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Title

**Designing and implementing
role play as a performance –
based learning and
assessment strategy in the
History class**

Overview

1. What is performance-based learning and assessment ?
2. Why performance-based learning and assessment ?
3. Designing and implementing role play as a performance-based learning and assessment task
4. Conclusion

1. What is performance-based learning and assessment?

- They are construct-centred. The learner learn by doing
- The teacher observes learners and, against specific criteria, judges their ability to demonstrate a skill or proficiency when a product is created, or in the case of role play a presentation is made

1. What is performance-based learning and assessment?

- Examples of performance-based learning and assessment activities are :
 - ✓ projects,
 - ✓ displays,
 - ✓ debates,
 - ✓ oral presentations,
 - ✓ computer simulations,
 - ✓ role plays,
 - ✓ writing of short and poems, experiments, etc.

2. Why performance-based learning and assessment ?

- Grounded in the constructive paradigm of teaching, learning and assessment
- It emphasises the idea of learners being actively involved in learning activities rather than situations where the teacher transmits knowledge to learners while they passively sit and listen
- Learners are required to use their knowledge and skills to construct, create, perform or produce something that will be to their benefit when they apply it in everyday life situations

2. Why performance-based learning and assessment ?

- It promotes learners' higher-order thinking skills and their deep understanding of the content
- It involves learners in the teaching and learning situation and it promotes personal ownership of the learning product
- Offers the advantage of accommodating the diverse learning styles and needs of learners
- It therefore promotes an inclusive approach to teaching, learning and assessment, which is one of the basic underlying principles of CAPS

2. Why performance-based learning and assessment ?

- Role play is an appropriate method to handle controversial and sensitive issues in history
- It helps learners to understand the feelings and convictions of others when they act out situations where differences of opinion and conflict occur
- Learners are encouraged to think critically and creatively about their own values and attitudes as well as those of others when analysing historical and contemporary issues involving prejudices, regarding race, nationality, gender, faith and ethnic background

2. Why performance-based learning and assessment ?

- Research (2012) in the NW & Gauteng provinces showed that 61,85% of the History teachers admitted that they do use performance-based learning and assessment to a moderate and fairly large extent
- But teachers are reluctant to apply role-play as a performance-based learning and assessment strategy



2. Why performance-based learning and assessment ?

Possible reasons why History teachers are reluctant to integrate role-play as a performance-based learning and assessment strategy

Teachers might feel insecure due to their lack of proper training in this field and therefore not prepared to risk with role-play

External factors:

Classroom is too small (due to large numbers) to accommodate a role-play activity

Time consuming (requires double period)

It will disturb the discipline in class

Accessibility of sources for learners to prepare their dialogues and rehearsals

3. Designing and implementing role play

- Role play requires learners to put themselves in someone else's shoes and then to dramatise how they think the person(s) would have behaved under particular circumstances
- Role play must:
 - ✓ Ensure the involvement of each learner
 - ✓ Encourage spontaneity and improvisation
 - ✓ Remain a learning experience - not an unstructured activity where learners enjoy themselves, but learn very little
 - ✓ Be thoroughly planned - depends on the planning and skills of the History teacher

Must not:

- ✓ Involve financial expenses for the parents

3. Designing and implementing role play

Steps to be followed to ensure the success of a role play activity

- Specify the aim/ purpose

[Part of the formal assessment programme (25%)]

- Decide on the lesson aims

- Manage the external factors

(Availability of school hall; Time to complete (double period); Availability and accessibility of sources for learners to prepare for their dialogues; adequate time for rehearsals)

- Construct the framework of the role play

(Involves: The allocation of roles: sources to be consulted for preparation, Assessment procedures, etc)

3. Designing and implementing role play

- Run the role Play
- Assess and debrief
(Customary to use rubrics; peer assessment)

3. Designing and implementing role play

Performance criteria	7 Outstanding achievement 80-100%	6 Meritorious achievement 70-79%	5 Substantial achievement 60-69%	4 Adequate achievement 50-59%	3 Moderate Achievement 40-49%	2 Elementary achievement 30-39%	1 Not achieved 0-29%
Historical accuracy: All historical content has been researched and interpreted accurately in accordance with the character's role							
Role play: The specific role is being played convincingly. Character's emotions, attitudes and experiences in situations are portrayed well. Points of view, arguments and proposed solutions are well thought out.							
Knowledge gain: Many facets of the character can be described clearly. The impact of the character on the life of that time is clearly illustrated.							
Body language: Gestures, facial expressions and / or posture communicates emotions and feelings.							
Tone of voice: Intonation varies in order to interpret character's emotions, gender, age, etc. Speech is clear and audible.							
Props / costumes: A variety of props (that can include a costume) that is used is relevant and used to the benefit of the character. It is cost-effective and demonstrates considerable work / creativity							

3. Designing and implementing role play

- Debriefing follows (after assessment had taken place)
- ✓ In the form of a class discussion
- ✓ Debriefing does not involve the correction of mistakes but rather a discussion of what has occurred during the role play and what has been learned from it
- ✓ The “actors” must literally be given the opportunity to step out of their roles to reflect on the learning events
- ✓ The performance criteria of the rubric can serve as a basis for reflecting on everything that has occurred in the role play
- ✓ Both actors and audience can reflect on the events of role play by asking one another questions

3. Designing and implementing role play

➤ Follow –up activities

- ✓ The role play activity must be follow up by another activity
- ✓ This can include :
 - answering an essay question
 - an extended writing piece
 - source-based questions
 - or even planning a further role play activity

4. Conclusion

- The changed nature of assessment within the framework of CAPS presupposes that teachers should implement alternative assessment strategies
- This has forced most History teachers to meet formidable challenges, especially as far as the practical implementation of these strategies is concerned
- The traditional content-driven approach and the huge emphasis placed on summative norm-based assessment was not linked with the demands and experiences of real life situations
- The CAPS policy document requires teaching, learning and assessment activities that are designed and organised in such a way that it will ultimately lead to meaningful and appropriate learning that can be applied to real life situations

THE END

