The goal of this project is to explore the purpose of tropes within multiliteracies, such as stories, shows, and games. Our project utilizes role-playing games, specifically playing off the functionalities of the well-known game, Dungeons and Dragons. Our “spoof” of Dungeons and Dragons, Time Travellers and Tropes, allows students to explore the construction and uses of tropes in various situations. Our decision to create our multiliteracies project around tropes and interactive role-playing encourages students to exercise their critical thinking skills and problem-solving skills, as well as challenges them to work together and develop their teamwork skills.

In the article *A Pedagogy of Multiliteracies: Designing Social Features*, the authors discuss the idea that literacy pedagogy is in a process of change. The authors state that there are “connections between the changing social environment and the "what" and the "how" of literacy pedagogy” (The New London Group, 1996, p. 89). As social environments are changing student reception to learning and traditional methods of teaching have also changed. Therefore, teachers must take an active role in adapting to the new learning styles of their students. As a result of this new change, the “what” and “how” of literacy pedagogy has the ability to become more creative and interactive in contrast to the more traditional way of teacher led lectures.

The article also discusses the importance of learning being an “open-ended process” in the classroom. The authors state that learning should be an, “...open-ended process - tentative, exploratory, and welcoming of multiple and divergent collaborations. And above all, our aim is to make some sort of difference for real children in real classrooms” (The New London Group, 1996, p. 89). Choosing a method for our project with significant creative freedom and interactive qualities aligns with The New London Group’s (1996) vision of how literacy pedagogy is changing and the importance of learning encompassing exploration and creativity. Time Travelers and Tropes embodies many of the ideas discussed in this article pertaining to the techniques used in facilitating student learning. Our game allows for student autonomy through the creative process of designing their characters (tropes), decision-making in the various dilemmas presented in the game, and applying their own ideas of how their trope would react in the given dilemmas.

The game, Time Travellers and Tropes is easily modified to be utilized by many different age groups and subject areas. In our model, we chose to focus on historical subject matters as we were able to create many engaging dilemmas that challenges the players in a variety of different ways. However, the game is still grounded in literacy, as the main focus is the deployment and interaction of tropes, regardless of the cross-curricular elements. It can be simplified for a younger audience or made more complex and challenging for older audiences and is easily made cross-curricular.

We focused on upgrading the “what” and “how” of literacy pedagogy through an interactive role-playing game that allows topics that are more mundane to be engaging and simultaneously elevates student learning. The functionality of our game supports the direction in which student learning is moving; away from traditional lecture-style method to student-centered and interactive, hands-on learning. We created a game that is grounded in literacy pedagogy while also allowing for many modifications and adjustments, dependent upon the direction in which the teacher chooses to take the game.

Works Cited

The New London Group. (1996). A pedagogy of multiliteracies: Designing social

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