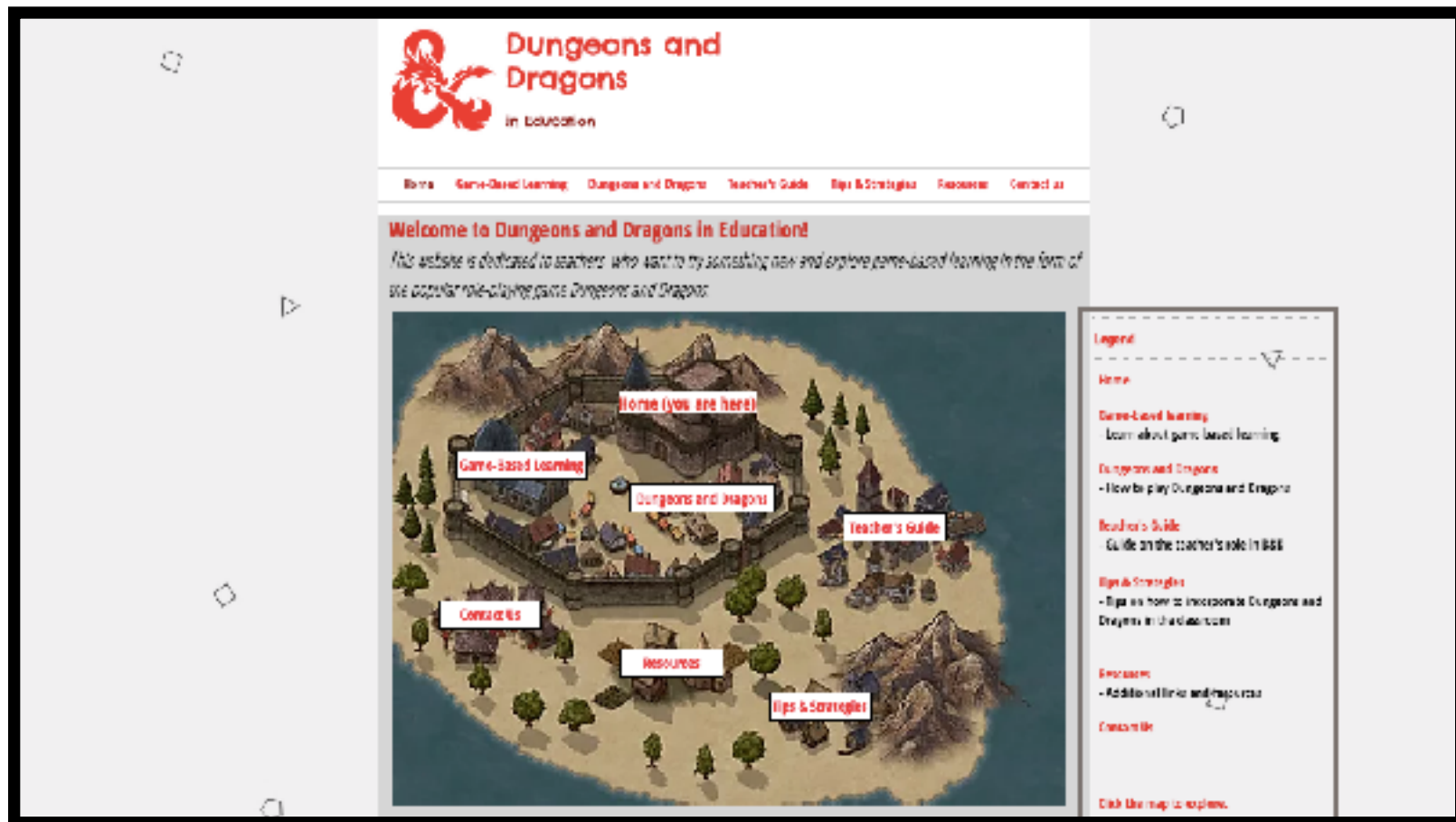


## Dungeons and Dragons in Education: A Usability Study

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### Homepage





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### What is game-based learning?

*Game-based learning is an approach to teaching that is designed to balance subject material with gameplay.*

*Students explore learning concepts in the form of gaming. When implementing game-based learning, it is important to consider the following forms of engagement: Affective, Behavioral, Cognitive, and social/cultural.*



**Affective:** focuses on the emotions and beliefs of the learners. This aspect is very important as it lays a sort of foundation for the learning experience for the learners and feeds into the behavioral, cognitive, and social/cultural aspects of game design as well.

**Behavioral:** This focuses on learner motivation and engagement with the material. It has been thought that games have a way of interesting people and keep people engaged for longer periods of time due to incentives whether that be in the form of gold stars, medals, points, or trophies.

**Cognitive:** Cognitive focuses on how learners think, reason, and remember. In school, how information is processed. The concept of play provides learners a developmentally thinking through being exposed to various representations of reality. For a child can pretend to be a doctor while knowing it is not an actual one. Game based learning provides an students to work out their reasoning through interacting with the game's content.

**Social/Cultural:** Inclusion of social engagement with peers. There is focus on learning through participating in groups and using collective knowledge to accomplish a goal. Integrating cultural and social influences the learner's self-perception as well as their perception of others.

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When implementing game based learning in any one game in the classroom, it is important to consider the **WHO**, **WHAT**, and **WHY**. The three 'WH' questions.

Before planning, consider **WHO** your learners are and **WHAT** gets them interested. Game-based learning is often used as a means to engage students in class activities.

However, after the playing a game for the sake of playing a game, you have to think about **WHY** they are playing this game and **WHAT** they are supposed to learn. Think of objectives the students are supposed to meet and incorporate them into the game design.

#### **Why use game-based learning?**


Game-based learning, at its core, is geared toward teaching through repetition, failure, and accomplishment of goals. Students work towards a goal, choose actions to complete objectives, and experience the consequences for their actions in a controlled, safe environment. Incorporating games into the classroom allows students to explore and apply concepts they have learned in a low-stakes setting.

## Dungeons and Dragons page

### What is Dungeons and Dragons?


*Dungeons and Dragons is a tabletop, role-playing game. Games are run by a GM (Game Master) who writes the storyline.*

*The game involves puzzles, strategy, collaboration, and lots of imagination.*




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#### What do you need?



**Polyhedral dice**



**Character sheets**

#### How do you play?

**Step 1:** Create a story (The GM will create a general storyline for players to follow)

**Step 2:** Players and GM create characters (It is important to know the world setting of the story in order to create characters that best fit the setting)

**Step 3:** Play the game

- Step 3a:** The GM sets the tone and starts things off with details of where the characters are and the general plot of what the world is like and possible goals to accomplish.
- Step 3b:** Players decide their actions to move the story along.

Gameplay ultimately relies on players making their own choices that move the plot along. Every action and choice has a direct effect on the story and could potentially change the original intended



Pencil, pen, and notebook



A story



Imagination

Rolling

All players roll die (usually the 20-sided die) in order to determine how well they execute their actions. It is up to the GM to decide if the players roll high enough to succeed on an action or fail.

**\*\*Tip:** Keep it simple! If you're just getting into the game, keep it simple. Warm up with an easy game and a short, simple storyline. Plot a couple of puzzles, set goals for players to achieve along the way, and most of all, have fun!

## Why D&D? What is the point?

Dungeons and Dragons and other various role-playing games give learners the opportunity to explore and apply learned concepts, increase interest, and facilitate collaboration and communication.

Using this method of teaching encourages students to be self-motivated and self-driven by presenting the learning material as something enjoyable through participating in goal-oriented gameplay.

*In this section, you will learn how to be a Game Master (GM) and understand the benefits of game-based learning games like Dungeons and Dragons in the classroom.*

**What does it take to be a GM?**

The GM is responsible for guiding the players on their journey and creating the world for the players to immerse themselves in. This, of course, means planning is needed.



**Planning a D&D session, is similar to planning a lesson**

- **Consider your learning objectives**
  - What do you want your students to learn?
  - How do you use them to demonstrate that knowledge?
- **Consider the materials you'll need**
  - Maps, short readings, pictures, videos, etc. (See section for pre-generated material)
- **Plan to incorporate obstacles and problems (optional)**
  - Present these as learning opportunities
    - What do they need to do here? How do they overcome the obstacle? (This will help your students build upon their skills and gain experience)





- Give your students choice:
  - Every single student, if they had finally try to give them full reign over their choices, however, important that students have the ability to choose their actions
    - The main role game design oriented/student-oriented
- Involvement and normalize failure
  - G&D is unique in that it allows players a safe space to take risks and make mistakes. This is how we learn.

- Incorporate "in progress" or "pause rooms"
  - Consider these your tests/quizzes to check how many of your students have absorbed
- Create a story/world
  - Your job as the GM is not to get your students actively involved in the adventure you have planned for them, you will work together to collaboratively tell this story.
    - Actions that affect the story are never based on crones
    - It is important to emphasize teamwork/collaboration
  - You do NOT have to "train in the wood"
    - Check Resources for pre-generated materials and modify to fit your lessons and area
      - D&D is very flexible and is essentially what you make out of it



- It is important for students to understand that failure is not the opposite of success but rather a part of it.
  - As the GM, encourage students to take risks, to try and try until they manage to succeed.

## Tips & Strategies Page

### Tips and Strategies

Developing lesson equipment games is always a challenge. Here are some tips and strategies for integrating Q&A into instruction.

#### English

- Have students develop background for their characters where they will need to write a short paper on who their characters are. (Describe what character looks, their motivations, history, etc.)

- Have students keep a journal to record events that happened during the game and have them reflect on what happened, what they would do differently next time or what worked out well.

- Develop and write a set of rules and instructions for sessions, have students demonstrate their understanding and comprehension through gameplay.

- Integrate vocabulary words into the adventure to test students' understanding of the meaning of the words.

#### Math

- Develop math problems for students to solve during their quests. (Ex: When in combat, if players move in increments of 5 feet on the maze movement is 40 feet. How many times can the player move?)

- Use basic math in math concepts throughout game. (Ex: Give your players' characters a set amount of money to keep in their pockets, when they need to purchase an item, have them solve the amount to give and the proper change.)

#### Social Studies

- Develop characters and setting appropriate for specific time period according to social studies theme. (Ex: If you're teaching a lesson on the pilgrims, you may consider using Cape Cod as your setting. You, along with your students, will develop characters suited for that time period.)

- Develop potential obstacles for students that may have been a challenge for those during that time period.

- Social studies follows a linear path. Students will need to understand and develop chronological thinking and

#### Science

- Develop riddles for students to solve in order to progress forward.

- Incorporate science elements into quests and gameplay. (Ex: flora/fauna identification)

#### Collaboration/ Communication

- Have students work in teams to accomplish goals.

- Encourage students to share their opinions and come up with their peers to brainstorm possible strategies.

- Write a class to develop house rules for gameplay.

- Before beginning a journey, design gameplay as a class, review basic concepts, and establish setting, main objectives, and character to ensure a quality gameplay.



## Additional Resources Page

**Additional Resources**  
*Here you'll find additional links and resources.*

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**Learning in Dungeons and Dragons**  
Want to learn about how Dungeons and Dragons works in the classroom? This article discusses the benefits of role playing in education, and how to get started with a role playing class.

[Learning in Class: Pre-18](#)

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**Play Traditional Dungeons and Dragons**  
Want to take your Dungeons and Dragons play to the next level? Learn how to build a traditional D&D campaign. Includes: full character sheets, character guides, and more!

[D&D Campaign](#)

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**D&D generators**  
Need a plot or ideas, want to make maps, characters, settings and items, or simply want to make simple maps, generate character adventures, and more.

[D&D Generators](#)

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**D&D Adventures**  
If you want to get students involved in the game, or try out some fun, simple one or two hour adventures with D&D rules and books, below is a resource with a variety of pre-generated stories you can modify for your class.

[D&D Adventures for Kids](#)

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