

## References

**Project title:** Improving Students' Deep Learning of History through Collaborative Role-Immersion

**Project team:** Troy Osborne

<https://reacting.barnard.edu/> "Reacting to the Past" website. The website includes additional information, including faculty and student testimonials and more scholarly references.

Carnes, Mark C. *Minds on Fire: How Role-Immersion Games Transform College*. Boston: Harvard University Press, 2014.

Gorton, William and Jonathan Havercroft. "Using Historical Simulations to Teach Political Theory." *Journal of Political Science Education* 8, No. 1 (Jan 2012): 50-68.

Burney, John, Richard Gid Powers, & Mark Carnes. "Reacting to the Past: A New Approach to Student Engagement and to Enhancing General Education." White Paper Report submitted to the Teagle Foundation, 2010.

Stroessner, Steven J., Laurie Susser Beckerman, & Alexis Whittaker. "All the World's a Stage? Consequences of a Role-Playing Pedagogy on Psychological Factors and Writing and Rhetorical Skill in College Undergraduates." *Journal of Educational Psychology* 101 (2009), 605–620.

Lightcap, Tracy. "Creating Political Order: Maintaining Student Engagement through *Reacting to the Past*." *PS: Political Science and Politics* (2009), 42: 175-179.

Porter, Adam. "Role-Playing and Religion: Using Games to Educate Millenials." *Teaching Theology & Religion* 11, No. 4. (2008), 230-235.

Davison, Ann and Sue Lantz Goldhaber. "Integration, Socialization, Collaboration: Inviting Native and Non-Native English Speakers into the Academy Through 'Reacting to the Past'", in *Reclaiming the Public University: Conversations on General & Liberal Education* (2007).