular historical moments" (p. 30). Two students took complete control of the room during the second game and changed the mood entirely, turning it into the most inspired class Carnes (2014) had taught in years (pp. 33-34). Carnes (2014) himself describes the first lesson where the students took charge in the following way: "No class I had seen even vaguely resembled this one, never had I "taught" a class without saying a word. Never had students been so engaged and in such a weird way" (p. 34).

After this lesson, he invited the president of Barnard to class to observe the role playing, and she was amazed by what she saw. At her initiative, the role play that had developed in Carnes' class would be experimented with and developed, as they both saw massive potential in it. By 2013 more than 350 colleges and universities used RTTP games in their teaching (pp. 34-35).

## **2.2 Reacting to the Past in Norway**

RTTP is, at the moment of writing, not commonly used in Norwegian education. We have taken part in a project developing different RTTP games in the past few years. This project is a cooperation between the University of Agder, Minnesota State University of Moorhead, and Luther College, Iowa. DIKU, the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education, has provided the project's funds. The project is part of a bigger picture, where RTTP is being tried and tested in Norwegian universities and, to some extent, in upper and lower secondary schools. Håkon took part in the project in 2018, working with ten other university and college students at Luther College in Iowa, developing different games over a four-week period. André was part of the same project the following summer, 2019, also at Luther College. Student assistants on this project were from both the University of Agder and Luther College. The tasks included gathering background information, writing roles, and test-playing to see if the games had any flaws that could hinder the students from playing them. This master thesis is another step in developing RTTP games and one of the first attempts to implement it in Norwegian education.

## **2.3 About the Game**

All RTTP games are set up similarly, with a set of basic features outlined in the introduction to the games: Game Setup, Gameplay, Game Requirements, Reading and Writing, Public Speaking and Debate, and Strategising. RTTP games are developed and verified through the Reacting Consortium, which funds the development of the games (Barnard College, 2022).

### 2.3.1 Game Setup

When setting up and starting a session of RTTP, the teacher spends some time before the game starts to help the pupils understand the historical context of the game. This is done by providing the pupils with a gamebook that includes historical information, rules, and game elements (Burney & Auge, 2020, p. 4). Each participant is given an individual role sheet, providing a short biography of the historical person they will model in the game and that character's ideology, objectives, responsibilities, and resources. Most roles are historical figures, while some are composites drawing elements from different individuals, and some are entirely fictional (p. 4). All readings provided by the teacher should ideally be read before the game starts.

### 2.3.2 Gameplay

As soon as the game starts, the teacher takes on the role of Gamemaster (GM) and leaves proceedings over to the pupils. A single character serves as a presiding officer in most cases, often called a chairman. The teacher's role as GM is to make sure that the game does not derail, and it can pass notes to pupils who are struggling to get involved. The GM can also announce important events or changes to the game by, for example, exclaiming that there has been a paramilitary attack on Downing Street. When out of class, the teacher is available for consultation before and after game sessions. They will not let pupils in on any of the game's secrets. However, their input can still be valuable to help sharpen arguments or provide the pupils with additional historical reading (Burney & Auge, 2020, p. 5). In every RTTP game, one of the roles acts as a chairman. The chairman is supposed to make sure the game proceeds in a fair manner. However, there is a podium rule that allows any pupil approaching the podium his or her chance to speak.

The role sheets mentioned in 2.3.1 contain private, secret information about the character. Most roles are part of a faction outlined on the role sheet. How strong these alliances and factions are depends on the game. In the case of our game *Ending the Troubles*, tensions are high, and the factions are stubborn, making for strong alliances. Some characters belong to a second category – the indeterminates. These operate outside the established factions, but in our case, they are still found within existing political parties (Burney & Auge, 2020, p. 5). During the course of the game, indeterminates are the ones that determine the

outcome of important votes. Persuading them to your side is a smart move and helps you on the way to winning the game or at least succeeding on some of your objectives.

### **2.3.3 Main Facets of the Game**

According to Burney & Auge (2020), playing an RTTP game challenges the pupils to “practice persuasive writing, public speaking, critical thinking, teamwork, negotiation, problem-solving, collaboration, adapting to changing circumstances, and working under pressure to meet deadlines” (pp. 5-6). This chapter will elaborate on how these assets come into play in the game.

#### *Reading and Writing*

Collecting information about historical content, role descriptions, and faction descriptions requires much reading. This aspect is one of the most important parts of playing an RTTP game, as most of the preparation is done through reading. The reading load of each pupil varies depending on the role they play. The writing requirements depend on the same variables (Burney & Auge, 2020, p. 6). In our adaptation, there are no writing requirements. The reasoning for this is provided in chapter 5.1.2. Written parts are often policy statements but can also be autobiographies, newspapers, poems or posters. This provides the foundation for the speeches delivered in class (p. 6).

#### *Public Speaking and Debate*

RTTP can be described as a debate-centred role playing game. The pupils are supposed to make speeches and involve themselves in debates. The podium rule, as previously mentioned, is set in place to allow every participant to speak and voice their opinion. The podium is there for the more formal speeches and giving the roles that otherwise do not have a say, an arena for speaking their mind. The speeches are often the catalyst for debates, which can be impromptu, raucous, and fast-paced. The debate must, at some point, lead to action, which means proposing, arguing, and passing a variety of resolutions (Burney & Auge, 2020, p. 6).

Different games take part in different time-epochs, making the pupils’ 21st-century lingo inappropriate. This might seem like a minor detail. However, the formality of language during the speeches makes it easier to stay in character. Players are also encouraged to seek

allies to ensure that they have someone backing their points when speaking from the podium or assisting in the debate following the speech (p. 6).

### *Strategising*

A certain amount of time is set aside for faction meetings and mingling during the game. This allows the players to understand the faction's purpose and objectives, as well as find a way forward together with the people they are affiliated with. The frequent conversations with other pupils also provide an opportunity to persuade indeterminate players to vote for your case. The more people support your case, the more likely your faction is to win the game. Some players have personal objectives that differ from the views of their factions, which are to be kept a secret until the voting, or whenever the role sheet tells the player to reveal their opinion (Burney & Auge, 2020, p. 6).

## **2.4 Ending the Troubles**

For our teaching intervention, we chose a game designed around the premise of the Northern Irish Good Friday Agreement (GFA) in 1998. The game, *Ending the Troubles : Religion, Nationalism, and the Search for Peace and Democracy in Northern Ireland, 1997-98*, is still under development. We were provided with a copy of the game to adapt it to a level suitable for Norwegian 10th grade. The differences between the original game and our adaptation are pretty substantial, as we had less time than anticipated to play the game, and the pupils did not have any prior knowledge about the Troubles. The changes we made during the adaptation process will be outlined and discussed in chapter 5. The following chapter presents the original game.

### **2.4.1 The Original Game**

The game takes place in the halls of Stormont during the peace negotiations in 1997-98. The players are provided with a gamebook containing a brief overview of the situation, basic features of RTTP, key dates and terminology. The historical background takes up a big part of the gamebook, presenting information on the history of the British in Ireland, the development of the two Irelands, and the history of the Troubles. These parts combined make a good foundation of knowledge before the game is presented and eventually played.

*Ending the Troubles* focuses on the efforts to end violence in Northern Ireland known as “The Troubles”, which had lasted for thirty years. The communities in Northern Ireland were pitted against each other in the conflict, with different concepts of their national culture, identity, and political allegiances being crucial. To truly understand the societal divisions and the issues the decision-makers faced in 1997-98, one must examine Ireland’s history and its relationship with the British and the relationships between native Irish and English and Scottish settlers (Burney & Auge, 2020, p. 11). These nuances in history have divided the historical overview into three parts. Part one focuses on the deep roots of the conflict spanning 1000 years of Irish history. Part two is about the 20th-century history of Northern Ireland. Part three addresses and describes the Troubles.

Nationalism, culture and religion are the foundational differences that form the conflict. This has built up a divide in society seen in housing, jobs and general life quality throughout the years leading up to the Troubles. With nationalism as a backdrop, it is easy to see the main differences between the two parties of the conflict. In order to understand the differences in Northern Ireland, the gamebook presents two approaches to nationalism, *Civic Nationalism* and *Cultural Nationalism*. Civic nationalists’ objective is to make a secular, representative state where members are guaranteed equal political rights within a government based on popular sovereignty where the laws are made by the citizens or their representatives (Burney & Auge, 2020, p. 12). In short, it means that they want a secular state, where the citizens willingly take part based on their political stance rather than culture. Contrastively, cultural nationalism does not seek to create a state that provides a broad umbrella of equal rights for autonomous citizens. Inspired by the French revolution in the late 18th century, cultural nationalism focuses on the nation as a historical and moral community with distinct identities from other ethnic and cultural groups. A person’s national identity is determined by their inheritance of an ethnic tradition, not their political choices (p. 12). Cultural nationalism is based on a people’s shared history, their common heroes, celebrations, traditions and hardships, such as plagues, famines or natural disasters.

There is a clear division in society on most of these issues, making it difficult to navigate the political landscape and try to make a peace agreement that can satisfy all levels of Northern Irish societies. The game is set in 1997-98, and the players are facing both the political differences in the present day (1997-98) Northern Ireland and all their lived histories. Using both definitions of nationalism can help understand the evolution of political conflict in Northern Ireland and why two competing communities evolve on the island. One looks for its identity to the native Irish, with Catholic culture and history of republican

political rebellion to create a united Ireland. The other pledges allegiance to Great Britain and values a culture based on the defence of Protestantism and constitutional monarchy (Burney & Auge, 2020, p.13).

#### **2.4.1.1 Main Issues**

*Ending the Troubles* is built around two main issues: nationalism and democracy.

Nationalism has split the country in two for decades, making it hard to see how either side will give in to the other's ideas. It is difficult to make democracy work in an environment where the politicians and the people are polarised and unwilling to cooperate.

##### *Nationalism*

The term nationalism has been clarified earlier in this chapter, but what does it mean to constitute a national community? What factors create a common sense of belonging to one community instead of another? These are the types of questions the participants are presented with as they are trying to navigate national allegiance based on ethnicity, religion, culture and historical experience (Burney & Auge, 2020, p. 45). Is it possible to unite these people to live in a democracy where they rely on each other in the political system? Or is it better to keep them divided, like they have been all this time?

##### *Democracy*

According to John Stuart Mill, as referred to by Blaug & Schwarzmantel (2016), *democracy* can be defined as the government of the people, elected by the people (p. 180). However, in the case of Northern Ireland, the historical majority has usually come into power through discriminating methods, such as gerrymandering and censorship, to reduce the voice of the minority. With as polarising views as we see in this case, how can one political institution guarantee human and civil rights equality? The players will be asked to maintain the principles of democracy while building a power-sharing system to protect both sides of the community (Burney & Auge, 2020, p. 45). Will power-sharing permanently entrench the divisions within society?

### **2.4.1.2 Competing Ideas and Cultures**

Religion, national identity and democracy are viewed differently depending on what side you are on. Deep-rooted feelings about religion and national identity are nigh impossible to change, and that is not the objective. More importantly, one has to make the different sides understand each other's views and try to work towards a system that can be beneficial for both in the long run.

#### *Religion*

When talking about the Troubles, a common misconception is an impression that the main problem is religion. There are three main religions in Northern Ireland: Catholicism, Anglicanism and Presbyterianism. We will stick with the two major branches, Catholics and Protestants, for simplicity's sake. These are the main divisions constituting the Troubles. Theology was not a matter of conversion, more a baseline on which the divisions of society started. One's religion made the division in ethnic attachment and social and economic status, rather than the religious affiliation in itself. This segregation was evident at every level of society, even during the 1990s. Schools were segregated at primary and secondary levels, with separate schools for Catholics and Protestants. A mere 2% of children attended integrated schools, allowing for Catholics and Protestants (Burney & Auge, 2020, p. 46). By being born into a family of one of the major religions, the choice was already made for you. This meant that you identified with the ones you grew up with, without the opportunities to get involved with people of opposing views. The cultural divide in society is built around these religious distinctions.

#### *National Identity*

As previously mentioned, there are two views on nationalism in the conflict: civic- and cultural nationalism. The civic nationalists base their political identity on the object of creating a secular, representative state. Unionists fall under the category of civic nationalism, as they want to be under the umbrella of Great Britain, celebrating the union's history and future as one strong union. Nationalists are more identifiable with the term cultural nationalism, as they build their identity on aspects such as common history, heroes, hardship and famines. These distinctions have roots in the Irish War of Independence from 1919 to 1921, where the nationalists wanted a united Republic of Ireland. The unionists looked to Great Britain for protection of their political liberty, Protestant religion and economic



prosperity. The splitting of the country, resulting in the creation of the Stormont Regime in Northern Ireland and the Republic of Ireland establishing a separate government in Dublin, was a source of discontent by the public. People with a Catholic background were afraid of losing their identities after being forced into a state where they were the minority (Burney & Auge, 2020, pp. 47-48). History became even more important during the Troubles, as each community used history to push their agenda. The violence turned into a means to an end by forcing the British Government to take action (p. 48).

### *Democracy*

In the game, democracy is divided into three concepts, of which the parties must try to build a political system that can end the Troubles. First, there is the belief that democracy is based on majority rule, meaning that a simple majority of voters should decide the future of Ireland. In this scenario, the party winning the majority of seats in parliamentary elections should control the executive branch and appoint government ministers. The second option is a democracy of integration, where the government should challenge ethnic- or nationalist identities to create cooperation. A constituency for a broader civic nationalism needs to be developed, and structures to encourage cooperation among political parties must be formed (Burney & Auge, 2020, p. 49). The third option is power-sharing, which recognises the fundamental mistrust between the two cultures and suggests building the political system on these terms. This should be a coalition where power is shared in the legislative assembly and the executive branch based on proportional representation (p. 50).

## **3.0 Theoretical Framework**

This chapter presents a relevant theoretical framework used to facilitate and enhance the findings of this study. First, the Subject Renewal 2020 with its associated English subject curriculum and core curriculum are thoroughly reviewed. Secondly, differentiated instruction and its implications on teaching are explained. Thirdly, adaptation theory is presented to provide a framework for the adaptation process we have conducted. Lastly, three learning theories we deem relevant for the Reacting to the Past (RTTP) pedagogy is presented. The curriculum is explained and discussed in greater depth than the other topics in this chapter because it is the most important part of our study.

### **3.1 The Subject Renewal 2020**

LK20 is the common abbreviation for the new Norwegian curriculum – the Subject Renewal 2020. It became effective in all schools at the start of the new school year in August 2020. With it came new curricula for each school subject. This chapter will first outline and highlight some of the main changes it brought to the Norwegian school sector compared to its predecessor, LK06. After that, the core curriculum, which concerns all subjects in the Norwegian school, will be outlined more in-depth. Lastly, the English curriculum will be examined, especially parts where RTTP and role play can facilitate the learning goals and outcomes.

#### **3.1.1 Changes from LK06**

LK20 brought many new changes from LK06. One of the most prominent changes is the increased focus on in-depth learning. Many of the learning goals specified in the curriculum for particular courses have been consolidated or outright removed to create room and more time for the remaining goals to accomplish in-depth learning (The Norwegian Directorate of Education and Training, 2021). These changes will be further outlined and described in chapter 3.1.3 regarding the English curriculum.

Furthermore, another significant change is that the LK20 now focuses more heavily and distinctively on certain important and central values outlined in the core curriculum. These values include 1) human dignity, 2) identity and cultural diversity, 3) critical thinking

and ethical awareness, 4) the joy of creating, engagement and the urge to explore, 5) respect for nature and environmental awareness, and lastly, 6) democracy and participation (The Norwegian Directorate of Education and Training, 2021). These values will be elaborated upon further in chapter 3.1.2.

A third important change in the new curriculum is the increased emphasis on pupil participation and involvement. The Norwegian Directorate of Education and Training (2021) argues that involvement in the “what, how and why” of education increases the learning outcome for learners. Furthermore, the new subject curricula have increased emphasis on critical thinking, source criticism, and digital judgement to better prepare the pupils for the digital reality we now find ourselves in. These topics will be further examined in chapters 3.1.2 and 3.1.3.

Lastly, three interdisciplinary topics have been added to the core curriculum. The three topics include “health and life skills”, “democracy and citizenship”, and “sustainable development”. These were selected as they are critical societal challenges and are included in the subject curriculum of subjects where the content is already a central part (The Norwegian Directorate of Education and Training, 2021). In the English subject curriculum, “health and life skills” as well as “democracy and citizenship” have their own sections (see The Norwegian Directorate of Education and Training, 2020). How these topics are detailed in the English subject curriculum will be outlined in chapter 3.1.3.

### **3.1.2 Core Curriculum**

While the LK20 and its associated subject curricula outline the learning goals in the individual subjects, the core curriculum acts as an overarching curriculum that should permeate all educational activities. The core curriculum applies to primary school (year 1-7), lower secondary school (year 8-10) and upper secondary education and training (year 11-13). It describes what values and principles schools and teachers should employ when carrying out their mandate. Even though the LK20 was new in August 2020, the current version of the core curriculum was made applicable by Royal Decree on 1 September 2017, and pursuant to section 1-5 (now section 1-6 (The Education Act, 1998, § 1)) of the Education Act (Ministry of Education and Research, 2020).

As mentioned in 3.1.1, there are six values that are explicitly mentioned and focused on in the core curriculum. Whilst all of them are important, only the ones that apply to RTTP,

and particularly our game adaptation, will be discussed here. Firstly, human dignity will be outlined. The core curriculum introduces the chapter on human dignity by stating that the school “shall ensure that human dignity and the values supporting this are the foundation for the education and training and all activities” (Ministry of Education and Research, 2020). It goes on to explain that human dignity should be taught both through how teachers and educators treat the pupils as well as through the topics being taught. Equal treatment and opportunity are topics mentioned several times as central characteristics that should permeate all aspects of teaching. Regarding our adaptation, human dignity and human rights are important topics at the core of the Northern Irish Troubles and the setting of this particular game.

The second value mentioned in the core curriculum is identity and cultural diversity. Summarised, the school shall “give pupils historical and cultural insight that will give them a good foundation in their lives and help each pupil to preserve and develop her or his identity in an inclusive and diverse environment” (Ministry of Education and Research, 2020). Whilst the chapter on identity and cultural diversity primarily discusses Norwegian culture and minorities in Norway, it also mentions that proficiency in several languages should be experienced as a resource, both in school and in society. Again, although the chapter primarily focuses on Norwegian culture, there is also a valuable lesson to be learned in examining other identities and cultural expressions. We believe that through playing our adapted version of the game about the Troubles, pupils will gain a deeper understanding of how and why this conflict escalated to such a level and how the outcome came to be.

The third value in the core curriculum is critical thinking and ethical awareness. Through this, the school shall “help pupils to be inquisitive and ask questions, develop scientific and critical thinking and act with ethical awareness” (Ministry of Education and Research, 2020). The teaching and training should aim to give the pupils an understanding of critical and scientific training through tasks and activities that challenge the pupils to examine, evaluate and criticise knowledge through various means. Participation in an RTTP game challenges pupils to step into the shoes of historical figures and adapt to predispositions and values in relation to the historical context. Those predispositions and values might differ from one’s own, and it can be challenging to argue those viewpoints in a role playing game. Nonetheless, this forces pupils to examine, evaluate and live historical intricacies and events per the core curriculum’s description.

“The joy of creating, engagement and the urge to explore” is the fourth value outlined in the core curriculum. With this, the school “[...] shall allow the pupils to experience seeing

opportunities and transforming ideas into practical actions”. It further describes a teaching environment that presents opportunities for the pupils to become engaged and develop the urge to explore through asking questions, exploration and experimentation. Lastly, it declares that pupils are, by nature, curious and creative. Therefore, the school should appreciate and stimulate these aspects, so that the pupils can develop their curious and creative abilities (Ministry of Education and Research, 2020). RTTP is a pedagogy that allows and requires the participants to employ creativity, engagement and exploration. Creativity and engagement are utilised through playing the game by forging arguments, collaborating with fellow peers and discussions with both the opposing faction and the indeterminates. Exploring your own character’s background, historical impact and political views, your faction and the opposing faction can provide advantages over your opponents during the game.

The fifth value is, as mentioned, “respect for nature and environmental awareness”. While certainly an important topic, it is not directly applicable to the topic at hand and will therefore not be elaborated upon.

The sixth and last core value listed in the core curriculum is “democracy and participation”. Schools shall, through this, “provide the pupils with the opportunity to participate in and learn what democracy means in practice”. Democracy is one of the main pillars of Norwegian society, and the school shall, through its education and practise, promote belief in democratic values. These values include equal rights, mutual respect, individual freedom of faith and speech, and free elections (Ministry of Education and Research, 2020). Again, this should be included in all subjects in the Norwegian school. The core curriculum outlines that to promote democratic beliefs, the school itself must operate democratically. This means that the pupils should both have a say in the day-to-day teaching and have an impact on matters that concern them. Most schools practise this by having the pupils agree on a set of rules that apply to the classroom and having a student council that may impact how the school operates. As to how this relates to RTTP, most games concern specific historical events, where the pupils assume roles of historical figures relevant to the event. Through democratic procedures such as discussions, argumentation, compromise and voting, the pupils gain first-hand experience of both the democratic process and how historical events may have unfolded.

Lastly, the increased emphasis on the “what, how and why” will be briefly mentioned. Although this is closely related to the aforementioned core value “democracy and participation”, section 3.1 of the core curriculum, titled “an inclusive learning environment”, goes more in depth on how and why this is important in the Norwegian school. Motivation,

insight and a sense of belonging are key terms mentioned in this section. It argues that a supportive learning environment where pupils assume co-responsibility in the teaching practices leads to increased motivation and a sense of belonging (Ministry of Education and Research, 2020). Furthermore, showing pupils that their input is taken seriously demonstrates how society at large functions. This can give them valuable life experiences and show the value of cooperation.

### **3.1.3 English Subject Curriculum**

The English subject curriculum is one of many curricula whose purpose is to describe what the pupils should have learned in the given subject after years 2, 4, 7 and 10. To this end, the English subject curriculum acts as the directive on what topics and contents English teachers should teach. However, similarly to the previous curriculum, the LK06, the LK20 is very vague in its description of topics and learning aims. Instead of defining precisely how or what the pupils should be taught, one of the competence aims in the curriculum instead says that “the pupil is expected to be able to use key patterns of pronunciation in communication” (The Norwegian Directorate of Education and Training, 2020). This leaves the decision of what content the pupils should learn and how they should learn it in the hands of the individual teacher and school. RTTP can therefore be used as a pedagogical tool to facilitate learning, as long as the topic falls within the boundaries of the LK20. This chapter will first exemplify some of the differences between LK06 and LK20. After that, various aspects of the English subject curriculum that can justify the use of RTTP will be presented.

As mentioned in chapter 3.1.1, LK20 consolidated or removed several competence aims to allow for more time allocation for the remaining competence aims. While the English subject curriculum in LK06 had 30 competence aims (see The Norwegian Directorate of Education and Training, 2013), the LK20 only has 19 (see The Norwegian Directorate of Education and Training, 2020). The largest facilitator for this reduction is that the LK06 was separated into sections, namely language learning, written communication, oral communication and culture, society and literature. In contrast, the LK20 has made away with these sections. Competence aims listed under written communication and oral communication were largely the same, only distinguished by minor differences in wording. To give an example, one competence aim under written communication said: “choose and use different reading and writing strategies that are suitable for the purpose”. In contrast, its oral

communication counterpart said: “choose and use different listening and speaking strategies that are suitable for the purpose” (The Norwegian Directorate of Education and Training, 2013). These were consolidated into “use a variety of strategies for language learning, text creation and communication” in LK20 (The Norwegian Directorate of Education and Training, 2020).

Firstly, and possibly most excitingly, role play is explicitly mentioned in the curriculum for the first time. After year 7, the pupils are expected to be able to “explore and use pronunciation patterns and words and expressions in play, singing and role playing” (The Norwegian Directorate of Education and Training, 2020). It is, however, not listed in the aims after year 10. However, knowing that the pupils should have experience in role play from lower grades means an argument can be made that using pedagogical tools that the pupils know from before may lead to increased learning. RTTP is very different from traditional games, plays and role plays, and requires more time allocation for preparation, playing, and summarising. The activity should, in that case, cover more than just a single competence aim from year 7. This means that either the content itself or the language learning aspect needs to be backed up by separate competence aims.

RTTP is a very flexible pedagogy that can, if given enough time, be adapted to various use cases and topics. As previously mentioned, games on a wide array of topics and historical events already exist, meaning that different games can be used for different learning goals and competence aims. While only one competence aim explicitly mentions role play, there are several others where RTTP can be used to reach the listed learning goals. To list a few, the pupil is expected to be able to (The Norwegian Directorate of Education and Training, 2020):

- use a variety of strategies for language learning, text creation and communication
- use key patterns of pronunciation in communication
- express oneself with fluency and coherence ... adapted to the purpose, recipient and situation
- ask questions and follow up input ... adapted to different purposes, recipients and situations
- read, discuss and present content from various types of texts ...
- use sources in a critical and accountable manner
- explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world

Depending on the selected game, RTTP can be used to facilitate learning in all of the competence aims above. This will be further elaborated upon in chapter 5.1.

Critical thinking, critical assessment and critical reflection are all mentioned in the English subject curriculum. Pupils are expected to critically assess various digital and physical sources (The Norwegian Directorate of Education and Training, 2020). Teachers must be facilitators for such activities, and RTTP can be one such activity. As previously mentioned, RTTP offers and requires pupils to research the time period, the conflicts for the particular game and its factions to get an idea of how to best play their roles through argumentation and forging alliances with other players. Being caught lying or with faulty arguments by opposing factions does not feel good and can potentially lead to losing the game. This can motivate pupils to properly prepare before the game to give themselves as high a chance of winning as possible.

Chapter 3.1.1 mentioned the newly added interdisciplinary topics “health and life skills” and “democracy and citizenship”. Both topics are supposed to be integrated into the teaching lessons and topics as much as possible. “Health and life skills” in the English subject refers to “developing the ability of the pupils to express themselves in writing and orally in English” (The Norwegian Directorate of Education and Training, 2020). With English having become such a large part of both Norwegian society and on a global scale, being able to express oneself adequately in English is essential. It helps in developing a positive self-image and a secure identity. As for the topic “Democracy and citizenship”, the English subject aims to help the pupils “develop their understanding of the fact that the way they view the world is culture dependent” (The Norwegian Directorate of Education and Training, 2020). It argues that by learning English and about different societies, pupils can experience different communities and cultures through communication with people of different cultural backgrounds. This, in turn, may promote curiosity and engagement and prevent prejudices. This corresponds well with the philosophy behind RTTP, in which pupils get first-hand experience of specific historical tensions and how they could have been resolved.

## **3.2 Differentiated Instruction**

In some situations referred to as adapted education, differentiated instruction is a central aspect of the Norwegian school system. In essence, differentiated instruction means that each pupil is entitled to instruction that is adapted to his or her ability on any given topic, subject



or methodology. Teachers are bound by law to carry out this practice, as laid out in section 1-3 of The Education Act (1998): “Education must be adapted to the abilities and aptitudes of the individual pupil ...” (§ 1). This may sound insurmountable in the sense that teachers cannot possibly adapt every topic to each pupil in the classroom. Instead, the core curriculum describes the practice of differentiated instruction mainly through variation (Ministry of Education and Research, 2020). Variation can be achieved by using various methodological and pedagogical approaches to ensure that every pupil experiences their preferred learning method.

RTTP is, at its core, a varied pedagogy. As previously described, it was developed to include reading, writing, speaking and strategizing simultaneously. However, the teacher can include or exclude various parts to fit the target audience. If the class has just been through a writing project, the part of RTTP that includes writing a speech, a newspaper article or a poster can be left out. Furthermore, some pupils might prefer learning through reading, which is a central part of RTTP. On the other hand, there might be pupils that benefit more from speaking and debating, which is also integral to RTTP. Whatever the preference, RTTP offers the teacher almost boundless opportunities to differentiate the instruction to each pupil per the Education Act and the core curriculum.

### **3.3 Adaptation**

Any changes made from a primary source used in class are considered an adaptation. As teachers, we scale documents to find a level suitable for our class or purpose. Why do we make our changes, and how do teachers justify them? This chapter will introduce some theory on adaptation that was used when downscaling the RTTP game *Ending the Troubles*.

Adaptation theory mainly revolves around the adaptation from books to (screen)plays, be it movies, theatre or other plays. Such adaptations are mostly conducted for economic purposes. However, some of the aspects found in the theories of such adaptations apply to our process. Hutcheon (2006) describes the process of adaptation as “one of appropriation, of taking possession of another’s story, and filtering it” (p. 18). In our case, adaptation as a process is as essential as the adaptation result itself, as RQ1 states: “What adaptations must be made to better facilitate an RTTP game for a Norwegian 10th grade?”. The work of adaptation is usually one of subtraction or contraction, where one fits a bigger piece in a smaller packet (p. 19). The art of adaptation is deciding what to use or not use from the

original material without deviating too far from the premise. In our case, we had to take a complex historical period and a gamebook of 120 pages and make it suitable for 10th graders. This meant that some discussions and historical events had to be shortened or removed from the adaptation. This will be elaborated upon in chapter 5, where our version of the game will be presented in the light of adaptation theory and LK20.

An argument can also be made that the original game in itself is an adaptation of history, as it transforms a historical event into a game. In this pedagogy, the players are actively immersed in history, as a difference from reading about it or watching a documentary. Playing a game, as opposed to watching a movie or reading a book, gives a sense of ownership of the story, and players' decisions may alter it (Hutcheon, 2006, p. 138).

Adapting books to movies or plays is done to reach a broader audience and bring them into the story's universe. Accessibility is crucial when adapting to 10th graders. Skaalvik & Skaalvik (2015) discuss pupils' mastery expectations. If a text is too long or too complex, pupils' motivation to read the text thoroughly will decrease as their expectation to master the task might be low (p. 17). Accessibility drives adaptation in the educational system. Hutcheon (2006) presents an example from 1992 when *Shakespeare: The Animated Tales* was released. It consisted of half-hour versions of Shakespearean plays accompanied by print texts (p. 117). These were made as a gateway to Shakespearean plays and stories to pique the interest of adolescents.

Similarly, we made most of our Northern Ireland pamphlet into an instructional video that the pupils could watch repeatedly. Hence, they could make sure they understood the main topics and issues before playing the game. The video, accompanied by our classroom instruction, provided the bare minimum of background knowledge they needed to play the game. Alongside the video, the same content was present in the written pamphlet, which could be helpful for note-taking and highlighting essential facts.

In his critique of adaptation theory, Thomas Leitch (2003) refers to a gap in stories told through movies or books that are either unintentionally created in the adaptation or put in the text to give the reader or audience the freedom to fill the gap themselves (p. 158). This gap is designed to give the audience room for imagination. In our case with RTTP, there are several gaps in the character sheets. This means that the pupils are free to make adjustments to their characters, as they are not their 21st-century self or their 1998 character in full. We mean by this that the pupils are living in 2022, trying to portray a character from 1998. The person playing becomes a hybrid of the two, co-narrating the gap in history (Barnard College, 2022). The unfinished version of the original *Ending the Troubles* did not provide role sheets,

so we had to make those ourselves. Most of these are based on actual, historical characters and are made to portray what they believed at that time. However, we did not make these characters too comprehensive, as we did not want our pupils to be trapped in the confined nature of playing someone else. The problems faced in preparation and scheduling issues will be discussed in chapter 5.2. As mentioned previously, we were not allowed to provide homework. Thus we could not expect them to research their role or faction at home. The limited background knowledge leaves sufficient room for pupils' imagination and improvisation when interpreting their characters.

### **3.4 Learning Theories**

This chapter covers a variety of learning theories that can be connected to RTTP. John Dewey's "learning by doing" principle is first covered, followed by Vygotskian theory. Lastly, a brief description of Albert Bandura's modelling theory is presented.

#### **3.4.1 Learning by Doing**

"Learning by doing" is a phrase often associated with John Dewey and his views on learning. The quote is, however, not entirely correct, as his complete saying was "learn to do by doing" and "learn to do by knowing" (McLellan & Dewey, 1889, pp. 129-130). The essence of the misquote and the actual quote is still the same, in that learning is achieved through activity. Dewey argued that one must "do" to learn and understand a concept. Likewise, one must "know" to do and act in a significant or particular way. He therefore proposed the idea that the learner first must be made consciously aware of the rules and laws of whichever concept is to be learned, then made to act upon them repeatedly. According to Dewey, this conscious and reflective activity surrounding an idea leads to learning (McLellan & Dewey, 1889, p. 130).

This concept ties in almost perfectly with RTTP as a pedagogy. Whereas traditional teaching usually gives the learners information about, for example, a historical event, what led to it and the aftermath, RTTP instead puts the learner amid given historical events. The learner steps into the role of a historical figure and must argue their side as if the historical event was happening right now. This coincides well with Dewey's concept of "learn to do by doing", which is precisely what the learner is doing.

### **3.4.2 Vygotskian Theory**

Lev Vygotsky argued that learning primarily occurs through social interaction (Karlsdottir & Hybertsen, 2013, pp. 254-255). More importantly, he insisted that language as a communication tool is what allows for social interaction and therefore learning to take place. Two important concepts that Vygotsky introduced were “the zone of proximal development” and “scaffolding”. The theory of the zone of proximal development explains that an adult (often a teacher or educator) who has higher competence in the subject helps a pupil reach the zone of proximal development by presenting challenges and topics that are one level above the current knowledge level (Daniels, 2001, p. 56). This process can be facilitated by “scaffolding”, wherein the teacher assists in the pupil’s learning process until the pupil can handle it independently. The scaffolding can be a wide array of learning aids, such as a dictionary, digital tools, or an adult who can answer questions. When the pupil is proficient enough in the topic to perform tasks independently, the scaffolding is removed (Karlsdottir & Hybertsen, 2013, p. 258). The goal is then that the pupil has become proficient enough on the topic that he or she can solve tasks without the scaffolding present, meaning that the zone of proximal development has been reached.

In RTTP, the scaffolding is primarily present when preparing for the game. The preparation stage is arguably the most crucial point of the game, as it dictates how well the game goes and how well the pupils know the topics they will argue for and against. Apart from the gamebook, the teacher can provide additional material such as books, websites or videos that elaborate on the topics. The teacher is also a scaffolding by providing guidance and answering any questions the pupils might have. In the preparation phase, the goal is for the pupils to reach a higher level of understanding surrounding the historical event, which can be illustrated as the zone of proximal development. Once the pupils have become well-versed in the topic and how to play the game, the game can start. Most of the scaffolding elements are then removed, apart from the material the pupils have decided to bring into the game.

### **3.4.3 Modelling**

Modelling, also known as observational learning, is essential to Albert Bandura’s social cognitive learning theory. As the name suggests, it involves learning through observation. Unlike learning by doing, however, Bandura argued that observation alone, without any action following it, is enough to learn (Karlsdottir & Hybertsen, 2013, pp. 213-214). The

model in Bandura's modelling theory can be a person you know, a fictional character, or simply a verbal instruction. No matter the model, observational learning does not imply action. Instead, Bandura suggested that the consequence the observed action garnered is what dictates whether the observer will mirror the actions or not. His studies showed that actions resulting in negative consequences led to the observers not mirroring the actions unless asked to. In contrast, the opposite was true in situations where compliments were given as a result of the action (p. 214).

Again, RTTP is all about argumentation and cooperation. Pupils can draw on previous experience or observation of political debates to forge arguments or imitate a specific person when playing their role. Additionally, to perform well in an argument, one must observe both opponents and teammates and react accordingly. Did a teammate's argument get shut down or downplayed? Through observation, one can deduce that the argument was flawed or poorly presented, which can be used to either rephrase the argument or forgo it entirely. Before the game even starts, the teacher may present tips and tricks to use during the game and additional reading that may help the pupils during preparation. As such, RTTP provides various opportunities for modelling and learning through observation.

## **4.0 Methodology**

This chapter outlines the methodological approaches and considerations done in this study. First, a brief overview of the research design is given (4.1). Thereafter, the sample (4.2), data collection (4.3) and data analysis (4.4) are outlined. Lastly, the credibility of the research is highlighted and discussed (4.5).

### **4.1 Research Design**

It was challenging to ascertain which research design would work within the parameters of our study. We look at the process of adapting an existing and original Reacting to the Past (RTTP) game, carrying out a classroom intervention, and investigating how RTTP as a method can conform with the various curricula in the Norwegian school. Our three research questions are broad and open because adaptation, classroom intervention, and the curriculum are such large topics. Therefore, we decided on a mixed methods design, as it allows for collecting both qualitative and quantitative data (Creswell, 2014, p. 565). However, a mixed method design does not simply mean that both quantitative and qualitative collections methods are used; instead, it means that both are used in tandem with each other, bolstering the results of the other. This allowed us to collect a combination of qualitative and quantitative data on the classroom intervention, as well as qualitative data about the main differences in teaching RTTP in Norway and the United States.

Content analysis was employed during the adaptation process and the review of the curricula. During the classroom intervention, qualitative observation was used during gameplay, and a quantitative survey was conducted after the game was concluded. Lastly, a qualitative interview with an American university professor with broad experience with RTTP was conducted. The interview included various topics corresponding to differences between Norway and the United States pertaining to playing RTTP.

### **4.2 Sample**

The Department of Education at our university put us in contact with a 10th grade teacher towards the end of 2021 – approximately a month before we were supposed to go there to carry out our intervention. Their class consisted of 22 pupils, of which 19 participated in the

game. However, not all of the pupils were able to or wanted to participate in a survey carried out upon completion of the game. The survey, therefore, only had 14 respondents.

During the first lesson, most pupils signed an agreement (Appendix 1) where they agreed to answer a survey at the end of the intervention. Participation in the role play was mandatory even if one opted out of the survey as it was part of the ordinary teaching.

Unique to this school was that they did not have homework. This resulted in us having to further downscale the game a month before carrying out the intervention, as we could not ask the pupils to do any reading at home.

The pupils had little to no experience in role play immersions from before. RTTP was also an unknown pedagogy for the teacher.

## **4.3 Data Collection**

We used a wide array of data collection methods and tools to answer the various research questions. For RQ1 and RQ3, the primary method was content analysis, which will be discussed in chapter 4.3.1. A semi-structured interview with an American professor was also conducted to gather more information for RQ1. This will be elaborated upon in chapter 4.3.4.

In order to answer RQ2, we conducted a non-experimental intervention in one 10th grade classroom. A non-experimental intervention is an experiment where traditional experimental concepts such as random treatment, manipulation or pre- and post-tests are not employed (Bhattacharjee, 2012, p. 83). This will be elaborated further upon in chapter 4.5 on research credibility. During the intervention, all four of us university students were present and observed the pupils in action. Observation will be explained in chapter 4.3.2. Lastly, a survey was conducted on the final day of teaching, which will be described in chapter 4.3.3.

### **4.3.1 Content Analysis**

Content analysis is a multifaceted methodology that can span a wide array of different mediums in its execution. It can vary from studying old historical texts to decipher a language or get a better understanding of society at any given time, to examining pupil texts in a classroom to track proficiency level on a specific topic (Mallette et al., 2021, pp. 28-29). No matter the time or place, content analysis aims to make sense of the given content and its surroundings, such as written works, videos, sound recordings or online forums (pp. 27-28).

In our case, we used content analysis extensively during the adaptation of the game and the analysis of the curricula. The data collected and analysed during these processes will be used to answer RQ1 and RQ3 in chapter 5.

During the adaptation of the game, content analysis was actively used to first and foremost make sure that the essence and key points of the original game were kept in the adapted work. To that extent, the original game, the Good Friday Agreement (GFA), as well as contextual texts and videos from that time, were actively used during the downscaling and adaptation of the game. This was important to us as we did not aim to create an entirely new game. Instead, the goal was to retain the original game's core and only adjust and downscale the elements and brevity to better suit the target audience, namely 10th grade in Norway. The adaptation process will be further discussed in chapter 5.1.

While experience during our five-year education has given us some insight into what language and content level a 10th grader should be at, one can not exclude or overlook the statutory guidelines that the curricula present. Content analysis was therefore employed to investigate both how RTTP can fit within the existing regulations of the LK20 and which competence aims are relevant to the pedagogy. These findings are presented in chapter 3.1 and will be further discussed in chapter 5.3.

### **4.3.2 Observation**

The only data gathered while the pupils were actively playing the game was gathered through observation. Ary et al. (2014) argue that one of the main advantages of observation is that “it provides a record of the actual behaviour that occurs” (p. 236). However, there are also drawbacks to observation as a data-gathering tool. One of those drawbacks is observation bias, in which “the observer’s own perceptions, beliefs, and biases influence the way he or she observes and interprets the situation” (p. 236). Another drawback, according to Ary et al. (2014), is the observer effect, where it is argued that the people that are being observed “behave differently just because they are being observed” (p. 236).

During teaching and gameplay, we were fortunate enough to have four students present to guide the pupils and make observations. This helped reduce observation bias to a certain extent, as having four sets of eyes on the classroom action at all times allowed for the comparison of notes and thoughts after each session. We also agreed that the observer effect was certainly a factor during the first few teaching sessions. However, as teaching and



instruction went on, the effect wore off, and we were mostly accepted as a part of the classroom environment. Our notes and discussions have been invaluable when recalling and recapping what happened during the various teaching sessions.

### **4.3.3 Survey**

We carried out a survey after the game had ended, and, as mentioned in 4.2, 14 pupils took part in the survey. While we would have preferred a larger number of participants, the answers we did receive fortunately corresponded with each other. The results will be presented and discussed in 5.2. During the creation of the survey, one of the main challenges we faced was to design the right questions that could help us in our research whilst simultaneously making sure that the questions were not tilting in any particular direction. Because most of the questions were multiple-choice, creating a variety of response options that covered all probable outcomes was another challenge. For quality assurance, we asked several of our co-students to answer the survey and give us feedback on its design, which helped us adjust and tune it accordingly. The pupils were granted access to the survey on the last day of teaching, and it was distributed through their school's digital learning platform.

Jerry Wellington (2000) defines survey as a tool that gives us an overview of the general consensus (p. 101). He goes on to describe it as a “fact-finding mission”, wherein one receives a collection of facts (p. 101). However, a major drawback to survey as a tool is the inability to ask follow-up questions within the survey itself, which is often the case for quantitative tools. While not always possible, we would have had the opportunity to conduct interviews with pupils after the survey was concluded. However, we opted out of it as Karlsen and Andersen conducted interviews with several pupils, and we did not want to overload them. This means that the main bulk of our data pertaining to how the pupils perceived the game comes from the surveys.

### **4.3.4 Interview**

Postholm & Jacobsen (2018) describe interviews as a conversation between researcher(s) and participant(s), where the goal is to gain knowledge on one or more topics (p. 117). We conducted an in-person, semi-structured interview with an American professor who has broad experience with RTTP at universities in both the United States and Norway. Semi-structured

means that questions are prepared beforehand, but the questions' structure and sequence can be rearranged and changed depending on where the conversation goes (p. 121). In our case, the nature of a semi-structured interview permitted us to ask follow-up questions where applicable, which led to broader, richer and more relevant answers. Instead of recording the interview, one of us took notes during the discussion while the other was conversing with the professor. The data gathered from this interview will partly be presented and discussed in chapters 5.1 and 5.2.

## **4.4 Data Analysis**

All data analysis was done after the interview was conducted and the survey closed. Relevant examples of the data will be presented and discussed in chapter 5. The various examples are taken from either open survey answers, closed survey answers, personal observation notes or interview answers. Survey answers that are presented in graphs are called figures and are numbered according to their order of appearance.

### **4.4.1 Analysing the Pupil Data**

The pupil data primarily consists of survey answers and observational notes. Cohen et al. (2011) argue that analysis of quantitative data is “entirely dependent on fitness for purpose” (p. 604), meaning that there are numerous approaches one can take during analysis. With this in mind, we designed the survey questions so that the data gathered could be used for specific purposes in our thesis. The first question posed in the survey was which faction they belonged to in the games so that the answers could be filtered based on this information. Following that, questions regarding prior knowledge and difficulty were raised, followed by time spent on the game outside of class and how much time they had spent reading the provided material, finishing with open-ended questions regarding their thoughts on the pedagogy. The analysis was done primarily through SurveyXact’s built-in tools for graphing. Where relevant, some of the open-ended questions were manually categorised and graphed in Microsoft Word. All questions and answers in the survey were conducted in Norwegian. Therefore, an English translation will be given where tables and graphs are presented later in the paper. The observational notes attached in Appendix 2 summarise the happenings during the classroom intervention combined with thoughts and observations done by us four master

students. After each classroom session had concluded, we sat down to compare notes and discuss what had transpired on the given day. The final observational note is therefore a summary of agreed upon observations from four sets of eyes.

#### **4.4.2 Analysing the Interview**

According to Cohen et al. (2011), there is “no one single or correct way to analyse and present qualitative data” (p. 537), implying that there are several ways to go about interpreting data. They further argue that one might opt to either transcribe or not transcribe interviews. Benefits of transcription can be that aspects such as “important detail and an accurate verbatim” (p. 537) are covered. The main drawback of transcription is time commitment; an hour-long interview may take up to six hours to transcribe. We opted not to transcribe and instead take notes during the interview. This was mainly done because we were two researchers present for the interview, which meant that one could conduct the interview while the other took notes of the important and relevant parts. It also saved us precious time, especially since we did not have to transcribe possibly irrelevant segments. As for the analysis itself, the main bulk of it took place during the interview as the person taking notes could immediately distinguish the relevant parts from the irrelevant ones. The questions we prepared were primarily designed to gather information about how RTTP is played in universities in the United States, which the games were originally designed for. Some of the answers will be used in discussions about RQ1 and RQ2 in chapters 5.1 and 5.2. The interview questions and answers were subsequently categorised in accordance with which research question it is aimed at supplementing. The interview guide is presented in Appendix 3.

### **4.5 Research Credibility**

This chapter of the paper reviews and discusses the credibility of our study. Postholm & Jacobsen (2011) argue that the whole truth is never revealed through studies and research due to the nature of research, where one can only look at very specific elements of a given topic (p. 126). With this in mind, one must be aware that certain aspects of reality are not considered or explored. Therefore, topics such as validity, reliability and ethical issues, and limitations of the study will be described and discussed in this chapter.

### **4.5.1 Validity**

Validity is divided into two groups – internal and external validity. Postholm & Jacobsen (2018) define internal validity as something that concerns whether the results and conclusions of a given study are valid in relation to what is actually being studied (pp. 222-223). This includes causality, wherein the researcher draws connections and conclusions between cause and effect. Are those conclusions valid? It also includes conceptual validity, which concerns the correlation between what the researcher states they are looking for and the actual findings (p. 223). Does the collected data reflect the researcher’s description of what is being measured? External validity concerns the validity in relation to other contexts than what is being studied. Are the results of a study transferable to a different school or class?

There are many aspects and circumstances that could affect the validity of our research. First and foremost, we base a lot of our results and conclusions on the surveys. While we asked the pupils to answer honestly and truthfully, there is no guarantee that they did so. Furthermore, while answering the survey, the pupils could have felt stressed, tired, or indifferent to the teaching method, which in turn could affect their answers. One could argue that a lot of the points apply to observation as well, where the observers could be feeling stressed or tired, or that the observations are affected by observation bias, subjectivity, previous presupposed knowledge or experiences. On the other hand, having four master students present and observing suppressed the subjectivity factor to a certain degree, as we discussed the findings together after each teaching session. As for the curriculum analysis, one cannot rule out the possibility of cherry-picking, wherein only relevant parts are included whilst the irrelevant or conflicting aspects are left out. Lastly, analysing the results of all findings and results falls on the researcher itself, which leaves a large part of the validity on us as analysers.

### **4.5.2 Reliability**

While validity considers a study’s structure and results as well as the researcher’s subjectivity and bias, reliability is – as defined by Postholm & Jacobsen (2018) – “the consistency of the research results, and thus whether the results can be reproduced at other times by other researchers” (p. 223). This can include carrying out the exact same study with entirely different participants and is considered the “ultimate test of reliability” (p. 223). However, in social studies, where one deals with people as test subjects, this way of testing reliability is

often considered near impossible as both people and circumstances are in constant flux. In other words, differing results between two identical studies do not necessarily reduce a study's reliability. Instead, Postholm & Jacobsen (2018) highlight two other important factors that make a social study reliable: "that the researcher reflects over their influence on the results" and "that the researcher grants full transparency of the research process so that others can reflect on it" (p. 224). This is not to say that replicability should be disregarded altogether. However, it is important to keep in mind that achieving the exact same results in different groups is next to impossible. Other factors should therefore also be considered when measuring reliability.

Our biggest issue regarding reliability was the lack of a control group to compare results with. Whilst the data collected through the survey mostly corresponded with itself, one cannot disregard the fact that the survey only had 14 participants. Are the results replicable in a different group? Possibly, but there is no way to tell unless it is actually tested. We have, however, taken measures to increase reliability. These include being open and honest about our shortcomings throughout the paper, in addition to both the process of adaptation and the intervention.

### **4.5.3 Ethical Considerations**

Wellington (2000) highlights the importance of privacy and ethics when conducting research in a classroom environment (p. 54). This is due to many reasons, one of which is the age of the participants. It is especially important to safeguard children's and adolescents' anonymity so that they can not be identified through descriptions in the research. All participants must therefore give their informed consent before the data collection commences (Creswell, 2014, pp. 187-188). The collected data must be kept confidential and not be shared with other people. Participation must be optional, and all participants can back out if they want to (p. 188).

Before conducting our research, we applied for approval from the Norwegian Centre for Research Data (NSD) to conduct the intervention and the following survey, as well as for the interview with the American professor (Appendix 4). The aforementioned safeguards to privacy are reflected on NSD's website, where voluntary participation, information and consent, confidentiality and observation are explicitly listed as important topics to keep in mind when conducting research in schools and kindergartens (Norsk senter for

forskningsdata, 2022). Voluntary participation in our case only referred to the survey after the game had concluded; all pupils had to participate in the role play. This was due to the length of the intervention – 6 hours – which meant that the role play was considered part of ordinary teaching. However, one pupil refused to take part in the role play, where the teacher provided alternative tasks for that pupil. Before teaching commenced, all pupils were given consent forms (Appendix 1), where they were instructed about their rights, such as the possibility to withdraw from the study at any point. According to NSD’s guidelines, adolescents above the age of 15 can consent without parental approval if the data collected is non-sensitive (Norsk senter for forskningsdata, 2022). This applied to our study, as we did not collect any sensitive information about the pupils, which meant that the ones interested in participating in the survey signed the form immediately. The consent forms and other physical papers we obtained during the project have been kept in a private room. At the same time, all electronic documents were encrypted and stored on our university’s servers. The surveys were anonymised and stored on SurveyXact’s servers. All collected data will be destructed when the project is finalised, at the latest 30th of June 2022. These precautions are taken to “protect the rights, welfare, and dignity of participants” (Ary et al., 2014, p. 623).

#### **4.5.4 Limitations**

Creswell (2014) defines *limitations* as “(...) potential weaknesses or problems (...) that are identified by the researcher” (p. 7). This MA paper has its limitations, and throughout the entire research process, we have been aware of where the most significant shortcomings of our study lie. Firstly, the lack of a control group to compare results with makes it hard to know whether the adaptation level was sufficient. The intervention may have proceeded very differently in a different classroom with a different group. Data collected from a control group would, in that case, have significantly differed from the current data set, bringing forth entirely different results and discussions. Secondly, related to the former point, only being present in one class at one school is not representative of the larger population of 10th graders in Norway. Variables such as geography, socioeconomic status, gender distribution and age could have drastically changed how the intervention, and the following survey, unfolded (pp. 131-133). Thirdly, the survey only had 14 participants, making both the external validity and reliability low since it does not come close to a large enough representation of 10th graders. It does not even cover all the participants in the intervention, meaning that there might be

differing viewpoints left out of the results. Lastly, the sample group not having any prior knowledge of the game's topic made it hard to get an exact measurement of the success or failure of the adaptation since the gameplay suffered because of it. Ideally, we would have preferred to at least have a control group, have more participants in the survey, and spend more time teaching the topic and playing the game to understand our successes and failures better. Unfortunately, the lack of those additional resources was out of our control.

For future research, we believe it would be beneficial to include several sample groups (control groups) over a longer span of time to get a more accurate representation and a more extensive data set. The main reasoning for why we did not do this was the scope of the paper. Both the word limit on the paper and the duration of the project limited us to only perform the intervention in one classroom. One or several control groups could have resulted in richer data to be used in fine-tuning the adaptation for future use.

## 5.0 Results and Discussion

This chapter presents and discusses the results and findings of our study. Both the presentation of results and the discussion thereof occur simultaneously, as we found this to be the most natural approach. Chapters 5.1, 5.2 and 5.3 will address RQ1, RQ2 and RQ3, respectively.

### 5.1 RQ1 – What Adaptations Must Be Made to Better Facilitate an RTTP Game for a Norwegian 10th Grade?

Reacting to the Past (RTTP) is a complex pedagogy, going deep into history, pushing pupils out of their comfort zone to make them take a stand as the character they are playing. It was made for college and university students in the US. We have both been part of playing games at the university level in the US, both at the Minnesota State University of Moorhead and at Luther College, Iowa. We have also been part of a game at the University of Agder. Having been part of several different games with students aged 19 to 30, we wondered how this pedagogy could be used in a 10th grade EFL classroom in Norway. With the use of adaptation theory and LK20, this chapter will discuss what adaptations must be made to better facilitate an RTTP game for a Norwegian 10th grade. Through collaboration with three Norwegian teachers and an American professor, we gained more insight into the expected knowledge level of the average 10th grader.

#### 5.1.1 The Adaptation Process

In September 2021, we started working on the adaptation of the game *Ending the Troubles : Religion, Nationalism, and the Search for Peace and Democracy in Northern Ireland, 1997-98*. As of writing this, the game is yet to be published. We received the gamebook for the game from our supervisor. The goal was to adapt the game to a level befitting Norwegian 10th grade. Reading through the gamebook, we realised there was quite a lot we had to do to make this game suitable for our target audience. Our first objective was to create a gamebook for the teacher/game master. The gamebook consists of a timeline, historical background, issues for debate, faction descriptions, role sheets, a word bank and abbreviations, and the general setup and rules of the game. The original gamebook contains most of this, except the



roles. Historical background was the first part we recognised that we had to cut significantly. As Hutcheon (2006) defined, adaptation is about the process of subtracting from or contracting the main story (p. 19). Balancing what must be contracted and what can be cut out entirely took some time and discussion in our group. One can argue that everything in the story leading up to the Troubles and the peace talks is essential to understand the conflict. Our historical background part was split into two, an overview and a more in-depth look at the events leading up to the start of our game. Deciding which parts were less important for the game was a challenge. We had many discussions back and forth to ensure the pupils understood the main elements of the story and the problems at hand without overwhelming them with information.

After the roles were written, and thus our version of the gamebook was completed, we started working on the pamphlet for the pupils. The pamphlet has the same content as the gamebook except for the role sheets. This is attached in Appendix 5. This part of the adaptation was harder to get right, as we had not yet received a class to test our game in. We did not know how many pupils would participate in the study, nor did we know their level. Through the contacts of our supervisor, we got some feedback along the way from three teachers at different lower secondary schools.

Initially, we tried fitting the game into a schedule of six sessions, conducted in eight hours at school, in addition to homework. Our plan for the project is outlined in Table 1 below.

**Table 1***Initial timeline for the classroom intervention*

<b>Day</b>	<b>Activity</b>
Day 0 (before we arrive)	<ul style="list-style-type: none"> <li>- Have the teacher hand out the pamphlet to all pupils</li> <li>- Pre-survey from Karlsen and Andersen</li> </ul>
Day 1 (2 hours)	<ul style="list-style-type: none"> <li>- Introduction and teaching on Northern Ireland and Good Friday Agreement</li> </ul>
Day 2 (1 hour)	<ul style="list-style-type: none"> <li>- Introduction on Reacting to the Past               <ul style="list-style-type: none"> <li>- General overview, character sheets, factions, goals</li> </ul> </li> </ul>
Day 3 (2 hours)	<ul style="list-style-type: none"> <li>- Start playing – two first topics (decommissioning and prisoner release)               <ul style="list-style-type: none"> <li>- Faction meetings, plenary discussions, teatime/mingling, voting</li> </ul> </li> </ul>
Day 4 (3 hours)	<ul style="list-style-type: none"> <li>- Continue playing – two last topics (civil rights/segregation and political governance)               <ul style="list-style-type: none"> <li>- Faction meetings, plenary discussions, teatime/mingling, voting</li> </ul> </li> <li>- Finishing the game, voting on the agreement</li> <li>- Summary and setting the record straight (Postmortem)</li> </ul>
Day X (no set date – after the game has been wrapped up)	<ul style="list-style-type: none"> <li>- Post-surveys for all three projects</li> <li>- Interviews conducted by Karlsen and Andersen</li> </ul>

This would give sufficient time for the pupils to prepare, with the pamphlet handed out in advance for them to familiarise themselves with as homework. The knowledge they would gain from reading this could allow us to spend more time thoroughly introducing the topics for discussion, the situation in Northern Ireland at the time and the Good Friday Agreement (GFA). Unfortunately, as mentioned in chapter 4.2, this school did not provide homework, rendering our pamphlet partly obsolete. As a result, parts of the pamphlet were transformed into a 20-minute introductory video. Additionally, instead of teaching and playing six sessions totalling eight hours as we had planned, we were only allocated six hours on six

separate days. The adapted schedule we used in the actual intervention will be discussed in chapter 5.2.

In early December 2021, we were finally assigned a class and time for the intervention, which would take place in late January 2022. We immediately sent their teacher our 14-page pamphlet and requested feedback on it. The teacher had never been involved in RTTP before and was sceptical for her class to partake. The pupils had never heard of the Troubles, making it even more critical that our pamphlet was easily understandable and gave a thorough introduction to the topic. When the teacher had read through our pamphlet, we were told that it was too comprehensive for most of the pupils to be expected to read all 14 pages. As seen in our original schedule, we adapted the game to fit an eight-hour lesson plan, which would give us a good portion of time to prepare the pupils, both content-wise and to make sure they understood how the game works. We were given four lessons, which would not be enough to introduce the game, play the game, carry out the postmortem in which the record is set straight, and conduct our surveys. After some discussion and explanation of the pedagogy, we reached a compromise and got six lessons. Our thoughts on the downscaling will be discussed in chapter 5.2, along with the pupils' feedback. With the feedback from their teacher, we agreed to make parts of the pamphlet into an introductory video. We made a second draft of the pamphlet, reducing the size from 14 pages to 5 pages (Appendix 6). The new pamphlet contained a word bank, abbreviations, games rules and setup. The game rules and setup were translated into Norwegian to make sure each student understood the game they were about to play. The rest of the original pamphlet was covered in the video (Appendix 7). Whilst these changes and adaptations were mainly done in accordance with the teacher's feedback, one can also argue that they fulfil the demands outlined in section 1-3 of The Education Act (1998): "Education must be adapted to the abilities and aptitudes of the individual pupil ..." (§ 1). Some pupils might learn best from oral instruction, while others need to read written material or watch videos to absorb information. Our adaptation, which involves a wide range of mediums, allows us to provide information based on the various needs of pupils. The core curriculum describes differentiated instruction as varied instruction (Ministry of Education and Research, 2020). This means that one cannot tailor the instruction to each individual pupil. Instead, a varied method spanning the many levels in class must be found to ensure that everyone learns. With this in mind, we decided to translate the basic features of the game, how the game works and "the name of the game" to Norwegian.

After playing the game, we conducted an interview with an American college professor, where we asked him how much time he allocated to playing a game. He answered

that he normally spent 4-5 hours, with slight variations depending on the class. Those hours are used to introduce RTTP as a concept, the topic for discussion as well as forging arguments. Participants are expected to read the gamebook, faction- and role sheets in addition to external sources as preparation for the game outside of class. He has experience playing RTTP in both the United States and Norway, and when asked what the main differences are between the two countries, he answered that there are some cultural differences. Firstly, Norwegian university students do not do the readings required to play the game. This is transferable to our 10th graders and will be highlighted in 5.2.3. Secondly, his impression of Norwegian students was that they do not like to talk in class. This, in his experience, usually results in RTTP sessions in Norway starting off slow but eventually reaching almost the same level of engagement as in the United States. The pedagogy is primarily developed for history teaching. However, there is the added element and benefit of language learning in Norway.

### **5.1.2 What Did We Change and Why?**

The roots of the Troubles can be traced back to the British settlements on the island of Ireland in the 1100s. Different religious and political conflicts have come and gone in Ireland since and can be argued to be precursors to the Troubles. However, telling this to 10th graders could confuse and overwhelm them. How do we make sure they understand the complexity of Irish and Northern-Irish history without overwhelming them with information? What information do they need to understand the conflict? This was the first topic we addressed. The original game divided history into three parts, as mentioned in chapter 2.4.1, with part one explaining the deep roots of the conflict spanning nearly 1000 years of history, part two covering the early 20th century, and part three focuses on the Troubles.

We contracted the historical overview to a timeline which included short paragraphs describing the significance each event had in the build-up to the conflict (Appendix 5). We wanted to make sure the pupils understood the basics, and therefore we cut all proceedings leading up to Ireland becoming part of Great Britain in 1801. The settlements, as mentioned earlier, and conflicts were briefly commented upon when discussing the cultural differences. Hutcheon (2006) describes the process of adaptation as one of appropriation, taking possession of someone else's story and filtering it (p. 18).

Along with the idea that most adaptations are processes of subtraction or contraction (p. 19), we decided to cut some of the earlier parts of history altogether. We also diminished the build-up to the Troubles to a comprehensible amount. The reasoning for this was that we wanted the pupils to play the game and not spend too much time grasping the historical predecessors to the Troubles. With the schedule at hand and the fact that we were not allowed to provide homework, we could not expect too much in terms of historical knowledge. Instead, we spent more time on the topics for discussion, both in general and in factions. Their view on each discussion topic and some basic background information were provided on the role sheets. The roles we produced presented the points of discussion thoroughly. However, the character descriptions were intentionally vague, allowing the 21st-century pupil to give their character life by filling the gaps in the description. Leitch (2003) claims that through adaptation, a gap in the story will appear, either unintentionally created in the adaptation or put in the text to give the reader or audience the freedom to fill the gap themselves (p. 158).

Considering the time allocated for the intervention was shorter than expected, we wanted to spend more time playing the game and discussing the topics of the GFA rather than having the pupils read up on history. The immersion, both in language and history, along with a debating climate, are aligned with both the subject curriculum and the core curriculum.

During an RTTP session, pupils are asked to write speeches, newspaper articles or make posters. This aligns with competence aims after year 10 “use a variety of strategies for language learning, text creation and communication” (The Norwegian Directorate of Education and Training, 2020). Creating different texts, listening to speeches from other pupils and discussing, both in debates and faction meetings, are valuable tools for language development, providing input from several sources and at different levels. In our case, we left out the writing requirements of the game, as our schedule and the lack of homework forced some limitations in the adaptation process.

With the introduction video about the different topics for debate and historical events, the pupils were introduced to new words and phrases necessary to play the game. We tried to keep the language from the original GFA as authentic as possible in order to expand their vocabulary. According to one competence aim, the pupils should be able to “use key patterns of pronunciation in communication” (The Norwegian Directorate of Education and Training, 2020).

Debating is the key ingredient to making RTTP work as a learning tool. The ability to “express oneself with fluency and coherence ... adapted to the purpose, recipient and

situation” (The Norwegian Directorate of Education and Training, 2020) is tested at a high level through playing such a game. The pupils are expected to argue for and against different topics whilst portraying a historical person. They are expected to address their classmates with their in-game names, for example, Gerry Adams. The game is set at a specific period, and any reference to events that transpired after the game’s end date, 1998, is irrelevant. The ability to adapt their language and knowledge to the time period is a massive part of the RTTP structure. Through our adaptation, and especially in the role sheets, we have tried to leave out what actually happened in Stormont 1998, and what happened to their characters after the GFA was signed. This was done for two purposes. Firstly, to force them into the mentality of playing as a character from 1998 without knowing what happened to that person in real life. Secondly, to try and avoid the confusion that might come from knowing the actual outcome. This made for some very interesting discussions and speeches during the game.

As debates are not monologues, the following competence aim corresponds with the previous arguments. The ability to “ask questions and follow up input ... adapted to different purposes, recipients and situations” (The Norwegian Directorate of Education and Training, 2020) is essential for the game to run its course and for learning to occur. The input they get from listening to other pupils is essential for their follow-up questions. This, in turn, makes the classroom an arena for debate instead of a working space where one person talks and the others listen. Their ability to discuss whilst in character is valuable for developing these skills. This aligns with Bandura and his social cognitive theory, where learning is described to happen through modelling. When listening to their peers and engaging in debate, they develop language skills and learn content and life skills.

In order to debate properly, pupils need the ability to “read, discuss and present content from various types of texts ...” (The Norwegian Directorate of Education and Training, 2020). In our project, we presented content for them through the pamphlet and the introduction video. Original texts, primary sources and documents are usually appendices to RTTP games. These can include texts of speeches, newspaper articles and transcriptions. The teacher hands this out during preparation. Pupils are also encouraged to do their own research outside of class to further solidify their arguments. If we had more time or could assign this as homework, we would have added research as a criterion in the game.

As per the previous paragraph, our pupils would have been encouraged to “use sources in a critical and accountable manner” (The Norwegian Directorate of Education and Training, 2020) to solidify their arguments and elevate the level of the game. Our adaptation is an exercise of source criticism in and of itself, as we had to make role sheets from scratch.

We had varying success in finding useful sources as some characters are more famous than others. The pupils would most likely have faced the same challenges as us during their research.

The complex nature of RTTP is based on patterns of historical immersion and helps pupils “explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world” (The Norwegian Directorate of Education and Training, 2020). This is a significant part of our game, discussing segregation, similarities and dissimilarities in Northern Irish society between the 1960s and 1998. Through their faction and role, pupils are presented with the situation of society at the time. RTTP dives into different levels of society depending on the character each pupil is assigned. We were careful to portray the characters as opponents at many levels when writing the role sheets. However, we added the element that everyone wants what is best for them and their society, regardless of factional opinion. The roles specify which faction each belongs to, along with a short description of their background, leading into politics and activism.

Furthermore, as seen in Appendix 8, the role sheets have specified views on the five topics for discussion in the GFA. These views are exemplary for the people each politician represents. One can argue that this way of teaching, immersing the pupils in history as a character from that time period discussing politics, is a way of learning by doing. As Dewey put it, one must “do” in order to learn and understand a concept. Likewise, one must “know” in order to do and act in a significant or particular way. He, therefore, proposed the idea that the learner first must be made consciously aware of the rules and laws of whichever concept is to be learned, then made to repeatedly act upon them (McLellan & Dewey, 1889, p. 130). With RTTP, the pupils are introduced to a concept before they play out that concept, learning along the way.

The GFA consists of eleven overarching topics, which we compressed into five. The topics are *decommissioning*, *prisoner release*, *civil rights*, *segregation* and *political governance*. Those are outlined as the main topics for discussion in our adaptation. We decided to further consolidate them into four topics by combining civil rights and segregation. This was done as we believed the pupils would struggle to separate these two. The original game portrays these topics differently, combining them into overarching subjects, *nationalism*, *religion*, *democracy* and *national identity*. These were elaborately described in 2.4.1, as they lay the foundation of our game. Each role sheet has a sentence or two about the characters’ viewpoints on each topic. Based on the views presented, pupils are

expected to build arguments and discuss with the opposing faction, and the indeterminates to either agree or disagree on a deal.

We made the terms for an agreement easier by allowing for compromises on the four topics instead of individually voting for each topic. In retrospect, voting after each topic would have been truer to history and might have resulted in more confrontational discussions on whether the GFA would pass or not. Furthermore, this might have led to a better experience for the indeterminates, as they would have had a greater say on the matter. Their feedback will be outlined and discussed in chapter 5.2.3.

Prior to the intervention, we made an alternative GFA that we changed as we went along. It only consisted of the four topics and was made to show them how an agreement could look. Due to compromises made, we changed the agreement accordingly. This resulted in a vote that passed with 16 out of 16 in favour of the agreement. We changed the GFA in accordance with what the pupils agreed to was done to make them feel ownership of the agreement. As mentioned in chapter 3.3, Hutcheon (2006) argues that playing a game gives a sense of ownership of the story (p. 138), as their decisions alter the outcome. We did not plan for these compromises to be part of the game. However, the similarities in role sheets made compromises possible, and thus we allowed them. This will be further discussed in chapter 5.2.2.

### **5.1.3 For Whom Did We Change the Game?**

When adapting the game, we did not know for whom we were making the game. As mentioned in chapter 3.3, teaching is about adapting the content you want your pupils to learn. It is specified in section 1-3 of The Education Act (1998): “Education must be adapted to the abilities and aptitudes of the individual pupil ...” (§ 1). In order to make these adaptations, one has to know the general level of the class as a unit. The paragraph from The Education Act is further specified in the core curriculum, which states that differentiated instruction is mainly a means of variation (Ministry of Education and Research, 2020). Through variation, each pupil should feel that instruction is at their level or pique their interest at some level. Considering the fact that we did not know the level of the pupils before the intervention, we had to go by the word of their teacher. Therefore, we decided to make an instruction video explaining core terms for the RTTP sessions. By doing this, we also made sure that the pupils could watch the videos repeatedly if necessary. As mentioned in chapter



5.1.1, this change was made to accommodate for the fact that they did not have homework, and therefore time for instruction was limited. It was viewed as more likely that they would watch the video at home at their own initiative than reading the same content in a pamphlet. When handing out the latest version of the pamphlet, which only contained the plan and rules, some pupils sighed and said, “are we expected to read ALL of this?”. This underlined the argument made by their teacher to cram as much as possible into a video instead. The pamphlet we handed out had been translated to Norwegian to make sure everyone understood the rules and setup of the game.

The game was adapted to fit the level of the class, which included adjustments to the different roles as well. The most prominent roles were given to pupils whom we were told enjoy speaking in class, as we could trust them to keep the game going. Making sure the pupils got a role that challenged them at their level was an important factor for the game to work. For some, arguing these topics is challenging enough, let alone being a faction leader or being dealt a different, critical role. We decided to make one of us the chairman to keep order in the assembly. The chairman would, under normal circumstances, be played by a pupil. However, due to the limited time for preparation, we deemed it too difficult for a pupil to handle this task.

They were offered the original 14-page pamphlet as a means of differentiated instruction. This was done to grant them the opportunity to read and understand the topics for discussion in a different context, which might be more suitable for some. Whether the pupils like to read, listen or watch, we wanted them to have the possibility to get the information through different channels. Variation and repetition help pupils remember what they have learned. Even though none of them asked for the original pamphlet, we think it is important that they got the opportunity to read it if they felt the need. All means of differentiated instruction were done in order to better facilitate the RTTP game and get the best possible outcome.

#### **5.1.4 Summary of RQ1**

Throughout the adaptation process, which started in September and lasted until the intervention’s conclusion, we changed and removed pieces to make the game suitable for a 10th grade class. In RQ1, we asked what adaptations must be made to better facilitate an RTTP game for a Norwegian 10th grade. We toned down history teaching leading up to the

1920s and fast-forwarded from Irish independence and the creation of Northern Ireland in 1921 to the beginning of the Troubles. Throughout the adaptation period, we changed the language used, trying not to introduce too many unfamiliar phrases at once. We made sure that we had alternatives for the pupils that would not be able to read the 14-page pamphlet we originally intended them to read by making a video and a shorter pamphlet, mainly in Norwegian. Topics for discussion were narrowed down as well; however, discussions did not lose their edge.

## **5.2 RQ2 – Which Areas of Our Adaptation Succeeded or Were Found Lacking?**

This chapter of the thesis presents results and discusses the findings related to RQ2 – which areas of our adaptation succeeded or were found lacking? Firstly, a brief overview of the preliminary frameworks and conditions is given in 5.2.1. Secondly, the observational findings are outlined and discussed in 5.2.2. Thirdly, 5.2.3 presents and discusses the survey results. Lastly, a brief summary and final thoughts on the research question are given.

### **5.2.1 Conditions and Frameworks**

Before delving into the findings and subsequent discussions of the results, we found it natural to present important conditions and frameworks we had to consider when carrying out the intervention. While some of the points mentioned in this chapter have been discussed earlier, repetition occurs to grant the reader complete transparency of the situation and a clear image of the factors we had to consider when carrying out the intervention.

As mentioned in both 4.2 and 5.1.1, for reasons outside of our control, we were not appointed a school until just over a month before the intervention was supposed to occur. Until that point, we had worked on the adaptation for four months and, as presented in Table 1 on page 41, made a preliminary timeline for the classroom intervention. Shortly after we were appointed the school, we had a meeting with the teacher to present our project and explain what the classroom intervention entailed. As previously stated, we were only given a total of four lessons to carry out pre-surveys, conduct preliminary teaching on both the topic and RTTP, play the game, summarise, and conduct post-surveys and interviews. This was increased to six lessons, but it was still less than planned. Furthermore, those six lessons were

on separate days. This meant that both the teaching and gameplaying would become more staggered, demanding us to allocate more time for repetition and recaps at the start of each session. Additionally, we could not expect anything to be done before our arrival, as the teacher could not fit anything more into her schedule. Lastly, with the school having a strict no-homework policy, we could not ask the pupils to do any reading or preparation at home. Due to these reasons, the timeline was adjusted accordingly and is presented in Table 2 below.

**Table 2**

*Adjusted timeline for the classroom intervention*

<b>Day</b>	<b>Activity</b>
Day 1 (1 hour)	<ul style="list-style-type: none"> <li>- Introduction and teaching on Northern Ireland and the Good Friday Agreement</li> <li>- Pre-survey from Karlsen and Andersen</li> </ul>
Day 2 (1 hour)	<ul style="list-style-type: none"> <li>- More specific teaching on the four topics relevant to the game               <ul style="list-style-type: none"> <li>- Watch pre-recorded videos</li> </ul> </li> <li>- Distribution of role sheets and pamphlet</li> <li>- Faction meetings/mingling to get familiar with fellow peers</li> </ul>
Day 3 (1 hour)	<ul style="list-style-type: none"> <li>- Short recap of the previous sessions, with extra attention given to decommissioning</li> <li>- Start playing the game               <ul style="list-style-type: none"> <li>- Topic: decommissioning</li> </ul> </li> </ul>
Day 4 (1 hour)	<ul style="list-style-type: none"> <li>- Continue playing the game               <ul style="list-style-type: none"> <li>- Topic: prisoner release</li> </ul> </li> </ul>
Day 5 (1 hour)	<ul style="list-style-type: none"> <li>- Continue playing the game               <ul style="list-style-type: none"> <li>- Topics: civil rights/segregation and political governance</li> </ul> </li> <li>- Finishing the game, voting on the agreement</li> </ul>
Day 6 (1 hour)	<ul style="list-style-type: none"> <li>- Set the record straight (postmortem)</li> <li>- Post-surveys for all three projects</li> <li>- Interviews conducted by Karlsen and Andersen</li> </ul>

As Table 2 illustrates, certain compromises had to be made to fit within the given schedule. Most notably, “Day 0” and “Day X” were removed due to the aforementioned time constraint. This meant that we had less time to teach about the Troubles and RTTP as we had to allocate time for the pre-survey. The teaching of these two topics was reduced from three hours to one and a half hours, which negatively affected the amount of information we could provide the pupils before playing the game. Furthermore, our initial time allocation for gameplay was four to five hours, which had to be reduced to three hours. Overall, this meant that the pupils were less prepared than what we ideally would have wanted, and the game had to be slightly rushed to cover all topics of the game. This will be further discussed in 5.2.2 and 5.2.3, as both observational findings and survey answers allude to time constraints as a possible factor for the game’s success.

We previously highlighted that role play is explicitly mentioned in the English subject curriculum for the first time in LK20. It is, however, only mentioned after year 7. LK20 was introduced in 2020, at which point the pupils in our sample group were already in ninth grade, meaning that they did not necessarily experience role play in lower grades. However, survey answers obtained by Karlsen and Andersen (personal communication, March 10, 2022) showed that 14 out of 16 pupils had experienced role play in the classroom at least once before. RTTP, on the other hand, was brand new for everyone, and so was the topic of the Troubles. This will be presented and further discussed as part of the survey findings in chapter 5.2.3.

Another condition that must be mentioned is that the class at all times used microphones due to a pupil having a hearing disability. This changed the nature and pacing of the game slightly, as a limitation of this microphone system was that only one microphone could be turned on and used at a time. The discussions have gotten quite heated in the games we have previously played, with people shouting and arguing simultaneously. The heat of the moment discussions suffered somewhat under these circumstances. However, the pupils’ engagement and arguments held a consistently high level.

Lastly, a final aspect cannot be left out – COVID-19. Norway experienced an increase in the number of COVID-19 cases between December 2021 and January 2022, which made our classroom intervention uncertain. While we did manage to carry out our intervention, there was a reduction from 19 participants at the start of the game to 16 on the last day due to several pupils getting infected and therefore not being able to attend school. Day 5 was also heavily affected by this situation, as COVID-testing of all pupils occupied the first 15 minutes of class.

## 5.2.2 Observational Findings

This chapter presents observational findings from the classroom intervention. While important conditions and frameworks have already been discussed in the previous chapter, some of them will be brought up here again where applicable. The observational findings outlined here have been discussed and agreed upon amongst the four participatory master students. The observational notes can be found in Appendix 2.

As emphasised in this thesis, we expected the time constraint to be the biggest challenge during our intervention. This was confirmed immediately during the first playing session, where during the initial faction meetings, the pupils expressed confusion about how to move forward. Ideally, the pupils should by this point know their characters, factions, goals and topics for discussion well enough to have arguments prepared. Instead, due to the limited time for teaching and the inability to ask them to prepare at home, all arguments had to be forged during the faction meeting. Us four master students had to assist heavily in this process, which resulted in the pupils mimicking what they had been told without properly knowing why. During the plenary discussions, we also had to intervene often by handing out post-it notes with new arguments for them to use to move the discussions forward. In contrast, the American professor we interviewed said that he merely acted as “security rails” when he played games in college classes, only intervening when discussions go off-topic. However, most pupils became gradually more comfortable with their roles and goals as time went on. This reduced our need to intervene, and the discussions and argumentation flowed more freely. Some pupils were still in need of assistance to get involved during the discussions, and per the principle of differentiated instruction, we intervened where and when needed. In RQ2 we ask which areas of the adaptation succeeded or were found lacking. Due to the altered schedule, we could have prepared more arguments for them to read up on beforehand. In hindsight, we should have considered cutting out at least one of the four topics to allow for more time on the remaining ones. In that case, more time could have been spent on preparation to make the pupils more comfortable with the remaining three topics. The topic of time is brought up several times in the survey answers and will be further discussed in chapter 5.2.3.

As mentioned, the discussions and argumentation became better and more natural the more the pupils played. We also observed that the pupils played on each other’s strengths and weaknesses and included their teammates in discussions. They complimented each other when an argument was put forward and contributed to their team’s success. During talks on

the last day, we asked the pupils what they thought of the methodology in terms of engagement. Several pupils exclaimed that they experienced increased learning (compared to traditional teaching) when listening to their peers and often got more involved because of the engagement of others. We observed that this was especially applicable to vocabulary, where the pupils actively used previously unknown words such as “decommissioning”, “segregation”, and “oppression” during discussions after hearing other pupils use them. This corresponds well with the modelling principle in Bandura’s social cognitive learning theory, as laid out in chapter 3.4.3, where observation of others is said to foster learning. From this, we can discern that the topics for discussion were adapted to such a level that the pupils comprehended and understood what they were about. The adaptation in that regard was successful.

The indeterminates struggled to get involved in the discussions during all three game sessions. This was most likely due to these roles arguably being the hardest to play since they do not belong to a faction and therefore do not have distinct goals to achieve. While the role of Gerry Adams, the leader of Sinn Féin and member of the nationalist faction has a goal that states “you want the British out, self-governance or re-unification with Ireland are seen as your only options”; the indeterminate role of Monica McWilliams instead just states that “you believe that those who ensure human rights for all are the best fit to have political control” (Appendix 8). It is much easier to forge arguments as Gerry Adams, where one has a specific and tangible goal to achieve. The neutrality of the indeterminates is true to the source material we adapted from, but in hindsight, we should have made more distinct and specific goals for them. With the pupils being 15-16 years old, it is not surprising that they struggled with getting involved in the discussions, especially considering the limited time spent teaching about the conflict and preparation. However, most indeterminates managed to get partially involved when handed post-it notes with questions they could ask the faction members. From there, some pupils that were part of the indeterminates took the initiative of their own accord. Overall, the adaptation came up short regarding the indeterminate faction, which the survey also reflected. This is further outlined in chapter 5.2.3.

In all the RTTP games we have played ourselves, a few votes have often decided the final voting. Our adapted game resulted in 16 out of 16 votes in favour of the deal. We believe this outcome occurred for mainly two reasons. Firstly, the goals and objectives of the two factions were too similar. On the topic of prisoner release, the role sheets for most members of the unionist faction state that they can agree to release prisoners once decommissioning of all paramilitary groups is done. For the nationalists, they want all

prisoners released immediately while at the same time wanting to decommission within two years. This resulted in the two factions largely agreeing on these two topics as both sides favoured decommissioning, albeit within slightly different timeframes. Secondly, we believe that everyone voted in favour of the deal due to a lack of information regarding compromises. Both sides were strongly opposed to compromising on most topics in the original game and the actual historical event. Quite the opposite happened during the three days we played as the pupils proceeded to compromise on all four topics. While this innately was not an issue as there is value in learning about compromises, it did remove a portion of the essence of RTTP. The role sheets should have been much clearer on this and should have outlined the importance of standing your ground and holding on to your views. Failing that, we should have identified this flaw during preparations or gameplay and notified the pupils to stand their ground on their views. On the other hand, if the pupils had been unable to reach compromises, the game probably would have taken much longer to conclude. With time already being a limiting factor, it might have been for the best that we made this oversight.

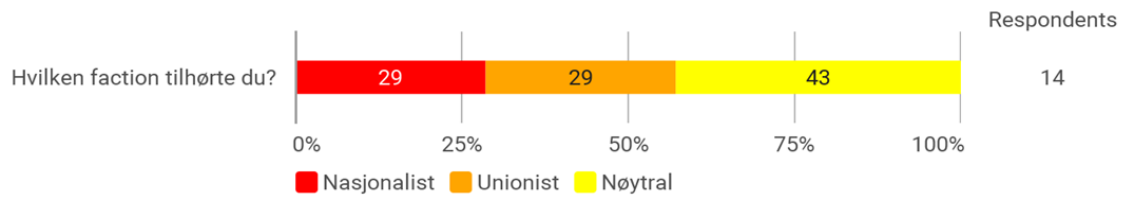
### **5.2.3 Survey Findings**

Findings from the survey that was conducted after the classroom intervention had concluded will be presented in this chapter. Extra attention will be given to the questions and answers relevant to the adaptation's successes or failures in accordance with RQ2. However, some findings are not directly related to the research question but do provide useful information indirectly. As laid out in chapter 4.4.1, the questions posed in the survey were structured categorically. For the sake of consistency, the findings presented in this chapter will mostly follow the same structure and order.

The opening question of the survey was which faction they belonged to in the game. While not directly relevant to the research question, it did allow us to filter the answers based on affiliation, as illustrated later in this chapter.

**Figure 1**

*Which faction did you belong to?*



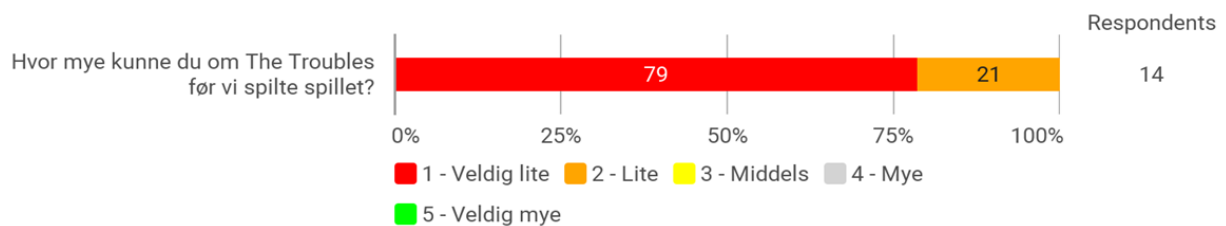
*Note.* Red: Nationalist. Orange: Unionist. Yellow: Neutral/Indeterminate.

The graph shows that the respondents were made up of four pupils who played as nationalists, four from the unionist faction, and the remaining six were indeterminates.

As mentioned in chapter 4.5.4 on limitations and briefly in 5.2.1, the pupils did not have any prior experience or knowledge of RTTP or the Northern Irish Troubles. This was reflected in the survey, where all pupils claimed that they had very little or little knowledge about the topic, as shown in Figure 2 below.

**Figure 2**

*How much did you know about The Troubles before playing the game?*



*Note.* 1 - Very little. 2 - A little. 3 - Medium. 4 - Much. 5 - Very much.

Ideally, there should have been a response option called “nothing” to grant an even more precise understanding of their knowledge level. Nonetheless, the graph does illustrate the challenge we faced when attempting to teach them the most crucial parts of the conflict for them to effectively play and understand the game. In hindsight, we should have considered a different game with a more familiar conflict, which could have partly mitigated the negative impact of the compressed schedule.

### *Difficulty*

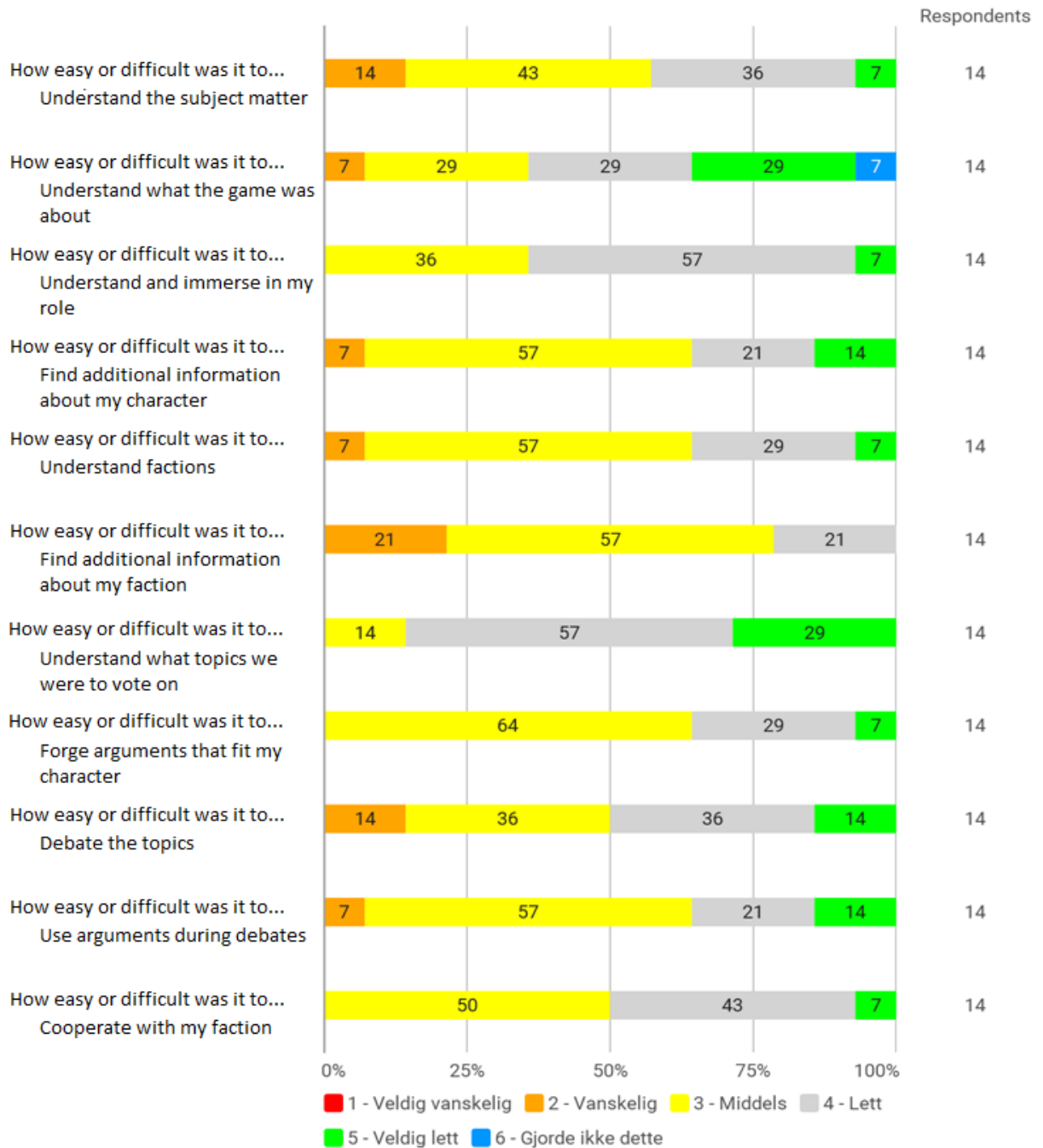
The following graph pertains to which aspects of the adaptation and gameplay the pupils found easy or difficult. We posed this series of questions to gather information on specific



elements of the game in accordance with RQ2. Figure 3 below shows the complete array of questions. Due to there being 11 sub-questions to the overarching question “How easy or difficult was it to...”, the questions have been translated to avoid having to translate them all in text.

**Figure 3**

*How easy or difficult was it to...*

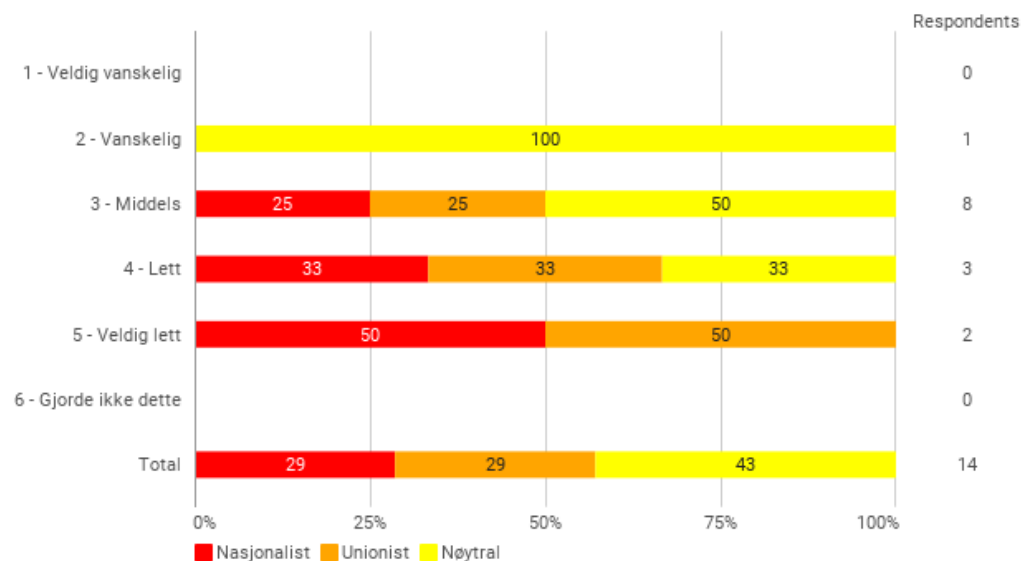


Note. 1 - Very difficult. 2 - Difficult. 3 - Medium. 4 - Easy. 5 - Very easy. 6 - Did not do this.

As the graph shows, most pupils answered medium or easy on the majority of the questions. Some outliers answered difficult or very easy, and even one pupil claimed that they did not understand what the game was about. No one claimed that any of the parts were very difficult. These results show that the adaptation was quite successful in the sense of difficulty; too easy or too hard, and the pupils would learn very little. In accordance with Vygotsky’s zone of proximal development as described in chapter 3.4.2, we aimed for a language and content difficulty approximately one level above a 10th grader’s expected knowledge level. This was done to ensure increased learning outcomes for all pupils. However, as mentioned in the observational findings, the members of the indeterminates did seemingly struggle more than the faction members when it came to getting involved in the discussions. This is reflected in the survey results when filtered by faction. In Figures 4 and 5 below, one can see that the faction members, to a greater degree than the indeterminates, answered that it was very easy or easy to use arguments during debates and to cooperate with their faction.

#### Figure 4

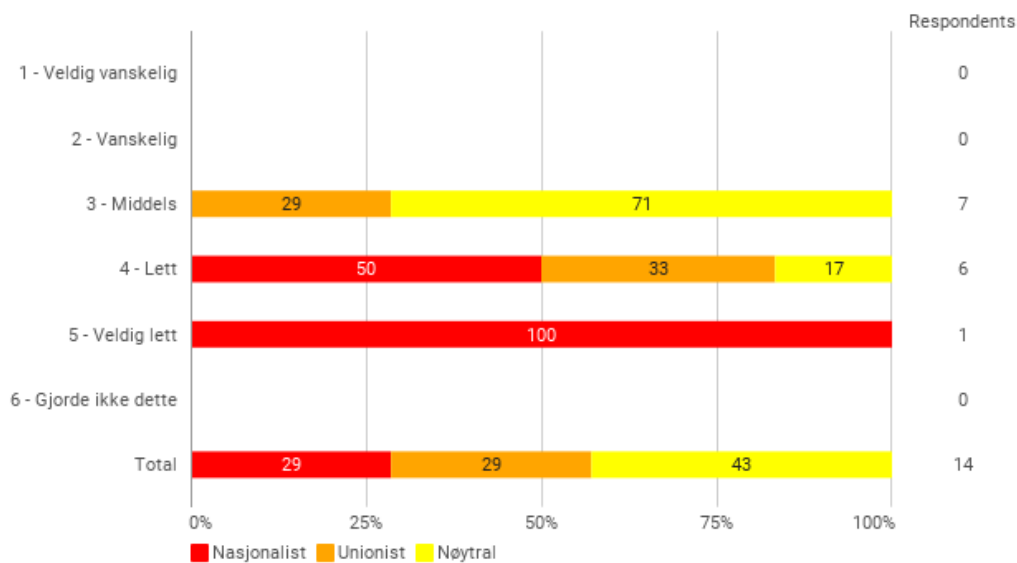
*How difficult was it to use arguments during debates? – filtered by faction affiliation*



*Note.* 1 - Very difficult. 2 - Difficult. 3 - Medium. 4 - Easy. 5 - Very easy. 6 - Did not do this. Red: Nationalist. Orange: Unionist. Yellow: Neutral/Indeterminate

**Figure 5**

*How difficult was it to cooperate with my faction? – filtered by faction affiliation*



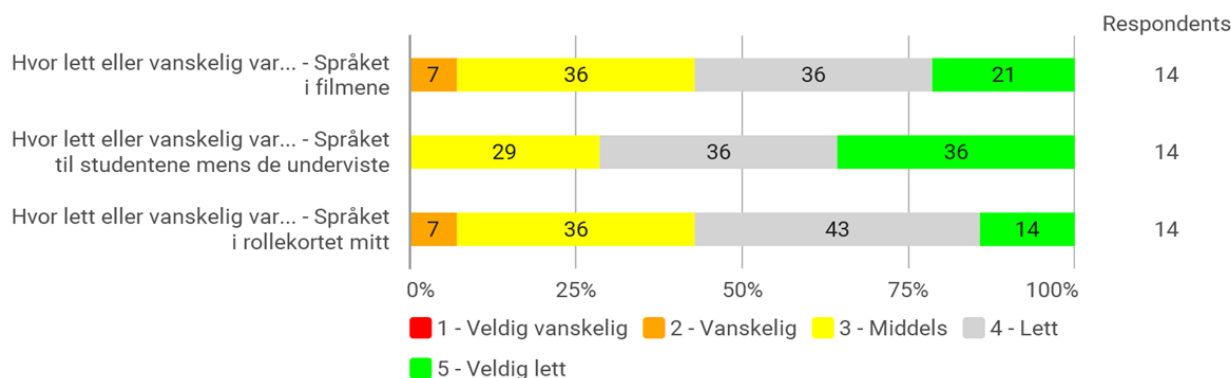
*Note.* 1 - Very difficult. 2 - Difficult. 3 - Medium. 4 - Easy. 5 - Very easy. 6 - Did not do this. Red: Nationalist. Orange: Unionist. Yellow: Neutral/Indeterminate

Again, the lack of distinct and measurable goals for the indeterminate faction is primarily to blame for their struggles to get involved in debates and cooperate with their faction. With no distinct, overarching character or faction goal apart from voting in favour of what they saw fit, their character made it difficult to get involved properly.

Following the questions regarding the difficulty of the different elements of RTTP, we asked a series of questions about the difficulty of the language used in the various mediums provided. Figure 6 shows the result of these questions, where the main question was “How easy or difficult was...”, followed by the sub-questions 1) the language used in the video, 2) the students’ language during teaching, and 3) the language used in my role sheet. We did not ask about the language in the pamphlet since it was translated to Norwegian, as mentioned in chapter 5.1.

**Figure 6**

*How easy or difficult was...*



*Note.* 1 - Very difficult. 2 - Difficult. 3 - Medium. 4 - Easy. 5 - Very easy.

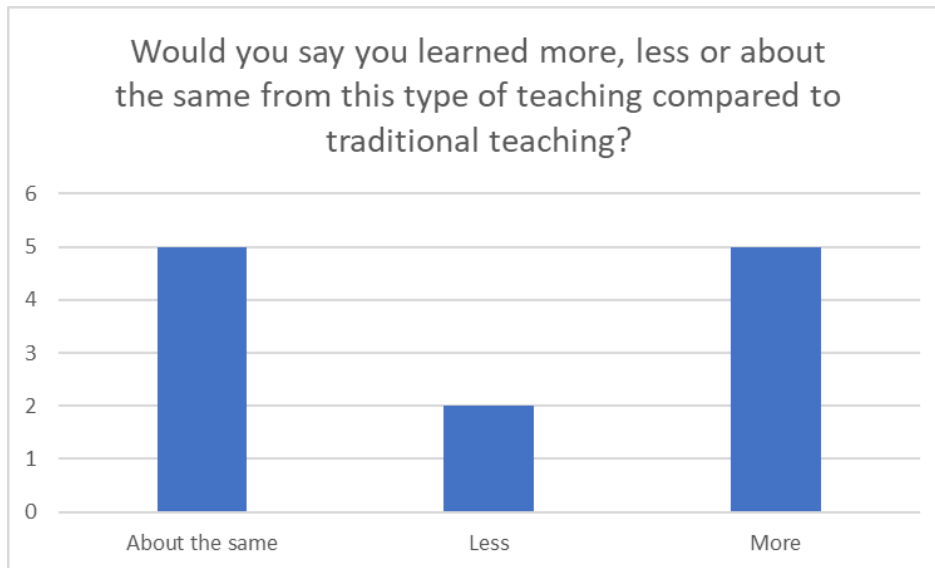
As the graph shows, the majority of pupils answered that the language used in the video, during teaching and in the role sheet was somewhere in the range of medium to very easy. Only one pupil answered that the language used in both the video and role sheet was difficult. This coincides well with observations of this pupil, as they were hesitant to get involved unless given post-its with instructions. Altogether we are satisfied with how the language was perceived by the pupils, as the vast majority showed a good understanding of the conflict, the topics for discussion and the pedagogy, despite the limited time. They even started using previously unknown words such as “decommissioning”, “segregation”, and “oppression” freely during discussions, as previously mentioned in 5.2.2. This shows that despite unknown words being present in all three mediums, the remaining language was comprehensible enough to make it understandable.

#### *What the pupils thought of the pedagogy*

Towards the end of the survey, we asked the pupils a series of open-ended questions. Answering was optional, whereas two of the participants did not respond. There are, therefore, only 12 respondents on the three open-ended questions. The first question was about what they thought of RTTP as a teaching method compared to traditional teaching and whether they learned more, less or about the same. Due to the questions being open-ended, we manually categorised the answers based on whether they answered that they learned more, less or about the same as ordinary teaching. A graph was then generated based on this categorisation, shown in Figure 7 below.

### Figure 7

*Would you say you learned more, less or about the same from this type of teaching compared to traditional teaching?*



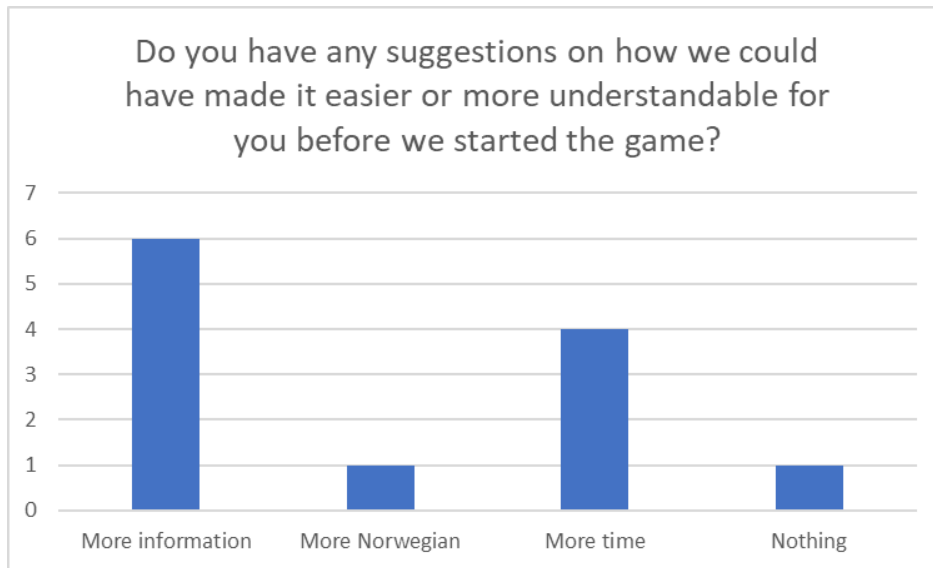
Five pupils wrote that they had learned more from this type of pedagogy than traditional teaching, while another five claimed to have learned about the same amount. The remaining two pupils wrote that they had learned less than usual but that it nonetheless had been more fun. On the topic of fun, 10 out of the 12 pupils wrote that it was more fun than normal teaching. While fun is not a prerequisite for learning, it can motivate pupils to engage more and, in turn, learn more. Despite the pupils having close to zero prior knowledge on the topic, we largely managed to adapt the game to such a level where the majority of the pupils claimed to have learned about the same or more. The added benefit of the pupils finding it fun tells us that both the adaptation and the pedagogy itself have the potential to be an effective learning method in the Norwegian classroom.

#### *Suggestions for improvement*

We then asked the pupils for feedback on what we could have done to make it easier or more intelligible ahead of playing the game. These answers were also categorised and graphed manually like the previous open-ended question. The results are illustrated in Figure 8 below.

### Figure 8

*Do you have any suggestions on how we could have made it easier or more understandable for you before we started the game?*



10 out of 12 respondents answered that either more time or more information would have made it easier or more understandable. One pupil would have ideally wanted us to use more Norwegian during the preparation. Lastly, one pupil did not provide any suggestions. As echoed numerous times throughout this paper, we knew that time would be a limitation to our intervention, especially considering the pupils' lack of prior knowledge on the topic. More time and more information coincide with each other, as more time would have allowed us to provide more information. That one pupil preferred more Norwegian during preparation is unexpected, as we did use quite a bit of Norwegian in oral instructions. Additionally, most of the pamphlet was translated into Norwegian to ensure equal knowledge and information for all pupils. However, we are largely satisfied with the feedback we received regarding possible improvements, as it primarily relates to time, something we were already aware of would be an issue.

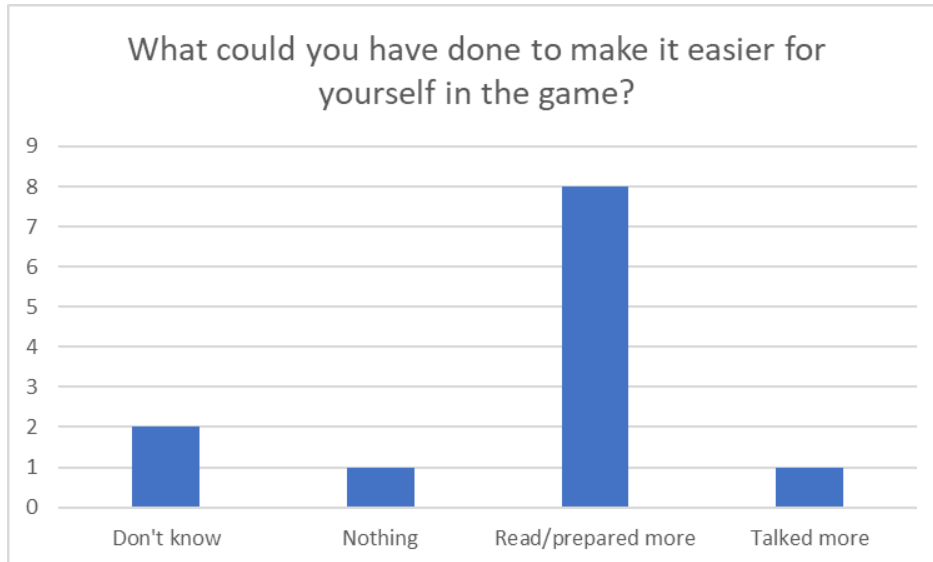
#### *What could they have done themselves to make it easier?*

The last question asked in the survey was about what they themselves could have done to make playing the game easier. While we did have clear expectations that time would be brought up in the question on what we could have done better, we did not have any presumptions about what they could have done themselves. The findings are therefore interesting, as it depicts a group of pupils that are cognitively aware of their own

shortcomings. Once again, the answers have been categorised and manually graphed as depicted in Figure 9 below.

**Figure 9**

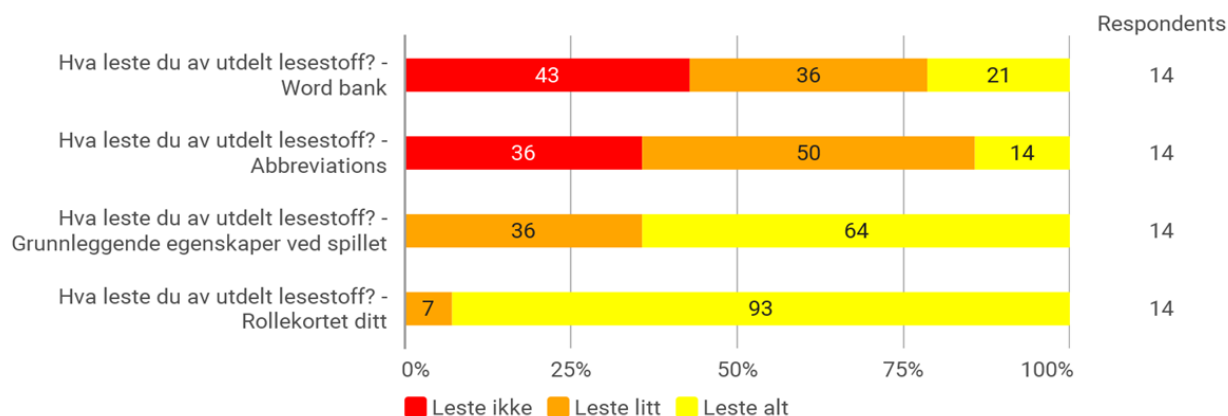
*What could you have done to make it easier for yourself in the game?*



Eight out of twelve pupils answered that they could or should have read and prepared more. One pupil claimed that talking more, presumably during the game, would have made it easier. Lastly, two pupils did not know what they could have done more, and one exclaimed that they had done a good enough job as it was. These findings correspond well with a question asked earlier in the survey on how much time they spent outside school preparing for the game. In that question, seven pupils said none; five pupils said 1-30 minutes; two pupils answered 30-60 minutes. Again, this is not something we could have asked them to do because of the school's no-homework policy. They were, however, given time at school during the initial sessions to read the provided material. However, even then, most claim that they did not read everything, as depicted in Figure 10 below.

**Figure 10**

*What did you read of the distributed reading material?*



*Note.* Word bank. Abbreviations. Name of the game. Role sheet. Red: Did not read. Orange: Read parts of it. Yellow: Read everything.

As described in 5.1.1, we had further downscaled the adaptation from our initial 14 pages to five pages. To see that the majority of pupils had not read those five pages in full was disappointing but not necessarily surprising. In hindsight, we should have had follow-up questions on why they did not read the provided reading material to learn what we could or should change to make it more appealing for future games. We are left to speculate why this part of the adaptation was largely ignored.

### 5.2.4 Summary of RQ2

In RQ2, we asked which areas of our adaptation succeeded or were found lacking. On the one hand, several aspects were found to be successful, such as the language level used in both written and oral instruction, as well as the downscaling of the topics to a suitable and graspable level. On the other hand, we found that certain aspects of the adaptation did come up short. One such shortcoming was the time aspect, wherein we failed to properly adjust the amount of content for the allocated time. Another shortcoming was that of the indeterminate faction, which struggled to get involved in the discussions due to a lack of clear goals and direction. Lastly, it is important to highlight that the provided written material failed to capture their attention long enough for them to read it in its entirety.



## **5.3 RQ3 – How Does RTTP as a Method Facilitate the Learning Goals and Aims Outlined in the Norwegian Curricula (LK20)?**

Every 10-15 years, the Norwegian curriculum goes through renewal and change. In 2020 the new curriculum, LK20, was introduced, and there were several major changes from LK06. Focus shifted from general learning goals to in-depth learning. As mentioned in chapter 3.1.1, many of the learning goals outlined in the curriculum for the individual subjects have either been consolidated or outright removed to allow for increased time allocation for the remaining goals (The Norwegian Directorate of Education and Training, 2021). In the next chapter, we will discuss how RTTP as a method facilitates the learning goals and aims outlined in the Norwegian curricula (LK20). This chapter will be shorter than 5.1 and 5.2, as there are some similarities between RQ1 and RQ3. The adaptation process relied heavily on the English Subject curriculum, as we had to ensure our game was suitable for 10th graders.

### **5.3.1 RTTP and the Core Curriculum**

The new core curriculum specifies six values that should be incorporated into education. As mentioned in 3.1.2, these values are 1) human dignity, 2) identity and cultural diversity, 3) critical thinking and ethical awareness, 4) the joy of creating, engagement and the urge to explore, 5) respect for nature and environmental awareness and, lastly, 6) democracy and participation (The Norwegian Directorate of Education and Training, 2021). RTTP is, as mentioned in chapter 2.3.3, built around debating. Our classroom intervention was divided into two segments: faction meetings and debates. Debates must, at some point, lead to action, which means proposing, arguing, and passing a variety of resolutions (Burney & Auge, 2020, p. 6). This aligns perfectly with democracy and participation. With the topics up for debate being *prisoner release*, *decommissioning*, *civil rights and segregation* and *political governance*, one can argue that our game facilitates a learning environment revolving around human dignity, identity and cultural diversity, critical thinking and ethical awareness, and democracy and participation. The pedagogy of RTTP, as mentioned in 3.1.2, does facilitate an environment where pupils are allowed and required to employ creativity, engagement and exploration. Through playing a game, pupils are engaged in discussions, collaborating with peers and creatively forging arguments. The build-up to RTTP is often spent exploring,

especially outside of class, the background, historical impact and political views of characters and factions to provide advantages over the opposing factions.

### **5.3.2 RTTP and the English Subject Curriculum**

The English subject curriculum went through significant changes from LK06 to LK20, which is beneficial for the use of RTTP. As mentioned in 3.1.3, the number of competence aims was reduced from a total of 30 to 19. These aims are still vague, as they were in LK06, opening for creativity and exploration from teachers and pupils. One competence aim, used as an example in 3.1.3, is “the pupil is expected to be able to use key patterns of pronunciation in communication” (The Norwegian Directorate of Education and Training, 2020). How pupils achieve this aim is up to the individual teachers and schools. In 5.1.2, we discussed how we adapted the game to stay within the framework of LK20 by looking at some of the competence aims in the English subject curriculum after year 10. Therefore, further examination of individual competence aims will not be carried out in this chapter.

One significant change from LK06 to LK20 is that role playing is explicitly mentioned in the curriculum. It is specifically stated after year 7 that pupils are expected to be able to “explore and use pronunciation patterns and words and expressions in play, singing and role playing” (The Norwegian Directorate of Education and Training, 2020). Knowing that pupils are familiar with role playing pedagogy makes it easier to start playing an RTTP game. However, RTTP is quite complex compared to other role playing activities and requires a lot of time to prepare pupils for the game. The background information necessary to play a game elevates it to a completely different level than other role playing activities.

Chapter 5.1.2 discussed how our adaptation of *Ending the Troubles* fits with the competence aims after year 10. It was made clear that RTTP as a teaching method falls within several competence aims and can therefore be justified as a method in the Norwegian 10th grade classroom. RTTP can be expanded and used for weeks, challenging pupils in both written and oral English, with speeches, posters and newspaper articles as possible tasks. There are many games to choose from, concerning various topics in different historical epochs, depending on what the teacher or school wants their pupils to use as a tool to reach these competence aims. The English subject curriculum also mentions critical thinking, assessment, and reflection. Pupils are expected to critically assess various digital and physical sources (The Norwegian Directorate of Education and Training, 2020). Through playing an

RTTP game, much time is spent researching the time period the game is set in and researching the conflicts leading up to the game and facts about one's own and opposing faction. This requires the ability to assess sources critically and adequately use them.

The core curriculum of LK20 introduced interdisciplinary topics that are present in various subject curricula. The topics in the English subject are "health and life skills" and "democracy and citizenship". These topics were included as they are critical societal challenges and because the content was largely a part of the English subject already (The Norwegian Directorate of Education and Training, 2021). In the case of RTTP, *health and life skills* and *democracy and citizenship* are covered through playing. Pupils get first-hand experience of democracy and citizenship as they immerse themselves in debates and vote on different topics. One can argue that RTTP enhances different life skills, such as critical thinking, argumentation and cooperation.

### **5.3.3 Summary of RQ3**

In RQ3, we asked how RTTP as a method facilitates the learning goals and aims outlined in the Norwegian curricula (LK20). Both the core curriculum and the English subject curriculum justify the use of RTTP as a method. The pedagogy of RTTP is vast and time-consuming, but the benefits of spending time playing a game are worth it. RTTP aligns with many competence aims in the English subject curriculum, and it also teaches pupils important life skills. RTTP is also an excellent tool for variation, as pupils can be instructed to write speeches, posters or newspaper articles or lead debates and faction meetings with their peers.

## 6.0 Conclusion

This study has attempted to answer the following three research questions:

*RQ1:* What adaptations must be made to better facilitate an RTTP game for a Norwegian 10th grade?

*RQ2:* Which areas of our adaptation succeeded or were found lacking?

*RQ3:* How does RTTP as a method facilitate the learning goals and aims outlined in the Norwegian curricula (LK20)?

Due to the nature of a mixed method research design, the data material was collected through a combination of both quantitative and qualitative methods. The quantitative data was largely collected through a multiple-choice survey where 14 pupils took part, while the qualitative data was obtained through content analysis of the Subject Renewal (LK20) and observation of a classroom intervention.

Throughout the adaptation process, we found that several aspects of the original game had to be changed for it to fit a Norwegian 10th grade classroom. To start off, we immediately identified that the original 120-page gamebook had to be drastically downscaled. This resulted in a preliminary downscaling to 14 pages, which was later further reduced to five pages and a 20-minute video following feedback from the teacher of the class we were going to carry out our intervention at. The main bulk of what was cut was historical facts and events that we deemed unnecessary for the pupils to be able to play the game. The remaining historical events that we found to be relevant were compressed into shorter summaries, mainly presented in the 20-minute video. Furthermore, the language used in both written and oral material were simplified to a level we deemed suitable for Norwegian 10th graders. We also reduced the number of topics for discussion and simplified the remaining four topics to ensure that they were comprehensible for the average pupil. Lastly, the video was created to ensure that all pupils were provided with comprehensible information.

We looked for areas of the adaptation that had either succeeded or left more to be desired during and after the classroom intervention. Several aspects of the adaptation were found to have been successful, such as the language used in both written and oral instruction, as well as the downscaling of the topics for discussion to a suitable level. At the same time, we also identified several features that came up short – the most critical being time. We had initially adapted and planned for an eight-hour-long intervention where the teacher had done

preliminary teaching on the conflict. Instead, we were allocated six hours without any preliminary teaching. While we attempted to adjust accordingly, findings from both observations and the survey showed that there had been too little time for preparation. This resulted in a range of smaller issues such as the pupils not being completely comfortable in their role, arguments being forged during faction meetings instead of during preparations, and the discussions not flowing freely until towards the end of the intervention. Another shortcoming of the adaptation was the indeterminate faction, where we failed to provide those roles with clear and distinct goals. This led to those pupils being unsure of how to get involved in the debates and game as a whole.

The vastness and complexity of Reacting to the Past (RTTP) make it great to use in the 10th grade. Content-wise, it lets pupils immerse themselves in history in a way no lecture, book or film can. While different RTTP games are dissimilar in historical content, many similarities solidify the argument that playing an RTTP game in Norwegian 10th grade is justifiable in LK20. The pedagogy teaches language, historical content and life skills, all while partaking in democratic processes of debates and votes. When it comes to RTTP, the opportunities are plentiful, as the varied pedagogy culminates in a debate where all pupils are urged to join in for their side to win. It does require time, both in preparation and conducting the game, but it is worth trying when one looks at the competence aims reached.

## **6.1 Future Research**

One of the most exciting aspects of writing this thesis has been the fact that there has been very little research done on RTTP in Norway. We believe the pedagogy has great potential in the Norwegian lower secondary classroom, but the original games must be adapted to a suitable level to be successful. Future research can include either a further adaptation of our game based on our findings or entirely new adaptations of other games. Such research should ideally include larger sample sizes with at least one control group to increase both the internal and external validity, as well as the reliability. Additionally, we highly recommend that any future researchers spend more than six hours on the intervention, as we found the limited timeframe to be the main challenge of our study.

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## 8.0 Appendices

### Appendix 1: Information Letter and Consent Form to Pupils

**Vil du delta i forskningsprosjektet**

***Roleplay in the Norwegian EFL Classroom: Adapting a  
Reacting to the Past game to the Norwegian 10<sup>th</sup> grade  
classroom in accordance with the Subject Renewal 2020***

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å tilpasse et «Reacting to the Past»-rollespill til norsk skole. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

#### **Formål**

Reacting to the Past er en undervisningsmetode som er utviklet for høyere utdanning i USA. Et spill er vanligvis på 150+ sider, og vårt mål er derfor å forenkle og tilpasse dette til norsk ungdomsskole. Gjennom dette prosjektet ønsker vi derfor at en 10. klasse skal prøvespille vårt tilpassede spill, slik at vi kan innhente informasjon om hvordan dere opplevde tilpasningen, slik at vi kan forbedre det enda mer. Prosjektet er en del av vår masteroppgave.

#### **Hvem er ansvarlig for forskningsprosjektet?**

Universitet i Agder er ansvarlig for prosjektet.

#### **Hvorfor får du spørsmål om å delta?**

Din skole samarbeider med Universitet i Agder. Dine lærere har sagt seg villig til å ta i mot oss, slik at vi kan prøvespille spillet i din klasse.

#### **Hva innebærer det for deg å delta?**

Hvis du velger å delta i prosjektet, innebærer det at du tar del i:

- Klasseromsintervensjon med prøvespilling av selve spillet. Dette innebærer litt forarbeid både på skolen og hjemme.
- Utfylling av spørreskjema i etterkant. Det vil ta ca. 10-15 minutter. I spørreskjemaet vil du bli spurt om hvordan du forberedte deg til spillet, samt hvordan du opplevde selve spillingen.

### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Dette innebærer spørreundersøkelsen i etterkant av rollespillet. Deltakelse i selve rollespillet er obligatorisk, da det inngår som en del av undervisningen. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

### **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Erik Mustad, Håkon Stensvand og André Odland vil være de eneste som har tilgang til dataene som blir samlet inn.
- All data vil bli lagret på Universitet i Agder sine sikre servere.
- Navnet og kontaktopplysningene dine vil vi erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data

Du vil ikke kunne gjenkjennes ut fra beskrivelser i masteroppgaven. Ingen vil bli nevnt ved navn eller andre detaljer som kan knytte deg til oppgaven på noe vis.

### **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 30. juni 2022. All data som ikke er anonymisert vil bli slettet.

### **Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

### **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitet i Agder har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

### Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Universitet i Agder ved Erik Mustad, 479 13 010.
- Vårt personvernombud: Johanne Warberg Lavold, [personvernombud@uia.no](mailto:personvernombud@uia.no).

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Erik Mustad  
(Forsker/veileder)

Håkon Stensvand

André Odland

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## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Roleplay in the Norwegian EFL Classroom: Adapting a Reacting to the Past game to the Norwegian 10th grade classroom in accordance with the Subject Renewal 2020*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i utfylling av spørreskjema

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

---

(Signert av prosjektdeltaker, dato)

## Appendix 2: Observational Notes

### Thoughts/observations after intervention:

#### Monday 17.01.22 (1 hour)

- Introduction to The Troubles and RTTP
  - Pupils never heard of either
- Confusion due to information overload (expected, as the information was very generalized)

#### Tuesday 18.01.22 (1 hour)

- More specific teaching on the topics that will be discussed during the game (decommissioning, prisoner release, civil rights and political governance)
  - 15 minutes for pupils to watch the video we recorded beforehand
- Distribution of role sheets that they looked at individually
  - Followed by “faction meetings” where the pupils loosely discussed their roles/factions/goals
- Pupils more motivated and engaged as they start to grasp what it’s all about

#### Wednesday 19.01.22 (1 hour)

- Startup with some more in-depth information about the game, topics, factions
  - Especially focused on decommissioning, today’s topic
- Start playing the game
  - Faction meetings where they discussed decommissioning
    - Obvious that there should have been more time for introduction of RTTP and the conflict, as the pupils need help to discern the discussion and forge arguments
  - Plenary discussion - lots of back and forth with good argumentation and discussions - both nationalists and unionists heavily involved in the discussions. However, a lot of the arguments had to be handed out on post-it notes from us students. This made the discussion go stale at points, as the arguments weren’t necessarily their own.
    - The indeterminates disappeared a bit and didn’t have much to say - will focus on this and ensure they have something to say in the next meeting
  - Nationalists want decommissioning within 2 years, unionists want it *now*. They settled for the middle ground - 1 year

#### Friday 21.01.22 (1 hour)

- Started with introducing the tea time concept as well as how bribing would work
- Faction meetings where they discussed prisoner release. Each member of the nationalists and unionists were given £100 each (except John Hume who was given £200 since SDLP only had two members)
- Discussion on prisoner release – heavily influenced by argumentation written on post-it notes by the master students
  - Unionists mocking nationalists on terrorism, accusing the nationalists of making bombs (especially Sinn Fein)
  - Nationalists wanted them released immediately on the account of there not being a trial before imprisonment

- Unionists could agree to prisoner release if decommissioning was agreed upon
- “Compromised” by having fair trials AFTER decommissioning is completed - not ideal for the nationalists
- Indeterminates once again hesitant to join the discussions, but contributed when given post-its with something to say
- Pupils getting better at playing on each other’s input – made for a more natural discussion
- Teatime - bribing
  - Both factions bribing by asking the indeterminates to vote for a deal – should have had more distinguished goals in the role sheets
- Faction meetings on civil rights
  - Pupils uncertain about the topic, need help from master students to forge arguments
- Discussions – again, influenced by argumentation handed out on post-it notes
  - Nationalists arguing that there’s clearly segregation and oppression (especially in salaries and job opportunities)
  - Unionists arguing that there is no segregation/oppression, but still agreed to “get rid of” segregation (nothing to get rid of, it doesn’t exist!)
  - All agreed that the existing peace walls should remain, no discussions on new peace walls
  - Compromised on there being equal rights, as well as leaving the peace walls as is

### **Monday 24.01.22 (1 hour)**

- Started with COVID tests for everyone - took 15 minutes
- Summarized Friday’s discussion on Civil Rights
  - Equal rights
  - No more segregation
  - Existing peace walls left as is
- Faction meetings on political governance – help from students to forge arguments
- Plenary discussions on political governance – faction members less in need of post-its this time around
  - Compromised – devolution, proportionate amount of seats in accordance with the population
  - Indeterminates once again rather silent, needed post-its to contribute to the discussions
  - Faction members in heated discussions, proper discussions and argumentation
- Tea time while the GFA was written and printed
- Presented the GFA on the projector and read it aloud
- Voting – 16/16 in favor of the deal
- Party leaders signing the agreement – everyone handed out a copy of the agreement
- Wrapping up

### **Friday 28.01.22 (1 hour)**

- Started with a summary of their version of the GFA
  - Compared it to the real GFA
  - Talked about how these events played out in reality
- Students discussed in groups
  - How was it?

- It was fun and engaging – good with a methodology that doesn't involve “traditional teaching”
- Did playing the game have an effect on their engagement in the topic?
  - Yes. It was more fun to discuss the topics instead of just reading and writing about them.
  - They learnt from each other by listening to their peers' argumentation, and played on each other's strengths and weaknesses.
    - Seeing the others engaged and excited led to them wanting to be more engaged.
- Would they do it again?
  - A resounding yes.
- What could be different next time?
  - More time for preparation beforehand.

#### Surveys

- André and Håkon's
- Sarah and Emily's

## **Appendix 3: Interview Guide**

1. How much time do you allocate to preparing your students for an RTTP game? - RQ1
2. How do you go about preparing them for both the pedagogy itself and the content of the game? - RQ2
3. Have you played RTTP in different age groups? If yes, what differences have you noticed between younger and older students? - RQ2
4. You have played games in universities in both the U.S. and Norway. What would you say are the main differences playing games in Norway compared to the U.S.? - RQ1 + RQ2
5. How much do you interfere during gameplay? - RQ2

# Appendix 4: NSD Approval Letter

26/04/2022, 11:48

Meldeskjema for behandling av personopplysninger



## Vurdering

### Referansenummer

154173

### Prosjekttittel

Roleplay in the Norwegian EFL Classroom: Adapting a Reacting to the Past game to the Norwegian 10th grade classroom in accordance with the Subject Renewal 2020

### Behandlingsansvarlig institusjon

Universitetet i Agder / Avdeling for lærerutdanning

### Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Erik Mustad, erik.mustad@uia.no, tlf: 47913010

### Type prosjekt

Studentprosjekt, masterstudium

### Kontaktinformasjon, student

André Odland, andreodland@gmail.com, tlf: 99238481

### Prosjektperiode

01.01.2022 - 30.06.2022

### Vurdering (2)

#### 07.03.2022 - Vurdert

Personverntjenester har vurdert endringen registrert i meldeskjemaet.

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg. Behandlingen kan fortsette.

Endringen består i at et nytt utvalg er lagt til. Utvalget består av en professor ved et amerikansk universitet. Prosjektet vil innhente samtykke fra den registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 nr. 11 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse, som kan dokumenteres, og som den registrerte kan trekke tilbake.

#### OPPFØLGING AV PROSJEKTET

Vi vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Kontaktperson: Henning Levold

Lykke til videre med prosjektet!

<https://meldeskjema.nsd.no/vurdering/615adce7-3292-4475-8085-4961c36848f4>

1/3



**11.01.2022 - Vurdert**

Det er vår vurdering at behandlingen vil være i samsvar med personvernlovgivningen, så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet den 11.01.2022 med vedlegg, samt i meldingsdialogen mellom innmelder og Personverntjenester. Behandlingen kan starte.

**TYPE OPPLYSNINGER OG VARIGHET**

Prosjektet vil behandle alminnelige personopplysninger frem til 30.06.2022.

**LOVLIG GRUNNLAG**

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 nr. 11 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse, som kan dokumenteres, og som den registrerte kan trekke tilbake.

For alminnelige personopplysninger vil lovlig grunnlag for behandlingen være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 a.

**PERSONVERNPRINSIPPER**

Personverntjenester vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen:

- om lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet.

**DE REGISTRERTES RETTIGHETER**

Vi vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18) og dataportabilitet (art. 20).

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

**FØLG DIN INSTITUSJONS RETNINGSLINJER**

Personverntjenester legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

SurveyXact er databehandler i prosjektet. Personverntjenester legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

For å forsikre dere om at kravene oppfylles, må prosjektansvarlig følge interne retningslinjer/rådføre dere med behandlingsansvarlig institusjon.

**MELD VESENTLIGE ENDRINGER**

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til Personverntjenester ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilken type endringer det er nødvendig å melde:

<https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema>

Du må vente på svar fra oss før endringen gjennomføres.

**OPPFØLGING AV PROSJEKTET**

Vi vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet  
Kontaktperson hos oss: Henning Levold

Lykke til med prosjektet!

## Appendix 5: Adapted Pamphlet, Version 1

Playing games in class

# Negotiating The Troubles in Northern Ireland, 1997-1998: Will the Good Friday Agreement Bring Peace to the Province?<sup>1</sup>

Adapted by: André Odland, Håkon Stensvand, Emily Samuelson Karlsen and Sarah Fiskodde Kræmer Andersen.<sup>2</sup>



Protected copyrights

<sup>1</sup> Based on: *Ending the Troubles: Religion, Nationalism and the Search of Peace and Democracy in Northern Ireland, 1997-1998*. John M. Burney and Andrew J. Auge. 2021

<sup>2</sup> Done as a preparation for a classroom intervention in January 2022 in regards to our MA theses through the University of Agder, GLU 5-10.

## Overview of the game and the Political Situation

The year is 1998. “The Troubles” has raged in Northern Ireland for 30 years. In an attempt to find a resolution and stop the fighting, the British Government, with the newly elected Prime Minister Tony Blair, have gathered several political parties and the Irish Government for political discussions. The Peace Process has been going on for many years, yet without any solution. In this game, you are gathered at Stormont, Northern Ireland’s Parliament Building. Here you will discuss topics such as nationality and identity, discrimination and segregation, prisoner release, decommissioning, and political governance. A possible agreement between political parties in Northern Ireland and the British and Irish governments, will possibly break the deadlock and perhaps help to make peace in the province.

### Word bank

English	Norwegian	Explanation
Devolution	Devolusjon	Desentralisering/fordeling av makt
Direct Rule	Selvstyre	Nord Irland får eget regjeringsbygg (Stormont) og kan styre over seg selv i noen grad
Political Governance	Politisk styresett	Hvordan en stat blir styrt
Peace walls	Fredsmurer	Mur som skiller katolske og protestantiske nabolag.
Murals	Veggmaleri	Malerier for å minne om deres side av saken.
Assembly	Forsamling	Tilsvarende Norges Storting
Paramilitary groups	Paramilitære grupper	Grupper av uoffisielle

		militære organisasjoner
Westminster	Westminster	Det øvre politiske organ i England.
Hardline	Ytterliggående	(Partier) som ligger lenger ut på hver side og blir mer ekstreme
Podium	Talerstol	En stol man står på når man holder taler

## Abbreviations

AP	Alliance Party
GFA	Good Friday Agreement
NIWC	Northern Ireland Women's Coalition
PUP	Progressive Unionist Party
SDLP	Social Democratic and Labour Party
SF	Sinn Fein
UUP	Ulster Unionist Party

## Timeline and historical overview

**1801:** Kingdom of Ireland joined a union consisting of Scotland, England and Wales, forming what is known as the United Kingdom

**1916:** Easter Rising, a week-long rebellion based in Dublin. Led by the Irish Republican Brotherhood. The Brotherhood wanted to end British Rule in Ireland. An important and tragic event. 16 leaders of the Easter Rising were executed.

**1921:** Ireland gained Home Rule (internal self-government). The divisions in Ireland became clearer - those who wanted Home Rule for Ireland and those who wanted to remain part of the Union.

**1968:** Beginning of the Troubles. Inspired by the American civil rights movement a civil rights movement took place in Derry/Londonderry. British soldiers were sent to control the situation. The Irish Republican Army (IRA) became defenders of the Nationalists areas and struggled against the British army.

**1972:** Parts of Northern Ireland turned into a war zone between Republicans, Loyalists and the British army. During a peaceful Nationalist demonstration in Derry/Londonderry ended tragically. Thirteen demonstrators were shot dead by the British army. This day is remembered as **Bloody Sunday**.

**1998:** Tony Blair became prime minister in Britain in 1997 and escalated the peace process. He wanted a peace agreement by early 1998. The leaders from the Unionist and Nationalist parties were awarded the Nobel Peace Prize in 1999 for their efforts on the Good Friday Agreement. This agreement focused on self-government in Northern Ireland on some issues. The agreement also focuses on power-sharing between Nationalists and Unionists.

**1999** - Stormont reinstated. Stormont can decide on issues within the nation, such as education, roads, health, sports and environment. Issues regarding the whole nation, like foreign affairs, are left to the Parliament in London. This is the same in Scotland and Wales.

**2006- 2007** - After the Good Friday Agreement there was still unrest in the whole of Northern Ireland. The two leaders of Democratic Unionist Party and Sinn Féin. The Good Friday Agreement (Belfast Agreement) was renegotiated and opened for power-sharing between Democratic Unionist Party and Sinn Féin.

**2016** - A majority of Northern Ireland voted against Brexit. Brexit referendum makes the border between UK and EU's outer border in the Irish Sea. After Brexit, Northern Ireland stays in the customs union. Democratic Unionists Party supported Brexit, but because of this

Unionists in Northern Ireland feel like the DUP made Northern Ireland closer to reunification with the Republic of Ireland.<sup>3</sup>

## Background

### **Northern Ireland - a Regional Conflict**

#### **A Place Like Any Other?**

On the surface, contemporary Northern Ireland looks very much like any other part of Ireland and Britain. But when you enter the cities and wind through their outskirts, you may see murals with militant images and churches with steel mesh protecting the stained glass windows. In these areas we are reminded that Northern Ireland is still a place apart and that history even today has a firm grip on its citizens.

Many find the situation in Northern Ireland incomprehensible. But the crux of the problem is clear enough: two groups of people - Protestant Unionists and Catholic Nationalists - lay claim to the same territory. Put simply, we could say that the Unionists (people of British descent, usually Protestant, who came centuries ago) claim the territory as theirs because they are in the majority in Northern Ireland, whereas the Nationalists (those who are predominantly Catholic and of Irish descent) say it is their territory because they are the majority in the whole of Ireland. Most of the problems in Northern Ireland have their origin in these two groups' conflicting political views and aspirations. The groups do not necessarily disagree about historical incidents, but their interpretations of the incidents differ.

People often believe that the situation in Northern Ireland is a religious conflict, because the mostly Catholic Nationalists seek to be reunited with an overall Catholic Ireland and the predominantly Protestant Unionists insist on remaining part of the largely Protestant Britain. Although religious argumentation and terminology have been used historically, the conflict today revolves around people's differing political identities. Furthermore, it seeks redress for the social, cultural and economic exclusion of a minority who once were in the majority. The Nationalists were discriminated against in all walks of life, from the founding

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<sup>3</sup> Farstad, E., Mustad, J.E., Tønnessen A.T. & Wangsness, S.B., 2018. *Matters Programfaget samfunnsfaglig engelsk*. Aschehoug. P. 139-145.

of Northern Ireland in 1921 until 1985, when the Republic of Ireland was given a formal say in the province's future.<sup>4</sup>

## Good Friday Agreement Topics for Discussion<sup>5</sup>

### **Decommissioning**

The resolution of the decommissioning issue is an important, unavoidable part of the negotiations. The progress made on decommissioning and in developing schemes which can provide a basis for achieving the decommissioning of illegal arms in the possession of paramilitary groups.

All participants reaffirm their commitment to the total disarmament of all paramilitary organizations. They also confirm that they intend to work with the Independent Commission, and to use any influence they may have to the decommissioning of arms within two years after an Agreement is signed,

The Independent Commission will watch the progress closely, and report to both Governments regularly. Both Governments will take the necessary steps to help decommissioning by the end of June.

### **Prisoner release**

Both governments will produce a release program for prisoners convicted of crimes in Northern Ireland. Prisoners in Northern Ireland, and outside will be protected as individuals under national and international laws. Both governments will establish a system for the released prisoners to integrate them back into the community, offering work training and education. Prisoners who are associated with organizations which have not accepted or are maintaining a ceasefire will not benefit from this arrangement, and will not be released. The governments seek to have the arrangements in process by June 1998.

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<sup>4</sup> Farstad, E., Mustad, J.E., Tønnessen, A.T. & Wangsness, S.B., 2018. *Matters Programfaget samfunnsfalg engelsk*. Aschehoug, p. 137

<sup>5</sup> Peacemaker.un.org. 2015. *Northern Ireland Peace Agreement (The Good Friday Agreement) | UN Peacemaker*. [online] <https://peacemaker.un.org/uk-ireland-good-friday98>



## **Segregation / Human Rights**

To ensure that all sides of the community have their rights and interests, an Assembly is created as a safeguard. The Assembly is democratically elected and is inclusive in its membership. There will also be safeguards to ensure that all sides of the community can participate and work together successfully, and that all sides are protected.

The parties commit to mutual respect, civil rights and religious freedom for everyone in the community. The parties agree to ensure citizens the right to freely choose where to live (bosted). Citizens are also given equal rights and opportunities when it comes to social and economic activity, such as employment and work. The people of the community have these rights regardless of class, gender, disabilities, ethnicity, or religion.

The GFA wanted to integrate the community and make sure all groups could live together side by side. However, the GFA concluded that the best way to achieve peace was to segregate the groups. By keeping the groups segregated, they have less contact with each other which leads to less use of violence against each other. GFA keeps the nationalist and unionist separate. As an example; regardless of people having the right to move and live where they want (which the GFA states), based on the structures (history of the society), most of them will continue to live where they already live next to people with shared ideas, beliefs and values.

## **Nationality & Identity**

For most Unionists, their identity is tied to a British nationality. This is due to them already being in the union, so their identity is already connected to their citizenship in the UK. For Nationalists however, their identity is tied to an Irish identity. Their goal and hope is that the Irish identity will lead to a united Ireland. Up until this point, the nationalists have had lesser rights when it comes to opportunities in the job market, housing market and salaries. It is proposed in the GFA that no matter what nationality you identify as, everyone should have the same rights.

## **Political governance**

In order to give Northern Ireland increased self-governance (devolution), the British have proposed the following:

- Northern Ireland will have its own (elected) Assembly seated at Stormont. Similar to Wales' Assembly, all matters of internal affairs will be dealt with by the Northern Ireland Assembly at Stormont. Matters such as foreign affairs, income tax and immigration policy will still be decided in Westminster.
  - Executive authority will be granted to an elected First Minister, selected by the majority of the Assembly.
- A three-way political cooperation between Northern Ireland and the UK, Northern Ireland and the Republic of Ireland, and the UK and the Republic of Ireland.
  - The Northern Ireland – UK cooperation will discuss matters that apply for the union (for example economics)
  - The Northern Ireland – Republic of Ireland cooperation will discuss matters that apply for the island of Ireland (for example transport and tourism)
  - The UK – Republic of Ireland cooperation will discuss matters that apply cross-countries (for example trade deals)

## Faction Descriptions

### Nationalists

- **Social Democratic and Labour Party (SDLP)**<sup>6</sup>  
SDLP was established in 1970. The party is known for being Nationalist and social democratic, and their goal is to reunify Northern Ireland with The Republic of Ireland. SDLP is a moderate party, which means that they do not support the use of violence. The leader of the party is John Hume. The party wants Ireland reunited, and considers an agreement as a necessary first step in achieving that.
- **Sinn Féin (SF)**<sup>7</sup>  
Sinn Féin was established in 1970. It is known as an extreme, hardline political party (ekstreme og kompromiløse). They are dedicated to withdrawing British control from Northern Ireland. Gerry Adams is the leader. The members were supportive of the IRA and their violent approaches but is now a more political party




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<sup>6</sup> Social Democratic and Labour Party. (2022, April 18). *In Wikipedia*: [https://en.wikipedia.org/wiki/Social\\_Democratic\\_and\\_Labour\\_Party](https://en.wikipedia.org/wiki/Social_Democratic_and_Labour_Party)

<sup>7</sup> Sinn Féin. (2022, April 15). *In Wikipedia*: [https://en.wikipedia.org/wiki/Sinn\\_F%C3%A9in](https://en.wikipedia.org/wiki/Sinn_F%C3%A9in)

and denies IRA and their violence. Sinn Fein sees GFA as a step towards a united Ireland, but has many demands before signing the agreement.



### - Irish Government<sup>8</sup>

The Republic of Ireland is a republic on the island of Ireland. The Irish Government do not whole-heartedly want Northern Ireland as a part of their own government because the economy in Ireland is unstable. The violence in Northern Ireland is also an element that the Irish Government does not want to bring into their country. However, the Irish Government wants peace in Northern Ireland. They want economic growth in Northern Ireland, they want the border to be open so that people can move across as they please. The Irish Government supports an agreement to end the violence and to achieve stability.



## Unionists

### - Ulster Unionist Party (UUP)<sup>9 10</sup>

The UUP was established in 1905, and does not want to implement home rule in Northern Ireland. The UUP represents the middle class. The UUP is scared that if there is too much self-government (selvstyre), Northern Ireland will be too close to a reunification with the Republic of Ireland. The party fights to keep Northern Ireland as a part of the union with the United Kingdom. However, the UUP does want to come to some agreement, based on the majority of the people. The party is certain that the majority of Northern Ireland want to stay in the union. The UUP is a moderate party and does not use violence. The leader of the party is David Trimble.



### - Progressive Unionist Party (PUP)<sup>11</sup>

The PUP was established in 1979. The PUP represents the working class, especially in Belfast. The party started as a labour party but transformed into a more hardline

<sup>8</sup> Government of Ireland. (2022, March 15). In Wikipedia: [https://en.wikipedia.org/wiki/Government\\_of\\_Ireland](https://en.wikipedia.org/wiki/Government_of_Ireland)

<sup>9</sup> Ulster Unionist Party. (2016, November 5). In Wikipedia: [https://no.wikipedia.org/wiki/Ulster\\_Unionist\\_Party](https://no.wikipedia.org/wiki/Ulster_Unionist_Party)

<sup>10</sup> Ulster Unionist Party. (2021). <https://www.uup.org/>

<sup>11</sup> Progressive Unionist Party. (2015, December 30). In Wikipedia: [https://no.wikipedia.org/wiki/Progressive\\_Unionist\\_Party](https://no.wikipedia.org/wiki/Progressive_Unionist_Party)

Unionist party and represents paramilitary attitudes. The PUP requires IRA to decommission right away. The leader of the party is Hugh Smyth.



- **British Government**<sup>12</sup>

The British Government is a labour government with leadership of Tony Blair. The British Government seeks to secure peace, stability and democracy in Northern Ireland. Over the years there have been several conflicts between the British Army and the population in Northern Ireland. The British Government has no self interest in Northern Ireland, but they want the outcome to be decided by the majority of the people. The British Government sits with the key to the negotiations as they were the ones that started the negotiations.



### Undecided

- **Northern Ireland Women's Coalition (NIWC)**

<sup>13</sup>Northern Ireland Women's Coalition was established in 1996 to ensure that women were represented in peace negotiations. Members are both Catholics-Nationalists and Protestants-Unionists. Their main goal is to secure human rights and peace. Catholic Monica McWilliams and Protestant Pearl Sagar were the founders. They have no political opinions as long as the agreement focuses on human rights, equality and inclusion.



- **Alliance party (A.P.)**<sup>14</sup>

The Alliance Party was established in 1970. The party is a liberal and centrist party. The party started off as a Unionist party, but over the years it has transitioned into a more neutral party. The party wants to overcome



<sup>12</sup> Government of the United Kingdom (2022, 17. April)  
[https://en.wikipedia.org/wiki/Government\\_of\\_the\\_United\\_Kingdom](https://en.wikipedia.org/wiki/Government_of_the_United_Kingdom)

<sup>13</sup> Northern Ireland Women Coalition. (2022, 18. February)  
[https://en.wikipedia.org/wiki/Northern\\_Ireland\\_Women%27s\\_Coalition](https://en.wikipedia.org/wiki/Northern_Ireland_Women%27s_Coalition)

<sup>14</sup> Alliance Party of Northern Ireland (n.d.). <https://www.allianceparty.org/>

the big differences in Northern Irish society and support diversity in the community.  
The leader is John Alderdice.

## Basic Features of Playing the Game<sup>15</sup>

*Reacting to the Past* is a form of roleplaying, based on historical events and conflicts. There will be some lessons with preparations before the game starts, then the pupils are in charge and the game begins. Set in a time of historical tension in Northern Ireland, in 1997-1998, pupils get roles of historical figures. Some are true historical figures and some are made up. By reading the pamphlet and the individual role sheets, pupils discover their goals, who their friends and enemies are, and what they have to do to win the game. Throughout the game pupils can give speeches, will take part in debates and negotiations and win other pupils to attempt to win the game.

The game sometimes ends differently from what actually happens in history. There is therefore a session afterwards to set the historical record straight and tell what really happened.

### ***Game setup***

To start off, your teacher will spend some time helping you understand the historical context for the game. During this time there are several kinds of material you will use:

- **The pamphlet/game book** (from which you are reading now), contains information about the rules and elements of the game and historical information that you need to know.
- **Role sheet**, which is provided by your teacher. The role sheet contains a short biography of your role in the game. This role sheet will give you information about the historical figures ideology/beliefs, objectives, responsibilities and tasks. Your role may be an actual historical figure or a made-up character

In addition to the pamphlet and the role sheet, you might want to read historical documents or books from the time period. These will provide additional information and arguments to use during the game.

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<sup>15</sup> Burney, J. M. & Auge, A. J. (2020) *Ending the Troubles: Religion, Nationalism, and the Search for Peace and Democracy in Northern Ireland, 1997-98*. Under development.

Read as much of this material before the game begins. However, you should also go back and reread the material throughout the game. If you read the material a second or third time while in the role, you will get a deeper understanding and might change your perspective and give you ideas on different aspects/arguments that you can use.

Those who read the material carefully and who know the rules of the game will do better than those who rely on general impressions and uncertain memories.

### ***Game play***

When the game begins, pupils are in charge. In most cases, the teacher serves as a **gamemaster (GM)**. The GM is in charge of the game. The GM takes a seat in the back of the room overlooking the progress. They do not lead the class sessions, but they can:

- Pass notes to the players
- Announce important events (e.g. IRA is bombing the city park). Some of these events are the result of pupils' actions in the game, others are preplanned by the GM.
- Redirect discussions if they have gone off track,

The GM is expected to make sure that basic standards of fairness are met. IF you want to have a speech before the class, you can talk to the game master. When a pupil is at the podium, he or she has the floor and must be heard. You do not have to agree, but you must always listen to what the speaker has to say.

Role sheets are private and may contain secret information. You are advised, therefore, to handle your role with caution when discussing with others. Your role sheet probably identifies potential friends, but not everyone is to be trusted. However, it is not an option to not talk and discuss with anyone. To achieve your goals, you must speak to others. You will never win the voting (See next section to read about how the votings work) at the end of the game if you do not have friends. Collaboration and building allies are at the heart of every game.

And always remember that *Reacting to the Past* is only a game - resistance, attack and betrayal can not be taken personally. Game enemies are only acting as their roles.

This game features groups called **factions**. These are groups of roles that might share or have similar views and goals. This game also includes a faction of **Undecided**. The Undecided operate outside of the Factions. If you are in a faction you have to try and get the

Undecided to vote with you and your views and what you stand for in the game. However, the Undecided may not be completely neutral as they might have their own opinions on some issues and can lean towards one side/faction. If you are lucky enough to get an Undecided role you should be pleased; you will likely play an important role in the outcome of the game.

***What you need to do in a game like this***

Pupils in Reacting practice public speaking, critical thinking, teamwork, negotiations, problem solving, collaboration, adapting to changing circumstances and working under pressure. Your teacher will explain the specific to everybody before the game begins. A game like this asks you to perform three different activities:

**1. Reading and arguing.** What you read is what you use in the game to persuade others to act the way you want them to. The reading load will vary from role to role / How much you need to read depends on your role. However, all roles are advised to read as much as they can. The more you read, the more you know and the more you can use during the game to achieve your goals and win the game. Read the pamphlet and role sheet several times, as well as try to find out more information to build up your character and arguments. You are encouraged to take notes as you read that can be used in discussions.

**2. Public speaking and debate.** During the game, several of the roles are expected to deliver a formal speech at the podium (the length of the game and size of the class will determine the number of speeches). The whole game is based on debates. Debates can happen fast and at a high speed, and it results in decisions voted on by the body.

Never be friendless when standing on the podium. Do your best to have at least one supporter to agree to your proposal and defend you.

**3. Strategizing.** Communication among pupils is an essential feature of the game. The purpose of communicating with each other is to lay out a strategy for reaching your aims or preventing others from reaching theirs. When communicating with a fellow student in or out of class, always assume that he or she is speaking as if you are playing. If you want to talk about the “real world”, make that clear. But during your game you should always be in character and play your role.

## How the game works<sup>16</sup>

### *Votings*

During the game there will be several issues to vote over. First there will be separate votes on the specific topics of the agreement; decommissioning, prisoner release, segregation/human rights, nationality/identity and political governance. The outcome of these votes will determine what the agreement will look like. At the end a final voting session will be held, where you vote whether the agreement should be passed or not. **Not all roles have voting rights - check your role sheet.**

### *Faction meetings*

Faction meetings will be held regularly. In some cases this means that you will meet with your political party and/or faction to plan how you can best work together to achieve your goals. This could mean planning a speech together, planning and forging arguments, deciding who does what and so on. For others it is natural to have a faction meeting which includes several different political parties, if your end goals are somewhat the same. Lastly, the neutrals will not have faction meetings. They will instead walk around and attend different faction meetings and listen to their talks, so that they can decide themselves where they feel they belong.

### *Discussions*

Several discussions will be held in plenary. Here there will be room for both organised discussions (led by George Mitchell), or more free discussions. It is very important that you know your role well, what opinions your role has, and can argue for those opinions. This is your time to shine, and to argue in a way that convinces the neutrals that they should side with you.

**Your role might not be allowed a seat and a voice in the discussions - check your role sheet.**

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<sup>16</sup> Burney, J. M. & Auge, A. J. (2020) *Ending the Troubles: Religion, Nationalism, and the Search for Peace and Democracy in Northern Ireland, 1997-98*. Under development.



## *Speeches*

During the discussions, George Mitchell might intervene and say that it is time for speeches. If your role is supposed to hold a speech, you need to notify Mitchell of this so he can make room for you. It is important that everyone respects the speaker and don't interrupt him or her during the speech (**unless your role sheet says that this is something you are supposed to do**).

## The name of the game

### Part 1:

- Faction meetings. Each faction discusses their objectives as a group. Work out a strategy for the debate and for the recesses.
- First debate. Speaker starts the meeting, introduces the different factions and lays the ground rules for the debates. Topic: **Decommissioning** (Alternatives: Now, in the next to years, at some point or never)
- Faction leader speeches
- Open debate
- (recess) Voting

### Part 2:

- Faction meeting.
- Debate. Topic: **Prisoner Release**
- Vote

### Part 3:

- Faction meeting
- Debate. Topic: **Political Governance** (Alternatives: Republic of Ireland, Devolution or Direct Rule)
- Vote
- Present the outline of the GFA
- Final debate and vote

## What to do before each meeting

### Before Game Day 1 - Date

#### **If you are a member of a faction**

- Find out who you are
  - What is your name?
  - What faction do you belong to?
  - What are your objectives and tasks?
- Get to know the topics which are going to be voted on
- Your faction
  - What are your faction's main ideas?
  - What are your faction's goals?
  - How can you achieve these goals?

#### **If you are a neutral**

- Find out who you are
  - Your name and “story”
- What are your objectives
- Read about the topics with your objectives in mind

### Before Game Day 2 - Date

#### **If you are a member of a faction**

- Preparing arguments before the votings
- Know the factions primary goals, and your own goals

#### **If you are a neutral**

- Read about the different factions
- Read about the topics which are being voted on
- Think about which faction you feel are most similar to your objectives
- Be prepared to ask critical questions
  - Why
  - How

## Appendix 6: Adapted Pamphlet, Version 2

Playing games in class

# Negotiating The Troubles in Northern Ireland, 1997-1998: Will the Good Friday Agreement Bring Peace to the Province?<sup>17</sup>

Adapted by: André Odland, Håkon Stensvand, Emily Samuelson Karlsen and Sarah Fiskodde Kræmer Andersen.<sup>18</sup>



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<sup>17</sup> Based on: *Ending the Troubles: Religion, Nationalism and the Search of Peace and Democracy in Northern Ireland, 1997-1998*. John M. Burney and Andrew J. Auge. 2021

<sup>18</sup> Done as a preparation for a classroom intervention in January 2022 in regards to our MA theses through the University of Agder, GLU 5-10.

## Word bank

English	Norwegian	Explanation
Assembly	Forsamling	Tilsvarende Norges Storting
Devolution	Devolusjon	Fordeling av makt
Direct Rule	Selvstyre	Nord Irland får eget regjeringsbygg (Stormont) og kan styre over seg selv i noen grad
Hardline	Ytterliggående	(Partier) som ligger lenger ut på hver side og blir mer ekstreme
Murals	Veggmaleri	Malerier på vegger som viser historie og kultur
Paramilitary groups	Paramilitære grupper	Grupper av uoffisielle militære organisasjoner
Peace walls	Fredsmurer	Murer som skiller katolske og protestantiske nabolag
Podium	Talerstol	En stol man står på når man holder taler
Political Governance	Politisk styresett	Hvordan en stat blir styrt
Westminster	Westminster	Det øvre politiske organet i England

## Abbreviations

AP	Alliance Party
GFA	Good Friday Agreement
NIWC	Northern Ireland Women's Coalition
PUP	Progressive Unionist Party
SDLP	Social Democratic and Labour Party
SF	Sinn Fein
UUP	Ulster Unionist Party

## Grunnleggende egenskaper med spillet <sup>19</sup>

*Reacting to the Past* er en form for rollespill, basert på historiske hendelser og konflikter. Det blir noen timer med forberedelser før leken starter, så er det elevene som har ansvaret og spillet starter. Satt i en tid med historisk spenning i Nord-Irland i 1997-1998, får elevene roller som historiske personer. Noen er sanne, historiske skikkelser mens noen er oppdiktet. Ved å lese brosjyren og de individuelle rollearkene, oppdager elevene sine mål, hvem deres venner og fiender er, og hva de må gjøre for å vinne spillet. Gjennom hele spillet vil elevene delta i debatter og forhandlinger og overtale andre elever for å prøve å vinne spillet.

Spillet ender noen ganger annerledes enn slik det faktisk skjedde på virkelig. På slutten vil vi derfor ha en oppsummering om hvordan det egentlig utspilte seg.

### ***Spilloppsett***

Til å begynne med vil læreren din bruke litt tid på å hjelpe deg med å forstå den historiske bakgrunnen/konteksten for spillet. I løpet av denne tiden er det flere typer hjelpemidler du kan og bør bruke:

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<sup>19</sup> Burney, J. M. & Auge, A. J. (2020) *Ending the Troubles: Religion, Nationalism, and the Search for Peace and Democracy in Northern Ireland, 1997-98*. Under development.

- **Brosjyren/spillboken** (som du leser fra nå), inneholder informasjon om reglene og elementene i spillet samt historisk informasjon som du trenger å vite.
- **Rolleark** som du får utlevert av læreren din. Rollearket inneholder en kort biografi om rollen din i spillet. Dette rollearket vil gi deg informasjon om din rolles ideologi/tro, mål, ansvar og oppgaver. Din rolle kan være en faktisk historisk figur eller en oppdiktet karakter.

Les så mye av dette materialet før spillet begynner. Du bør imidlertid også gå tilbake og lese materialet på nytt gjennom hele spillet. Hvis du leser materialet en andre eller tredje gang mens du er i rollen, vil du få en dypere forståelse og kan endre perspektivet ditt og gi deg ideer om ulike aspekter/argumenter som du kan bruke.

De som leser stoffet nøye og som kjenner spillereglene vil gjøre det bedre enn de som stoler på generelle inntrykk og usikre minner.

### *Spilling*

Når spillet begynner er det elevene som har ansvaret. Læreren fungerer som en **gamemaster (GM)**. GM er ansvarlig for spillet. GM tar plass bakerst i rommet med utsikt over fremdriften. De leder ikke klasseøktene, men de kan:

- Send notater til spillerne
- Kunngjøre viktige hendelser (f.eks. IRA bomber byparken). Noen av disse hendelsene er et resultat av elevenes handlinger i spillet, andre er forhåndsplanlagt av GM
- Omdirigere diskusjoner hvis de har gått av sporet

GM sørger for at spillet går rettferdig for seg.

Rolleark er private og kan inneholde hemmelig informasjon. Du bør håndtere rollen din med forsiktighet når du diskuterer med andre. Rollelisten din kan identifisere potensielle venner, men ikke alle er til å stole på. For å nå dine mål må du snakke med andre, som betyr at du i løpet av spillet må du snakke og samarbeide med andre. Du vil aldri vinne avstemningen på slutten av spillet hvis du ikke har venner. (Se neste avsnitt for å lese om hvordan stemmegivningen fungerer). Samarbeid er kjernen i hvert spill.

**Husk:** Reacting to the Past bare er et spill - motstand, angrep og svik skal ikke tas personlig. Spillfiender gjør bare det som deres roller ville ha gjort på ekte.

Dette spillet inneholder grupper som kalles **fraksjoner (factions)**. Dette er grupper av roller som deler eller har lignende synspunkter og mål. Dette spillet inkluderer også en

gruppe med **Ubestemte (Undecided)**. De ubestemte opererer utenfor fraksjonene. Hvis du er i en fraksjon må du prøve å få de ubestemte til å slutte seg til din side og stemme på dine synspunkter.. Imidlertid er de ubestemte kanskje ikke helt nøytrale da de kan ha sine egne meninger om enkelte saker og kan lene seg mot den ene siden/gruppen. Hvis du er heldig nok til å få en ubestemt rolle bør du være fornøyd - du vil spille en viktig rolle i utfallet av spillet.

### ***Hva du trenger å gjøre i et spill som dette***

Elever i *Reacting to the Past* får øvd seg på å snakke offentlig, kritisk tenkning, samarbeid, forhandlinger, problemløsning, tilpasning til endrede omstendigheter og arbeid under press. Et spill som dette ber deg utføre tre ulike aktiviteter:

1. **Lese og argumentere.** Det du leser er det du bruker i spillet for å overtale andre til å handle slik du vil. Lesemengden vil variere fra rolle til rolle / Hvor mye du trenger å lese avhenger av rollen din. Alle roller anbefales å lese så mye de kan. Jo mer du leser, jo mer vet du og jo mer kan du bruke i løpet av spillet for å oppnå målene dine og vinne spillet. Les brosjyren og rollearket flere ganger, samt prøv å finne mer informasjon for å bygge opp rollen og argumentene dine. Tar du notater underveis mens du leser kan du bruke dette i diskusjoner.

2. **Foredrag og debatt.** Hele spillet er basert på debatter. Debatter kan skje raskt og i høy hastighet, og det resulterer i vedtak som blir stemt over av organet.

3. **Strategier.** Kommunikasjon mellom elever er en viktig funksjon i spillet. Hensikten med å kommunisere med hverandre er å komme opp med en strategi for å nå dine mål, eller hindre andre i å nå deres. Når du snakker med en medelev i eller utenfor klassen, anta alltid at han eller hun snakker som om dere spiller. Vær tydelig dersom du vil snakke om den "virkelige verden". Men under spillet ditt bør du alltid være i karakter og spille rollen din.

## Hvordan spillet fungerer

### *Stemmegivning*

På slutten av spillet blir det avstemning. Det vil det bli avholdt en stemmesesjon, hvor du skal stemme om langfredagsavtalen (Good Friday Agreement) skal vedtas eller ikke. **Ikke alle roller har stemmerett – sjekk rollearket ditt.**

### *Fraksjonsmøter*

Det vil bli holdt jevnlig fraksjonsmøter. I noen tilfeller betyr dette at du vil møte med ditt politiske parti og/eller fraksjon for å planlegge hvordan dere best kan jobbe sammen for å nå deres mål. Dette kan bety å planlegge og sette sammen argumenter, bestemme hvem som gjør hva og så videre. For andre er det naturlig å ha et fraksjonsmøte som inkluderer flere ulike politiske partier, dersom målene deres er nokså de samme. De nøytrale har ikke fraksjonsmøter. De vil istedenfor gå rundt og delta på forskjellige fraksjonsmøter og lytte til foredragene deres, slik at de selv kan bestemme hvor de føler de hører hjemme.

### *Diskusjoner*

Det vil bli gjennomført flere diskusjoner i plenum. Her vil det være plass til både organiserte diskusjoner (ledet av George Mitchell), eller mer frie diskusjoner. Det er veldig viktig at du kjenner din rolle godt, hvilke meninger rollen din har, og kan argumentere for disse meningene. Dette er din tid til å skinne, og å argumentere på en måte som overbeviser de nøytrale om at de bør være på lag med deg.

## Spillet gang

### Del 1:

- Fraksjonsmøter. Hver fraksjon diskuterer sine mål som en gruppe. Lag en strategi for debatten og for pausene
- Første debatt. Mitchell starter møtet, introduserer de forskjellige fraksjonene og legger spilleregler for debattene. Tema: **Avvikling (Decommissioning)**. Alternativer: 1) Nå, 2) i løpet av de neste to årene, 3) på et senere tidspunkt eller aldri
- Åpen debatt

### Del 2:

- Fraksjonsmøte.



- Debatt. Tema: **Løslatelse av fanger (Prisoner Release)**. Alternativer: 1) Løslatelse, 2) Ikke løslatelse

Del 3:

- Fraksjonsmøte
- Debatt. Tema: **Politisk styring (Political Governance)**. Alternativer: 1) Republikken Irland, 2) Devolusjon eller 3) Direkte styre
- Presenter omrisset av langfredagsavtalen (Good Friday Agreement)
- Avsluttende debatt og avstemning

## **Appendix 7: Introduction Video on the Troubles**

[https://youtu.be/26eZwfk\\_Gs4](https://youtu.be/26eZwfk_Gs4)

## Appendix 8: Gerry Adams and Monica McWilliams Role Sheets

### Gerry Adams

Leader of Sinn Féin



#### Biography and stories/ideas you can share with others:

- Republican from Belfast
- 50 years old
- President of Sinn Féin, the republican hard-line party, a role you have had since 1983. You are an abstentionist Member of Parliament in the British Parliament (Storting). This means that you have been elected (valgt) to represent West-Belfast in the British Parliament, but refuse to take part.
- You have been involved in the peace process in Northern Ireland since the late 1980's.
- You have been an important figure in moving the party away from the IRA (paramilitær organisasjon). You believe the only way to peace is through the ballot (valgurnen), not through more violence.
- Your goal as a Sinn Féin politician is to reunite Northern Ireland with the Republic of Ireland, making the isle of Ireland one country, independent from Great Britain.
- *You should work closely with John Hume of SDLP, as you are on the same side of the cause, even though you belong to different parties.*

#### Your objectives:

- **Nationality & Identity:**
  - As a Republican you want a united Ireland, the entire isle of Ireland united as one nation.
- **Segregation:**
  - Keep the structures as is.
- **Prisoner release:**
  - Paramilitary prisoners get political status and should be released immediately.
- **Decommissioning:**
  - You mean that this has no place in the agreement, as Sinn Féin has no influence over such matters. Decommissioning should not be part of reaching an agreement.
- **Political governance:**
  - You want the British out, self-governance or re-unification with Ireland are seen as your only options.

#### Tasks:

- As the leader of Sinn Féin you need to **organize a meeting as soon as possible to discuss several objectives**. As a leader you know that you must compromise on some objectives to win other outcomes.

- Talk to the neutrals and try to sway them into voting for your faction's proposals. Also, ask the neutrals of their views and see if it is incorporable with your existing views.

## Monica McWilliams

*Founder of Northern Ireland Women Coalition NIWC*



### Biography and stories/ideas you can share with others:

- Catholic woman from Londonderry, Northern Ireland
- 44 years old
- One of two founders for the Northern Ireland Women's Coalition.
- You were inspired by the American Martin Luther King Jr and his work for human rights.
- You believe that the residents (innbyggere) in Northern Ireland lives under poor rights.
- You have dedicated yourself to peaceful protests and working for human rights for all people, not just women. You want all residents, both catholic and protestants to be included in the country.
- You want women to be a part of the Northern Ireland peace process and were satisfied when you and your co-founder were invited to join the peace talks at Stormont.
- You care deeply for those who are victims of crime and abuse and believe that justice (rettferdighet) should be served for those who have committed crimes.
- Your part in the Peace negotiations is to ensure (forsikre) human rights and equality in all parts of Northern Ireland.

### Your objectives:

- **Nationality/identity:** Even though you are a catholic woman, you feel for all the people in Northern Ireland. You want all residents to feel as one whole country.
- **Segregation:** You want to unite the people of Northern Ireland. Same opportunities for jobs and housing.
- **Political governance:** You believe that those who ensure human rights for all are the best fit to have political control.
- **Decommissioning:** You are a strong believer of peaceful protests and against violence, because of this you want all sides to decommission.
- **Prisoner release:** Those who have been imprisoned for violence and abuse must stay in prison and serve their sentence.

### Tasks:

- Since you are the faction leader you need to **organize a meeting as soon as possible to discuss several objectives**. As a leader you know that you must compromise on some objectives to win other outcomes.
- As a neutral role, you need to weigh the objections from each faction to decide what is most important to you before voting. It is important that your choices are consistent with your beliefs and integrity.

## **Appendix 9: Information Letter and Consent Form to the American Professor**

### **Vil du delta i forskningsprosjektet**

### ***Roleplay in the Norwegian EFL Classroom: Adapting a Reacting to the Past game to the Norwegian 10<sup>th</sup> grade classroom in accordance with the Subject Renewal 2020***

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å tilpasse et «Reacting to the Past»-rollespill til norsk skole. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

#### **Formål**

Reacting to the Past er en undervisningsmetode som er utviklet for høyere utdanning i USA. Et spill er vanligvis på 150+ sider, og vårt mål er derfor å forenkle og tilpasse dette til norsk ungdomsskole. Gjennom dette prosjektet ønsker vi å intervju personer som har erfaring med pedagogikken både i Norge og i USA, for å sammenligne og se på forskjeller. Prosjektet er en del av vår masteroppgave.

#### **Hvem er ansvarlig for forskningsprosjektet?**

Universitet i Agder er ansvarlig for prosjektet.

#### **Hvorfor får du spørsmål om å delta?**

Ditt universitet samarbeider med Universitetet i Agder.

#### **Hva innebærer det for deg å delta?**

Hvis du velger å delta i prosjektet, innebærer det at du tar del i:

- Personlig intervju som gjelder pedagogikken Reacting to the Past.

## **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Dette innebærer et personlig intervju. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

## **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Erik Mustad, Håkon Stensvand og André Odland vil være de eneste som har tilgang til dataene som blir samlet inn.
- All data vil bli lagret på Universitet i Agder sine sikre servere.
- Navnet og kontaktopplysningene dine vil vi erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data

Du vil ikke kunne gjenkjennes ut fra beskrivelser i masteroppgaven. Ingen vil bli nevnt ved navn eller andre detaljer som kan knytte deg til oppgaven på noe vis.

## **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 30. juni 2022. All data som ikke er anonymisert vil bli slettet.

## **Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

## **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitet i Agder har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

## Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Universitet i Agder ved Erik Mustad, 479 13 010.
- Vårt personvernombud: Johanne Warberg Lavold, [personvernombud@uia.no](mailto:personvernombud@uia.no).

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Erik Mustad  
(Forsker/veileder)

Håkon Stensvand

André Odland

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## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Roleplay in the Norwegian EFL Classroom: Adapting a Reacting to the Past game to the Norwegian 10th grade classroom in accordance with the Subject Renewal 2020*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i et personlig intervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

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(Signert av prosjektdeltaker, dato)



## Appendix 10: Survey

Velkommen til denne spørreundersøkelsen om The Troubles rollespillet. I denne undersøkelsen skal du først kort svare på hvorvidt du hadde hørt om The Troubles/Good Friday Agreement før undervisningen i forbindelse med rollespillet. Deretter får du en rekke spørsmål om hvor lett eller vanskelig du syntes forskjellige aspekter med spillet var.

Undersøkelsen tar ca. 10 minutter. Takk for at du svarer så presist som mulig, slik at vi får en så god masteroppgave som mulig!

Med vennlig hilsen Håkon og André

Hva er ditt navn?

\_\_\_\_\_

Hva var din rolles navn?

\_\_\_\_\_

Hvilken faction tilhørte du?

- Nasjonalist
- Unionist
- Nøytral

Hvor mye kunne du om The Troubles før vi spilte spillet?

- 1 - Veldig lite
- 2 - Lite
- 3 - Middels
- 4 - Mye
- 5 - Veldig mye

Nå vil du bli stilt flere spørsmål om hvordan du syntes det var å forberede seg til spillet, samt hvordan det var å spille spillet.

Hvor lett eller vanskelig var det å...

	1 - Veldig vanskelig	2 - Vanskelig	3 - Middels	4 - Lett	5 - Veldig lett	6 - Gjorde ikke dette
Sette meg inn i fagstoffet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forstå hva spillet gikk ut på	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forstå og sette meg inn i rollen min	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finne tilleggsinformasjon om min rolle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forstå og sette meg inn i factions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finne tilleggsinformasjon om min faction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forstå og sette meg inn i hva vi skulle stemme over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finne argumenter som passet min karakter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debattere om temaene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bruke argumenter under diskusjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samarbeide med min faction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Hvor lett eller vanskelig var...

	1 - Veldig vanskelig	2 - Vanskelig	3 - Middels	4 - Lett	5 - Veldig lett
Språket i filmene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Språket til studentene mens de underviste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Språket i rollekortet mitt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Ca. hvor mye tid brukte du utenfor skolen til jobbing med rollespillet?

- Ingen
- 1-30 minutter
- 30-60 minutter
- 1-2 timer
- 2-3 timer
- 3-5 timer
- Mer enn 5 timer

## Hva leste du av utdelt lesestoff?

	Leste ikke	Leste litt	Leste alt
Word bank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abbreviations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grunnleggende egenskaper ved spillet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rollekortet ditt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Til slutt kommer det noen åpne spørsmål. Du velger selv om du vil svare på dem eller ei. Setter pris på all tilbakemelding vi får her, da det gir oss kunnskap om hvordan vi kunne ha gjort det bedre.

Hva synes du om denne undervisningsmetoden? F.eks. lærte du mer eller mindre av dette enn "vanlig" undervisning?

\_\_\_\_\_

Har du noen forslag til hvordan vi kunne gjort det lettere eller mer forståelig for deg før vi satt i gang med spillet?

\_\_\_\_\_

Hva kunne du gjort selv for å gjøre det lettere for deg selv i spillet?

\_\_\_\_\_

Tusen takk for at du svarte på spørreundersøkelsen! Det setter vi stor pris på!

Med vennlig hilsen Håkon og André :)