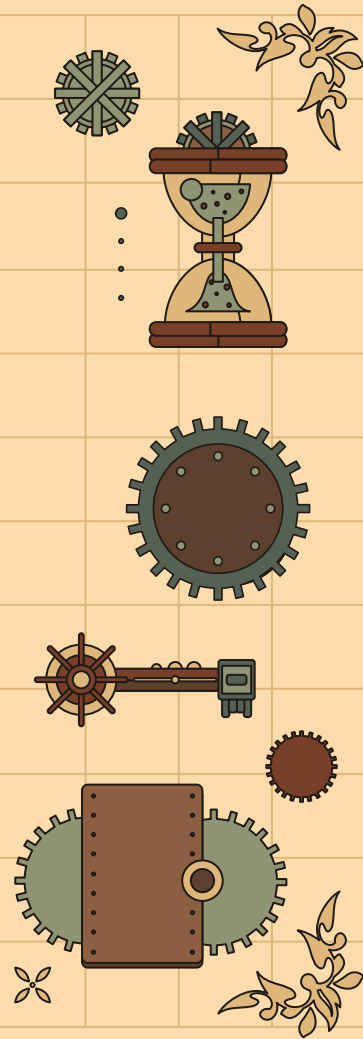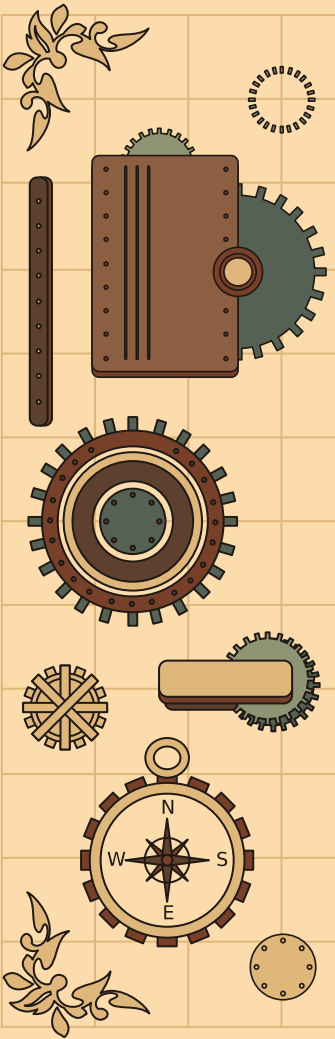# Running a Historical Role-Playing Game in a HyFlex Classroom

Scott Kamen
University of New Mexico, Valencia
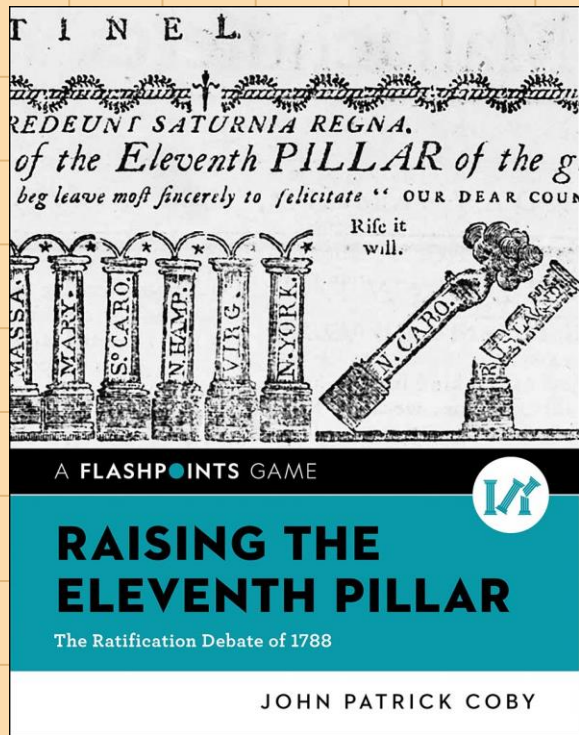
What Is Reacting to the Past?

REACTING TO THE PAST

"Reacting to the Past is an active learning pedagogy of role-playing games designed for higher education. In Reacting to the Past games, students are assigned character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives. Reacting promotes engagement with big ideas, and improves intellectual and academic skills."

How Does Reacting to the Past Work?

REACTING
TO THE PAST

"Class sessions are run by students. Instructors advise students, and grade their oral and written work. Reacting roles and games do not have a fixed script or outcome. While students are obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively in papers, speeches, or other public presentations. Students must also pursue a course of action to try to win the game."

Raising the Eleventh Pillar

- Students take on the roles of historical figures such as Alexander Hamilton at the New York State Ratifying Convention in 1788
- Three factions: Federalists, Antifederalists, and Moderates
- Students read primary source documents and make arguments to achieve their objectives for their role and faction
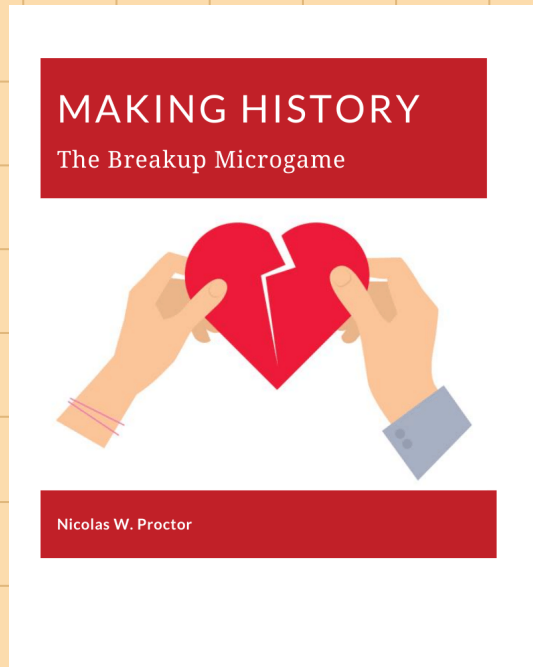
Doing All of This in a HyFlex Format

Challenges:
- Juggling multiple Zoom accounts, computers, and breakout rooms at the same time
- Audio issues (Zoom students unable to hear students in the classroom, *brutal* feedback sounds etc.)
- Fostering a connection between students on Zoom and students in the classroom

Benefits:
- Larger class size means more roles filled and less work for each student
- Some students were more comfortable making their speeches through Zoom than they would have been standing at the podium
- Necessity of using online tools encourages more discussion and engagement between students outside of class

Making History: The Breakup Microgame

MAKING HISTORY

The Breakup Microgame

Nicolas W. Proctor

"Two contemporary college students break up. Sources differ regarding the cause. Players discover new ways to sort them, which provides insights and deepens confusion.

This microgame is intended to introduce undergraduates to some of the issues involved in the use of primary sources to construct historical narratives. The scenario is a bit racy, but that tends to get them engaged quickly."