

Role-play Activity Assessment

Assessing role-play activities can pose some challenges. These are some possible ways to conduct the assessment for an RPS:

Pre- and Post-assignment

Use a pre-and post- assignment to evaluate what students understood before and what they have absorbed because of participating in the RPS. This style of assessment allows for some flexibility toward the specific goal of the RPS. For example, one goal may be to identify ethical dilemmas or evaluate student's predisposition to behave in a particular way.

The format of the assessment can also take different forms. Students could be instructed to write a paragraph for both the pre-and post-assessment. Alternative styles could be responding to a discussion board style assignment or creating a mind or concept map. The assessment style should fit in with other tools or techniques you want students to learn or practice.

Peer Assessment

Peer assessment can allow students to provide some assessment feedback for Role-play scenarios. This can be especially useful when a role-play case is still under development and roles may be unbalanced. This style of assessment functions as a reflective exercise for students, where listening to each participant is just as important as playing one's own role. For example, students can be asked to name ethical dilemmas that each participant brought up in the role-play discussion. The assessment should be done privately, for example, a submitted assignment rather than a live discussion among the students assessing each other.

*Note: we do not recommend that you use participation or speaking time as a metric for assessment. Group dynamics, class style, and student personalities can significantly influence how comfortable students feel in participating in the RPS. Most of the students we have worked with have not participated in an RPS before, and the whole experience is new to. Assessment based on participation can put undue pressure and make the environment less welcoming.