Fablusi™ Role Play Simulation Design Worksheet (Version 3.0)

Introduction.
This design worksheet aims to help authors to begin the process of creating a **role-play simulation (RPS)** using the Fablusi™ Authoring tool (v2). It is not a complete Authoring Manual for the Fablusi™ Authoring tool (see below). It provides a step-by-step process for designing the **FOUNDATION phase** and certain aspects of the **CUSTOMIZATION phase** so that a full **RPS** can be created and made ready for delivery using the Fablusi™ authoring tool. It may also be useful for those who are generally interested in how to create role-play simulations.

Simulations have been used as a tool for teaching, learning and training in many areas and disciplines. At the basis of the approach taken here lies the dictum that experience is the best teacher and the guiding abstraction that communication is the organizing process of a community requiring exchange of information.

The simulations you are going to design are not computer simulations of physical systems. Role-play simulations are for modelling contextualised social interactions. The computer does not participate in the simulation too. The role of the technology (both computation and communication) is to facilitate communication in environments that models some reality. While as a designer you can test "what-if" situations, for the learner there are no random events that will happen unexpectedly – except of course the occasional and notorious "network down" or error message. In contrast to some simulation games, a Fablusi™ role-play simulation will not have "natural disasters" generated by the computer at random. If there is going to be a disaster, it will be by design and controlled by the moderator. Unlike a face-to-face role-play, online role-play can be anonymous which provides a safe environment to support learners who may be intimidated, shy or otherwise unable to participate fully in a face-to-face situation. You can read more about the pedagogy, design and moderation of role-plays at

www.simplay.net/papers or www.roleplaysim.org/papers

The word "role play" can be misleading because of the emphasis on the word "play" which may have connotations of gaming or theatre rather than serious educational intent. Some people use the term "role work" to get around this perception. That being understood, we use the word "play" to also indicate playing in character, playing for fun, playing with themes like in a musical collaboration and playing to understand alternatives.

Terminology:
Role-play simulation (RPS): A dynamic artificial environment in which human 'agents' interact by playing roles with defined characteristics, objectives and relations to one another and within a specified scenario.
Foundation Phase: Formulation of a potential initial scenario given specified content and objectives – Essential Components: Kick-start episode, Roles, iSpaces and Resources - the What, Who and Where of a simulation.
Customisation Phase: Customising the initial scenario so that it better models the reality being simulated – Components: Stages, Tasks, Wealth, and Resources etc..

We distinguish between the scenario, initial scenario, and kick-start episode.
The Scenario is a dynamic and evolving storyline that changes in accordance to the input of participants.
The initial scenario is the full environment, the number and type of roles available, the interaction spaces in which participants are distributed and the kick-start episode that participants find when they first enter the game – it is the pre-game static environment created by the author – it is what you will be creating using the Fablusi™ Authoring tool.
The kick-start episode is a specific story or narrative created by the author, which serves as the opening gambit to which the different roles must respond given the rest of the initial scenario.

The complete Fablusi™ Authoring Manual will soon become available for purchase in print form or downloaded in electronic form from either : www.simplay.net or www.fablusi.com

Preliminaries:

In approaching the design of a role-play simulation to be delivered on the web, prior consideration of the following points is extremely important for the creation of an appropriate and effective simulation:

1. **Formulation and articulation of the learning objectives the simulation aims to fulfil**
   The most important part of any learning design is the clear articulation of learning objectives. Whenever there is any decision to be made during the creation (authoring) process of a RPS, whether it be in creating a kick-start episode, role structure, interaction spaces, choosing resources, setting tasks or development stages, it is imperative to consult the learning objectives and determine the extent to which the decision can contribute towards the creation of learning opportunities that direct the game towards the desired learning outcomes.

   Don't try to have too many learning objectives for any one simulation (unless they are closely related) – too many learning objectives will overburden your learners.

   1. _____

   2. _____

   3. _____

2. **Target level and number of participants**
   While even a single player can play several roles of different stakeholders and thus in reflecting on the different points of view and consequent actions will benefit from the exercise, a RPS is generally more effective when there are a minimum of 3-5 participants. It is probably best suited for 15-120 players – there is no upper limit. It is also important to consider the potential target users: what is the grade level of the target users? Are players/learners mature enough to handle the topic and the issues that may arise from discussion in "first-person" mode?

   1. Number of participants   _____

   2. Grade level for this activity   _____

3. **Available Resources**:

   a. **Access issues** –
      i. Learners need relatively equal access to the Internet (or Intranet if you run the simulation on your own server) though they may be geographically dispersed.
      ii. Learners need to be able to log onto the web site regularly in order to participate effectively.
      iii. Fablusi™ works with any of the latest Internet web browsers on all the major platforms and most languages but Internet connection is essential.

   b. **Time constraints** –
      i. Participation obligation: Learners and moderators need to be able to commit a definite amount of time to log on at REGULAR time intervals to communicate and play their roles. Face to face role-play usually extends for only a short period of time. Online role-play can sustain the activity over a number of weeks and thus can lead to more in-depth educational experiences for the students. A time interval may be a day, a week and so on.

         1. How many **days/weeks** is this RPS going to run? _____

         2. How many **hours** each day should each learner be online? _____

      ii. Preparation and Debrief: Each RPS requires some preparation time for the learners to become acquainted with the interface they will use, understand what they are required to actually do and to prepare and submit a role profile (if this is required to be ready before or on the day the simulation actually begins). Similarly a debrief session after the simulation ends to allow reflection on the experience is highly recommended. Further, time to prepare and submit a role evaluation summary may also be needed.

         1. Preparation time in days/weeks: _____

         2. Debrief time in days/weeks: _____

      iii. **Total time** for the RPS including preparation, running time, and debrief:

         _____hours/days/weeks

   c. **Budget** – running simulations on the Fablusi™ server is a relatively cheap affair but it does incur a cost (contact info@fablusi.com for price options.) **Creating /authoring simulations is free**.

   d. **Content** related resources (web and other) will be discussed below.

I. FOUNDATION of the Design: What? Who? Where?

Brainstorming
The first question an author of a RPS must confront is:
How do I translate the objectives and contents of my course into a RPS environment?

A. <u>SELECT A FEW CENTRAL ISSUES AND A FEW PERIPHERAL ONES.</u>
Decide which central issues link the course material and articulate these in concise form. Experience teaches us that focusing on two or three interrelated issues is more than sufficient to bring forth other issues involved in the course. Trying to insert too many issues can backfire, as participants, trying to cover these will disperse their energies over too wide an area. More often they will focus on one or two issues anyway and disregard others as they prioritise their actions and interactions at any particular time.

On the other hand the reverse strategy of selecting a host of peripheral problems with the aim of having participants discover the central linking issues is also an option. The importance for the author is to clearly articulate these issues in order to enable a design that will distribute information in accordance with one of the above strategies. The point is that whichever strategy you choose it should lead learners over the length of the simulation to encounter the critical issues that reflect the course objectives.

Central Issues   Peripheral Issues

1. _____   a. _____

                                                   b. _____

                                                   c. _____

2. _____   a. _____

                                                   b. _____

                                                   c. _____

3. _____   a. _____

                                                   b. _____

                                                   c. _____

B. <u>ENVISION AND SELECT APPROPRIATE REAL WORLD CONTEXTS</u>
Where are such issues or problems to be found?
and who are the stakeholders in these contexts?

<u>Contexts:</u> The author must reflect on the sort of situations and places, in which the knowledge, skills, and understanding he aims to foster appear in socio-organizational contexts. He must evaluate these contexts by asking whether his learners confronted with similar issues in the real world will be better equipped to handle or understand them as a result of his simulation? By specifying contexts in the real world where such issues and

problems are exhibited the author will be in a position to model this context using the Fablusi™ authoring tool.

What are the social/organizational contexts in the real world in which interaction on the issues takes place?

1. _____

2. _____

3. _____

4. _____

5. _____

C. SELECT THE STAKEHOLDERS IN THESE CONTEXTS

Prioritising stakeholders: A RPS is about issues that involve more than one stakeholder and it becomes interesting because different stakeholders will have different viewpoints on some issues under a certain scenario. Note that stakeholders are not the same as roles. A role can represent several stakeholders. For instance, one can be a teacher as well as a parent. On the other hand, a stakeholder view can be taken up by several roles with slightly different personalities or functions, e.g. the teacher's stake in salary negotiation with management may have variation represented by young and retiring teachers.

In order to later create the roles, the author needs to list and prioritise those stakeholders in the real world involved in the issues under consideration. Further, he must consider which and why these stakeholders are critical and prioritise those stakeholders whose contribution can best advance the learning objectives – it is counter-productive to include peripheral stakeholders if their stake makes little difference to the issues involved. The question you need to answer is: which stakeholders are more important to demonstrate the issues to be raised in the RPS and which are less important?

Who are the stakeholders (or main characters) in the story exemplifying the issues and points of view and how important are they to exemplify the issues of your RPS?

1. _____   8. _____

2. _____   9. _____

3. _____   10. _____

4. _____   11. _____

5. _____   12. _____

6. _____   13. _____

7. _____   14. _____

FOUNDATION Conclusion:

What should emerge from considerations A, B and C above is:

- A problem or set of problems/issues,
- Places where stakeholders communicate with one another in confronting the issues, and
- A prioritised list of stakeholders involved in these issues.

This is the FOUNDATION - the initial <u>What-Where-Who</u> of the RPS.
It is the guiding blueprint for the initial scenario highlighting the
> **kick-start episode**,
> **roles** and
> **interaction spaces (iSpaces)**.

These components of a RPS imbued with course content, encourage learners to reflect on the internal relations they have to one another and thus open up learning opportunities.

- The author must of course also think of content resources for learners, so that they have some information on which to base their actions and interactions but this is already part of the customisation phase (see below).

The idea is to distribute the content and information of the course material between the four components: kick-start episode, roles, iSpaces, and resources as an open and holistic system (See Fig 1.) Taken together, they model the environment in which this content and material is found and used in the real world. The interaction of participants within this environment adds and reshapes what becomes a dynamic and evolving information system. In terms of organizing the course material, the kick-start episode, roles, iSpaces and resources serve as different foci for highlighting, problematizing, presenting and referring to various aspects of the material.

In the following sections each of the elements constituting the initial scenario will be discussed with guidelines to creating them in relation to one another so that they model an environment in which course issues dynamically evolve as a result of players activities.

Fig. 1. Initial Scenario Information System
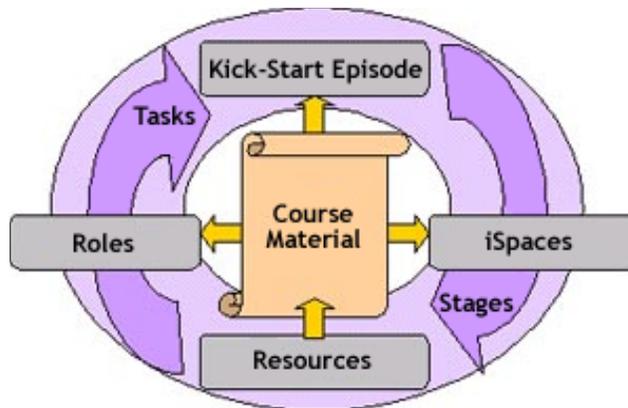
Scenario - What is the situation?

General.
Info. Every simulation must have a title. The title should be memorable as participants will associate their experience with it – make it witty or provocative.
Sub-titles are useful in order to give an obvious context to your simulation.
A description of the simulation in one or two short paragraphs to introduce the issues, without giving too much before they start, is also useful – perhaps you may want to outline the objective of your RPS.

Simulation Title: _____

Sub-title: _____

Description: _____

_____

_____

_____

_____

_____

Kick Start Episode. Roles in a RPS will need compelling reason to act and this opens up a learning opportunity – participants need to be confronted with the necessity to reflect on a situation to which they must respond given the role's stakes in the issue and its relation to their objectives.

The "Kick start episode" is an initial gambit that the roles need to consider and to which they must respond. It must therefore present the roles with dilemmas that evoke the issues in the course material. It is often useful to be deliberatively provocative. Utilizing the role's position, character, aims etc., issues can be moulded to generate conflict between roles that would otherwise be cooperative or demand cooperation between roles that may otherwise have conflicting interests. The point is to provide a story line that will focus participants on the issues and be a catalyst for them to act.

More than one Kick Start: You may of course have more than one Kick Start episode that will apply to different roles or groups of roles. Or you may have different Kick Start episodes for each of the playing stages, or even insert one in a middle of play, either by design or because you feel that there is a lull in the playing activity.

Title of Kick Start episode: _____

Stage to which it applies: _____
Roles to which it applies: _____
_____
_____
_____
_____
_____
_____

2nd Kick Start Episode: _____

Stage to which it applies: _____
Roles to which it applies: _____
_____
_____
_____
_____
_____
_____

3rd Kick Start Episode: _____

Stage to which it applies: _____
Roles to which it applies: _____
_____
_____
_____
_____
_____

Content of Kick Start episode:
What is/are the problem(s)/issue(s)? Give a short story in which these issues are exemplified.

1st Episode:
_____

_____

_____

_____

_____

_____

2nd Episode:

_____

_____

_____

_____

_____

_____

3rd Episode:

_____

_____

_____

_____

_____

_____

Roles - Who is involved?

A RPS usually involves more than one role. This allows interaction to take place. Hence, the initial scenario in a RPS would incorporate several roles with different and/or conflicting goals and viewpoints. Historical or fictional cases can be used as valuable and effective supporting resources for players at different stages of the RPS, helping to demonstrate how stakeholders have acted in similar cases in the past. Roles can also be either a voice for, or within, organizations and institutions. Given the stakeholder list above, the author now needs to consider how best to incorporate these stakeholders viewpoints into roles.

Global role setting

In some RPSs the author may want to allow participants not only to choose roles but also to create their own role name and a description of that role (apart from the **extended role profile** - see below). If this is the case in your RPS, it is essential to enable this function as the first step in the role creation process so that the software recognizes that the role names the author provides are only provisional until players replace these with names and/or descriptions of their own choosing.

Enable player to change the role name (tick = yes): ☐

Enable player to change the role description (tick = yes): ☐

Selection and Number of roles

As the name suggests, a role-play simulation essentially needs different roles, or ***persona*** (Latin for 'mask used by an actor'), which learners will assume in the learning process. To select which roles are most appropriate to the learning objectives, the author must consult the stakeholder list (above) and decide which of them to include as roles. As in real life, your roles may have a few stakeholder points of view.

Combining different stakeholders' viewpoints into one role is useful to engender roughly equal participation opportunities for the different roles. Suppose that in a simulation on equal opportunity and office management you select a manager (older female, bossy, no kids with political ambitions) three case officers (2 young males, one Sri Lanken, serious and ambitious, the other Anglo-Celtic party animal and 1 late 20s female, married with 3 kids) a secretary (female, young no kids, naive) and the office cleaner (an older male, who comes in every 2 days). While with some serious creative thinking you can create a scenario that will supply the office cleaner with enough stakes in the emerging issues, it may be more effective if our young Anglo also took on the stakeholder point of view of the office cleaner by making him older and a part timer.

The number of roles to include essentially depends on the selection process relative to the issues, mentioned above, but it is also useful to consider the number of participants expected to play. Of course one can always assign multiple participants to roles or run the same simulation with different cohorts of participants simultaneously - but it is advisable to think through whether one has enough participants to play the roles envisaged. If not, decreasing the number of roles by either deleting the less critical roles or combining stakeholder positions of two or more roles is advisable. From experience, designing a RPS with 8 to 20 roles with 3 simultaneously intersecting issues is probably the most effective way for a single novice moderator to easily stay abreast of the interaction and the issues being raised.

Who are the roles in the story exemplifying the points of view of the different stakeholders above?

☐ _____	☐ _____	
☐ _____	☐ _____	
☐ _____	☐ _____	
☐ _____	☐ _____	
☐ _____	☐ _____	
☐ _____	☐ _____	
☐ _____	☐ _____	

For each role:

Role name: _____
                  (eg. Kofi Annan, Brad Shaw, William Gray)

Public short description: _____
                  (eg. UN Secretary General, student activist, PR consultant etc.)

Role status: ◉ Normal   ☐ Hidden   ☐ Moderator

Importance of role:

Critical,   ☐   the simulation cannot be run without this role

Essential,   ☐   important to have this role but the simulation can go ahead

Good to have,   ☐   the simulation does not need this role but it would be useful

Filler   ☐   this role is useful if there are more people than expected

Role Info and information gaps: After a player logs into the system, information for the role can be made available to each individual role that only that particular role can view. Here, some or all of the following points should be included:

- Background information about the role
  - Personal relations - such as husband/wife relationship or other relations between roles
  - Personal characteristics
  - Cultural/institutional expectations
  - Historical contexts if applicable
- Specific resources to the role to enable them to find out about the relationship of the role to the issues
- General or specific guidelines for the appropriate public and private agendas

The author should specify some of the elements and on this basis allow participants to develop other elements in creating their own role-profile – the **persona** they will use to play the role – as one of the tasks participants must complete. In a way, the role information you provide should allude or describe to the players the stakeholder viewpoints of their role. By providing different information and different stakeholder viewpoint to different roles, there will be a genuine need for the players to communicate in order to advance the public and private agenda in the game. This technique of creating an information gap between roles will also be used in the iSpaces (see below.)

It is generally helpful to provide only the minimum amount of information and description of a role and to encourage learners to embellish the role by researching and writing a role profile as part of the role-playing initiation process. This will promote opportunities of research (about the role if the role is based on existing or historical figures or institutional functions) and the creation of the **persona** they will use will give the players a personal stake in the role they create. By articulating the public and private agenda of the role, learners will have a better idea of how to respond to the kick-start scenario and provide them with guidelines for evaluating the issues that arise during the simulation.

Requiring the players to submit and publish a role-profile for all to read also serves the purposes of providing basic information to other roles about what to expect regarding the position of the role - the likelihood of their cooperation and/or resistance to other roles' agenda and hence assist all in developing appropriate strategies to promote their own agenda.

Role Info: _____

_____

_____

_____

_____

_____

_____

_____

_____

Role Info/Options:
You should specify the stage at which this role information would be made available to the role. Normally this would come before they write up their role profiles so that they can base their profile on this information.

Stage at which role info becomes available to the roles: _____

Should you want to provide information to roles that would be made available at different stages of the simulation you could do this by using 2nd and 3rd Kick Start episodes (see above.)

iSpaces （Interaction Spaces) - Where does it take place?

iSpaces: Functional division and rights

One of the key difference between using generic systems (asynchronous conference and email) and Fablusi™ for on-line role-playing is the conceptualisation and management of the interaction among roles.

The advantages of using RPS is that organizations can be compressed – the complexity reduced to those that are concerned with the issues involved.

The idea of iSpaces aims to capture the place, the medium and the appropriate social rules of interaction between stakeholders as they appear in the real world - who can say what to whom, where, how and in what channel?

It is here that the idea of simulation and the idea of role-play combine, as both modelling the world and role-playing within it. The author provides the "who, where and channels" and thus provides a frame of reference to what can be said. The roles can then choose what will be said, to whom, when and which channel to use to best achieve their objectives.

Creating effective iSpaces thus require the author to consider:
- What sort of relationships between roles would best highlight the issues and material to be learned?
- Which institutional and/or organizational locations (where these relationships are embedded) would best suit the sort of issues the author wants to highlight?
- When and where are these relationships exhibited as formal relations, and when and where are they informal or personal? And how do they relate and/or affect each other?
- Which group of roles belong to which organization and what are the hierarchical relations between them?
- Modelling the real world - what are the social and discursive (soft) rules (cultural and/or gender related interaction norms) appropriate in different spaces?

The iSpaces are communication areas that serve as functional divisions modelling various levels of organization and institutions in which roles reflectively interact with one another. Within each of these iSpaces, sub-spaces model particular areas or functions within the organizations represented by the iSpaces (there must be at least one sub-space in each iSpace.)

> Examples:
> 1. NATO may be created with only one sub-space for debate among members, or it may be divided into two sub-spaces a "conference hall" and a "corridor" to mark formal and informal areas of discussion among members. Or you may add "NATO briefings" to either of the two options above, or to both, where one of the roles who has access to the NATO sub-spaces (presumably the Secretary General or perhaps other members) can either meet the press roles, or simply publish briefing papers on the latest talks amongst NATO members for all/or some of the other roles to see.
> 2. Similarly, the iSpace UN may include sub-spaces like the "UN Security Council Debate" "UNSC Vote" and "UNSC Resolutions", "General Assembly Debate", "World Health Organization" etc.,
> 3. A News Agency iSpace like "The New York Times" or "CNN" or "The University Student Rag" may be created using sub-Spaces like "Head Office" and "The News". In the first of these, roles playing the editor or journalist receive press releases from other roles and work on stories before publishing them in the "The News" sub-space which all roles or some can then read.

4. The iSpace "Casino" may have sub-spaces like the Management Boardroom, Financial Division (which may be linked to the Wealth function) Public Relations Division, Water cooler, and a Gambler's Help Room,

5. The iSpace "White House" can have sub-spaces like the Oval Office, the Situation Room and the Press Room.

As can be seen from these examples, some sub-spaces require the roles to interact in a more formal style, while others will allow them scope to interact more informally, in some sub-spaces they only read, others interact with others – this helps to create the social/organizational space of interaction.

Which iSpaces :

Number of iSpaces and sub-spaces: How many iSpaces will best suit your needs depends on the number of roles you included and the pedagogical objectives. Experience teaches that creating too many iSpaces and sub-spaces will result in less interaction within them, as learners will tend to focus their efforts in the more important of these spaces. The best approach is to limit the iSpaces to 2 or 3 so that ALL roles will have access to at least 1 or 2 sub-spaces within at least 1 of the iSpaces. One way to achieve this, which also has an important functional advantage, is to create at least 1 news/bulletin iSpace with perhaps 2 subspaces, and one role that receives and disseminates information relevant to the issues being played out. Most organizations have some form of internal newspaper or bulletin that informs every one of what is new in the organization.

Types of sub-spaces:
There are four different types of sub-spaces:
- Discussion forums
- Discussions with voting
- News
- Bulletin

Each of these will have different customisation options and rights.

Sub-space Rights:
Participation in each sub-space is determined by different types of rights allocated by the author to the roles or groups of roles.

Rights include:
- ability to read
- write
- edit
- delete
- copy/transfer documents between sub-spaces
- create new subspaces
- invite roles to participate in new sub-space
- remove roles from new sub-spaces
- administer new subspaces
- allocate rights in new sub-space

Voting rights:
- put forward a motion
- second a motion
- make amendments
- close amendments
- vote
- observe the vote
- close voting
- veto
- publish the results of votes
- see the results of votes

These rights allow the author to create a virtual social structure in which roles and groups of role interact, share, hide and discuss information they create in accordance to the kick-start scenario.

Rights thus model power/authority and functional relationships that stakeholders possess in different contexts in the real world. By setting differential rights to different roles in different sub-spaces the author can model these social structural, organizational and discursive relations between roles so that they best serve the learning objectives.

Further, a differential "address book" feature (under ComPad) enables the implementation of scenarios where "knowing someone" is an important issue – thus at the start of the game each role has a contact list that includes only some of the roles and can only contact others if they are first introduced to him by his initial contacts or if the author so determines, meets them in certain sub-spaces.

The ability (or inability) of a role to share or obtain information in one or more sub-spaces will give that role specific social power within the initial scenario. Consequently, like all social power it must be maintained and negotiated by appropriate strategies or risk losing it. These socio-structural relations can be reinforced by the differential information supplied to the role - role specific information as discussed above.

In sum, the iSpaces created by the author will have a crucial impact on the environment in which issues will be raised, how these issues are approached in different institutional settings and hence display the dilemmas and related issues intended by the author as an effect of the interaction between roles.

iSpaces: Where does the interaction take place within this story?

1. _____

    (iSpace title)

       a. _____

       (sub-space title)

          i. type of sub-space (Discussion, News, Bulletin, Voting, Voting Display)
         ii. roles and rights of each role in this sub-space

1. _____   4. _____
(Role Rights:)   (Role Rights:)

2. _____   5. _____
(Role Rights:)   (Role Rights:)

3. _____   6. _____
(Role Rights:)   (Role Rights:)

       b. _____

       (sub-space title)

          i. type of sub-space (Discussion, News, Bulletin, Voting, Voting Display)
         ii. roles and rights of each role in this sub-space

1. _____   4. _____
(Role Rights:)   (Role Rights:)

2. _____   5. _____
(Role Rights:)   (Role Rights:)

3. _____   6. _____
(Role Rights:)   (Role Rights:)

       c. _____

       (sub-space title)

          i. type of sub-space (Discussion, News, Bulletin, Voting, Voting Display)
         ii. roles and rights of each role in this sub-space

1. _____   4. _____
(Role Rights:)   (Role Rights:)

2. _____   5. _____
(Role Rights:)   (Role Rights:)

3. _____   6. _____
(Role Rights:)   (Role Rights:)

2. _____
   (iSpace title)
     a. _____
         (sub-space title)
             i.   type of sub-space (Discussion, News, Bulletin, Voting, Voting Display)
             ii. roles and rights of each role in this sub-space

1. _____   4. _____
   (Role Rights:)   (Role Rights:)

2. _____   5. _____
   (Role Rights:)   (Role Rights:)

3. _____   6. _____
   (Role Rights:)   (Role Rights:)

     b. _____
         (sub-space title)
             i.   type of sub-space (Discussion, News, Bulletin, Voting, Voting Display)
             ii. roles and rights of each role in this sub-space

1. _____   4. _____
   (Role Rights:)   (Role Rights:)

2. _____   5. _____
   (Role Rights:)   (Role Rights:)

3. _____   6. _____
   (Role Rights:)   (Role Rights:)

     c. _____
         (sub-space title)
             i.   type of sub-space (Discussion, News, Bulletin, Voting, Voting Display)
             ii. roles and rights of each role in this sub-space

1. _____   4. _____
   (Role Rights:)   (Role Rights:)

2. _____   5. _____
   (Role Rights:)   (Role Rights:)

3. _____   6. _____
   (Role Rights:)   (Role Rights:)

Etc., You may want to photocopy the above for each subsequent iSpace.

II. CUSTOMIZATION of the Foundation:

The second phase of authoring, following the FOUNDATION phase, includes the authoring of developmental stages for the simulation, setting tasks to the roles, creating the graphic look and feel for the interface and completing, deepening and altering variables from the foundation phase.

Scenario / Stages

The Fablusi software automatically creates 3 stages for every new simulation:

Role Selection, Play, and Evaluation.

Role Selection: is a pre-play stage in which your players choose their role, are allocated their role and during which they may need to prepare a role profile as one of their tasks (see below).

Play: is the actual simulation in which your players are in the role they have chosen or been allocated.

Evaluation: is a post-play stage in which they are revert back to being themselves evaluating what they have achieved.

You can either add or delete or rename the stages to suit your needs. However, you <u>must have at least 1 stage</u> – the playing stage, which you may rename to whatever you like (eg. Development or Simulation.)

Stages are useful to break up the simulation into smaller units which can serve as points in which your players can evaluate what they have done so far, or move on from one group of issues to another, or from one time frame to another, or to have your players swap roles to see what its like to walk in the shoes of their colleagues.

The question is how many stages do you think will best suit your needs?

Number of Stages: _____

Names for each stage: _____

_____

_____

_____

_____

Scenario/ SimTime

Playing with time is one of the characteristics an rps simulation is good for. Compressing time, Shifting time or Elongating it is particularly useful for simulating historical events, future ones, or for a detailed focus on what happens in a certain time frame in a particular setting.

Compressing time: You may want to simulate some events of, lets say, the French Revolution or the American Civil War. Obviously your players cannot spend months and years following the day-to-day timeline of these historical events. Fablusi allows you to transform, lets say a month into a day so that each Month in SimTime is a day in real time – a ratio of approximately 30:1. Thus, events of a whole year in the American Civil War can be played out in 12 days. Each day your players can play out and evaluate the events of a whole month and the SimTime clock will show them where they are in the timeline.

Shifting time: You may want to simulate what may happen, lets say in Iraq, three weeks from the present or five years. In the first case you can simply set the ratio of 1:1 and your starting date in SimTime for 3 weeks from the present so that everything that

happens over the three weeks while the simulation is being played is for your roles past events which they can imaginatively (but hopefully realistically) expand upon and provide probable developments. Thus by the end of three weeks of playing, and consequently the beginning of the 3 weeks you are interested in evaluating, your players will have completed their simulation and will have build a model of this period. In the second case, five years is obviously too long to play out so compressing time (as above), lets say three days for each year, a ratio of 365:3 allows your players in 15 days to play out the 5 years (1095 days) as the SimTime clock shows them where they are in SimTime each day (and indeed each minute) of the 5 years they are simulating.

Elongating time: Similarly you may want to have your players play out and evaluate what happens in a single work day at, lets say, the White House or at Microsoft head office. Each hour of the day can be played out in SimTime as a day so that in 8 days (corresponding to 8 working hours – a ratio of 0.3:1) you players will have played out a single work day at the White House as their SimTime clock moves slowly through the eight days to show them where they are in the timeline of that working day.

Would you like to enable SimTime ?   Ratio: _____ / _____ (the default is 1:1)

Roles/ Tasks

Tasks are specific activities that your roles need to complete and submit at specific points, or stages during the simulation. There are two types of tasks: Writing and submitting, and Reading tasks.

Writing and submitting tasks are designed to make your players write something, perhaps for assessment, and to submit it to either the moderator or to publish it so that all roles can read it. One example is writing and publishing an extended Role Profile (see above under Roles), or Position Paper that they might need to present to a conference.

Reading Tasks are designed to get your roles to read some specific information which you, the author, create, or which exists somewhere on the web.

You can either create these tasks for all roles so that they all do the same thing, or you can specify different tasks for each of the roles. The utility of these tasks is to get your players to actively engage with material you deem necessary for your players in order to fulfil objectives of the course.

Title of Task 1   _____
Type of Task   _____
          Who should complete this task? All?
          If   not   all,   which   roles   should   do   this?
                    _____
                    _____
                    _____
                    _____
                    _____
                    _____

At which stage should this task be completed? _____

What should happen if task is completed/Not completed?
     Should the role be allowed to move to the next stage if it incomplete?   Yes / No
     Should the task be removed once completed?   Yes / No
     Should it remain to be completed in the next stage?   Yes / No

Title of Task 2   _____

Type of Task   _____

      Who should complete this task? All?

        If   not   all,   which   roles   should   do   this?

               _____
               _____
               _____
               _____
               _____
               _____

At which stage should this task be completed?   _____

What should happen if task is completed/Not completed?
    Should the role be allowed to move to the next stage if it incomplete?   Yes / No
    Should the task be removed once completed?   Yes / No
    Should it remain to be completed in the next stage?   Yes / No

Title of Task 3   _____

Type of Task   _____

      Who should complete this task? All?

        If   not   all,   which   roles   should   do   this?

               _____
               _____
                _____
                _____
                _____

At which stage should this task be completed?   _____

What should happen if task is completed/Not completed?
    Should the role be allowed to move to the next stage if it incomplete?   Yes / No
    Should the task be removed once completed?   Yes / No
    Should it remain to be completed in the next stage?   Yes / No

Roles/ Wealth

Wealth is a general category Fablusi uses to signify any resource that roles can posses and exchange or given to others - for example, money, buildings, missiles etc.

The idea of providing roles with different types of wealth is to model different resources that such roles in the real world may have as a basis of power and ability to manoeuvre, and to place them in hierarchical relations (in terms of these resources) to each other. It further enables players to negotiate, transfer, and accumulate different wealth types.

A type of Wealth like money for example, can be used to create budgets from which certain amounts are automatically deducted as part of ongoing costs, or received at regular intervals (like a salary), or exchanged for a different type of wealth (depending on negotiation between roles) like buildings, or missiles.

The exchange itself can be immediate as in the case of paying cash and receiving goods immediately, or delayed as in giving a cheque, in which case the actual money is not

transferred between the contracting roles until the cheque is cashed or like a credit card in which the money is deducted monthly i.e. at a specified interval of time. Roles may also be allowed to have an overdraft of a certain amount. Wealth may involve third parties, like a bank, or may have a set ratio between different types of wealth.

The question for the author is whether such Wealth is useful for the particular needs of the simulation in relation to the objectives of the course. Will it help to better model the power relations between roles? If the answer is yes, then you must consider what types of wealth are appropriate to your simulation.

For each wealth type you create:
Wealth Name: _____
Wealth Type: _____
Transfer mechanism: _____
Immediate or delayed: _____
How much is each role allocated? _____
Are there automatic transactions? _____
Is there an exchange agency? _____
Do third parties have access to this wealth? _____
If so which ones? _____

Resources
Your players must have some information about the real world that is being modelled in the simulation in order to be able to appropriately act as their roles. The courses' suggested readings is one place, but given that we are dealing with a web environment it is particularly useful to find or place resources for the subject on the web, or at the very least provide links to search engines so that students can search for themselves. The provision of appropriate resources at particular points in the simulation – just in time – is thus fairly important if you want the simulation to educate or train your players.

Apart from these types of resources, the software can also give players information about the particular simulated environment they are in – System resources or SysResources.

For example you can provide the list of roles and their description, or real players names, or the full list of which player is playing which role. Of course whether you decide to enable this sort of feature depends on whether you think it may help your players in playing their role.

Display / Menu Blocks:
Menu blocks are areas in the menu, which you can specify and title, and in which you place the various links you create throughout your simulation. As you've created iSpaces, for example, the roles need to be able to find a link (clickable item) to enable them to enter the iSpace, or if you set them a task, they need to be able to find a link to reveal what that task is about and how to submit it, or they need to be able to access their SimMail, chat and other features of the software etc.

At least two menu blocks are essential in order to enable your players to actually use the web environment you create and the software automatically creates these for you:
• login menu block where they will input their username and password to get into the simulation
• internal (Welcome) menu block where, once they login, will display links to the various

iSpaces you created, information, tasks and Kick Start episodes, as well as system generated tools like the SimMail, chat system, etc.

It is however useful to create a number of menu blocks so that sets of associated links can be placed together:
For example you may want to put all the resources in a menu block called "Useful Links".
Or you may want to put all iSpaces in a menu block called "Forums" or "The Office" or "Multilateral Talks".

Display / Look and Feel:
How your simulation will be displayed to your players – the colours of the web pages, fonts and sizes, where information will be displayed on the page, where the menu will be located – is controlled by common style sheets (.css files.) If you know, or someone in your organization knows, how to create style sheets you can create your own style sheet and simply provide a URL where that style sheet is located on the web.

If you do not know how to create style sheets you can simply select from a number of style sheets already provided and displayed in this area by clicking on them. Alternatively, you can always ask us to custom design a style sheet for you.

A Final Note to the Author:
RPS are fun to play. Players overwhelmingly indicated that they not only enjoyed it but that it sometimes became very addictive. Initially players may be hesitant, but they will ultimately engage and indeed learn in the process, not only about the subject matter, but also about themselves and their colleagues. It thus creates an environment conducive to learning together, of appreciating the merits of all contributions, and evaluating the problems inherent in any particular situation.

To create engaging simulations, be creative – there are no hard rules. Only experience teaches us what works and what doesn't. There is no need to strictly follow what happens in reality as long as the issues you want your learners to handle are inherent in the initial scenario you create.

Imagining the real and realizing your imagination is the creative act of the RPS author.

For further information see:
www.fablusi.com or www.simplay.net