

Micro-evaluation

Research question:

In this current phase the following research question will guide the process: What is the practicality of the TTRPG “the Sisters of Nature” which aims to develop the social skills of students with Autism Spectrum Disorder in higher education, with the design requirements identifying strengths, creating strength collaborations, goals, choice, feed-forward and reflection?

Participants

Tester

Educational Professional	[name]
University	[name]
Study Year	[name]
Experience in education	[name]
Experience with TTRPG	[name]

Researcher

Odette Jansen
Designer of S.A.F.E Method

Contextual conditions that could aid or disrupt the test?

[insert] -> online, not real environment, not an actual test with students and teachers. -> future

Scenarios for the Micro-evaluation

Introduction to the test

Welcome participant, you have been invited to take part in today's micro-evaluation. Today's micro-evaluation will take about 45-60 minutes of your time.

The research I have been doing aims to design a table top role playing game to help improve the social skills of students with autism spectrum disorder in higher education while being supported by an educational professional. As tabletop role playing games are not commonly used within education I have developed an educational method that aims to help you support these students in an easier manner while playing table top role playing games. For this test you do not need any prior experience in table top role playing games, but if you have previous experience, you are free to draw from those experiences. The objective of today is to test out this new educational method through a simulation.

Introductions

Could you please state your name	[wait for participant]
How many years of experience do you have in education?	[wait for participant]
How many years of experience do you have with TTRPG's?	[wait for participant]
How often do you work with role playing games in education?	[wait for participant]
Do you accept that this session will be recorded and used for research?	[wait for participant]

A brief introduction to TTRPG's [in email]

How this session works

Today's micro-evaluation will present you with 3 scenarios that could occur within the table top role playing game. I will start by reading you the story you would be reading to the students while using the game. Then I will explain you the scenario that the students would be in. I will ask of you to use your imagination during this and to make notes: [insert link]. After the scenario is presented, I will ask you what you would do in this situation. For this I would like you to try and apply the S.A.F.E. method which was presented to you beforehand. Please think out loud during this stage.

A brief explanation of the setting

Before we start with the scenarios, imagine you and four students are sitting around a table. These students have autism spectrum disorder and are coming to you to receive help with the development of their social skills. You, as educational professional have this Table Top Role Playing Game you will use to support the students in their development. On the table there is a gameboard with pawns on it. All students have pen and paper, a character sheet in front of them and a set of dice. The character sheet has been made in a previous session, they have chosen what their character looks like, what special powers their character has and above all they have chosen 3 talents for their character, something they are really good at and would come in handy during the game.

Scenario 1: A Trip to Murlayfield

Type of scenario: Role play

Expected difficulty: easy

We will be starting with scenario 1 which is an introduction to the game. The students are not that familiar with each other yet. The aim of this scenario in the game is to support communication among your students. All eyes are on you as you start telling the story.

Visual aids

- Image of the carriage that the players are in with a backdrop of the mountains
- Music that can be played:



INTRODUCTION TO THE SCENARIO

The characters have just undertaken an adventure to find a lost relic in the snowflake mountains. After receiving their rewards, the party rested at an inn on the bottom of the mountain, eager to find their next adventure. There is a nice breeze outside of the inn, being slumbered by the mountains as a sort of shield, the air is humid and the sun is out, these are the last days before winter starts.

In the inn, Hordohr Sternbrow, a dwarven solo adventurer, joins their table while having breakfast. He has heard of their adventure and as a fellow adventurer, understands the importance of good gear. Hordohr offers them a ride to the next town over as a harvest festival is taking place which is a great moment in the village for adventurers to stock up on supplies for their next adventure.

A dark wooden carriage, pulled by a strong looking, black horse stands on the road in front of the inn. You see Hordohr climb in front of the carriage as he waves at you to jump in the back. "Come on, get in!" he shouts. As you grab your gear you all climb into Hordohr's carriage. It is not the biggest carriage of all, nor the most comfortable, but you all fit and are off to a new adventure.

THE SCENARIO

As the coach, you now see your students sitting in front of you. This would be a great opportunity for students to introduce their characters to each other and especially to showcase the talents they have chosen. However, your students are very quiet. They look around to see who will start to talk first.

THE STOP

Looking at the S.A.F.E method, what would you do in this scenario? Please think out loud.

THE QUESTION

- In this scenario, which parts of the safe method could help you uncover the strengths of your students?
- In this scenario, which parts of the safe method could help you support a positive attitude towards differences in strengths?
- In this scenario, which parts of the safe method help you support students in decision making?
- In this scenario, which part of the safe method, help you provide feed forward to your student?
- In this scenario, which part of the safe method, help you support self-reflection in your students?

Scenario 2: Arrival at Murlayfield

Type of scenario: Role play

Expected difficulty: medium

This second scenario continues on to the previous one. The players have arrived at a new town, where they will be introduced to new locations and people. The aim of this scenario is to support cooperation and communication.

Visual aids

- Map of Murlayfield's town square where the harvest festival is played



INTRODUCTION TO THE SCENARIO

After the initial meeting with Sylphi she is very eager to take the characters to the harvest festival and show them around. As they approach the market square Sylphi explains every little detail about Murlayfield, showing them the tavern, the town hall and the beautiful, but small harbour. When the characters are standing at the market square, she explains the different stalls to them and the games that they have organised for this year's special festival.

Sylphi twirls around and starts pointing out the different stalls and games present in the square. "Over there you can find the stall of the Glaeldan family, they sell fruits, vegetables and fresh breads. They also host a haybale tossing competition. Over there are the Stormwall family selling the fish they caught at sea and some gear they brought back from visiting Bromwich. If you're good at fishing, you might want to try the game they have. And over there you can find my dad and brother, they are selling roasted boars, pheasants, and sausages and since they are the best bowmen of Murlayfield, they are hosting an archery competition."

As Sylphi explains all the stalls you can see that the farmers and fisherman's stall aren't as full as the stall of the hunters. The hunters seem to have three or even four times as much to sell in comparison. After she has explained the market, Sylphi will wave goodbye as she leaves to meet up with her father and brother at the hunters stall. What would you like to do?

THE SCENARIO

As the coach, you have played Sylphi during the roleplay and showed them around. The goal of this scenario is for students to make a decision about what to do next. You can support your students from your game master perspective. They have been presented with 3 subtle options, to go to the market stall of the hunters, the fishermen or the farmers?

THE STOP

Looking at the S.A.F.E method, what would you do in this scenario to support your students in their decision making? Please think out loud.

THE QUESTION

- In this scenario, which parts of the safe method could help you uncover the strengths of your students?
- In this scenario, which parts of the safe method could help you support a positive attitude towards differences in strengths?
- In this scenario, which parts of the safe method help you support goal setting for students?
- In this scenario, which parts of the safe method help you support students in decision making?
- In this scenario, which part of the safe method, help you provide feed forward to your student?
- In this scenario, which part of the safe method, help you support self-reflection in your students?

Scenario 3: Trouble in Murlayfield

Type of scenario: Role play

Expected difficulty: hard

This third scenario continues to the previous one. The players have arrived at a new time during a harvest festival. The players have been introduced to the 3 families and have made a decision of where to go first. In this scenario, you as educational professional, will role-play the townspeople of Murlayfield in your role as coach. The aim of this scenario is to support cooperation and communication.

Visual aids

- Map of MurlayField's town square with all the characters



INTRODUCTION TO THE SCENARIO

As the characters are standing in the town's square they hear an uproar behind them. People seem to be raising their voices and gathering in the center of town. You see a big man with white hair and a big mustache trying to calm the group and members of the different families standing around him waving their arms and screaming.

A small dwarven female shouts: "The Yorborin family has had enough fortune. Why are you not helping us?". A big dwarven male is standing next to her. "Calm down Thysnis, it does not matter what happens, we will be fine." You see the dwarven female whose sad eyes and flushed cheeks indicate anger and despair. "Look Major Reynolds" you hear another voice rise up from the crowds. "If it makes you feel any better, we will just take care of the ritual ourselves, it's time for the Stormwalls to be blessed. As soon as this tall man finishes his sentence the crowds burst into screaming again. The big man with the moustache waves his arm's and tries to calm down the riot happening in the middle of the square.

THE SCENARIO

As the coach, you have just explained the students that there is a riot happening in the market place, people seem to be angry over something. The aim here is for the students to take action in this situation and use communication and collaboration skills to improve the situation.

THE STOP

Looking at the S.A.F.E method, what would you do in this scenario? Please think out loud.

THE QUESTION

- In this scenario, which parts of the safe method could help you uncover the strengths of your students?
- In this scenario, which parts of the safe method could help you support a positive attitude towards differences in strengths?
- In this scenario, which parts of the safe method help you support goal setting for students?
- In this scenario, which parts of the safe method help you support students in decision making?
- In this scenario, which part of the safe method, help you provide feed forward to your student?
- In this scenario, which part of the safe method, help you support self-reflection in your students?

