

Collaborative Storytelling as Writing Pedagogy & Practice

Volume 3 of *Education and Analog Role-Playing Games*

Series Editor: Susan Haarman, PhD, Loyola University Chicago

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Analog role-playing games (like tabletop RPGs and larp) are increasingly recognized as rich pedagogical tools. Their collaborative narratives, improvisational demands, structured constraints, character development practices, and world-building mechanics make them especially well suited to writing instruction. At the same time, solo journaling RPGs have emerged as powerful frameworks for reflective, sustained, and emotionally resonant writing practice. Together, these forms of play offer compelling possibilities for helping students develop voice, foster revision habits, deepen rhetorical awareness, and engage writing as a meaningful social and imaginative act. Analog role-playing games are spaces of imagination, collaboration, and building literacies. From collaborative storytelling at the table to the reflective structures of solo journaling RPGs, these forms of play invite students into writing as experimentation, revision, perspective-taking, and world-making.

This volume seeks contributions from scholars, teachers, designers, and practitioner-researchers working at the intersections of composition, literacy education, English studies, game-based learning, teacher education, and beyond.

Possible chapter topics include, but are not limited to:

- Writing through play. Rhetorical and narrative foundations of analog RPGs
- Embodied composition. How role-play shapes voice, audience, and identity
- World-building as inquiry. Tabletop RPGs and constructivist writing pedagogies
- Gameful literacies. Understanding Tabletop RPGs as multimodal composition spaces
- Improvisation and the writing process. Parallels between play and drafting
- Character sheets as pre-writing. Using Analog RPG mechanics to develop perspective-taking
- Revision as replay. Iteration, feedback loops, and narrative revision
- Dice and decision-making. Uncertainty, constraint, and risk in writing instruction
- Using Session Zero tools for writing workshops and peer review
- Solo journaling RPGs as reflective writing pedagogies
- Prompt-driven writing. Tabletop RPG engines for daily and low-stakes writing practice
- Transformative possibilities in solo journaling RPG writing
- Developing genre awareness through the structures of RPG writing
- RPGs and the transfer of writing knowledge and practice

- Designing journaling RPGs for use in writing classrooms
- Adventuring into academic genres. Analog RPG-inspired approaches to research writing
- Role-playing arguments. Teaching rhetoric through persona and perspective
- RPG tools for structuring academic essays and longer-form writing
- RPG writing as constructive reflection and the development of voice
- Team writing and the collaborative construction of meaning through RPG play

We welcome chapters focused on K-12, higher education, community-based learning, informal learning spaces, and interdisciplinary contexts. All forms of analog role-playing games are welcome.

Submission Guidelines

Please submit a chapter proposal including:

- A proposed chapter title
- An abstract of 300 to 500 words
- A brief author biography of 100 to 150 words
- Contact information

Completed chapters will be approximately **4,000 words** in length.

Chapters may be scholarly, practitioner-oriented, or hybrid in approach, but should clearly articulate their contribution to the teaching of writing through analog role-playing games and be in conversation with existing literature around role-playing games.

Timeline

- **Call for Chapters Launches:** May 7, 2026
- **Submission Deadline:** June 30th, 2026
- **Acceptance Notifications:** July 22, 2026
- **Chapter Submission to Editors:** September 15, 2026
- **Peer Review Deadline:** November 1, 2026
- **Author Revisions Due Back to Editor:** December 1, 2026
- **Submission to Press:** January 15, 2027

About the Series

Education and Analog Role-Playing Games is a scholarly series from CRC Press, an imprint of Routledge, dedicated to exploring the pedagogical possibilities of analog role-playing games across educational contexts. The series brings together researchers, teachers, and designers to examine how tabletop role-playing games, live-action role-play, and related analog play forms can support learning, reflection, collaboration, identity development, and critical engagement.

Across volumes, the series highlights both theoretical and practical contributions to the growing conversation about analog games as meaningful tools for teaching and learning. Each volume addresses a distinct pedagogical theme while contributing to a broader scholarly conversation about the power of analog games in education.

Volume Editors Information

Susan Haarman, PhD

Loyola University Chicago

Susan Haarman is a philosopher of education and scholar of tabletop role-playing games whose work explores why these games are effective educational tools, particularly through the lens of John Dewey. She is editor of the *Education and Analog Role-Playing Games* series and serves on the editorial team for *The International Journal of Role-Playing*.

Bret Zawilski, PhD

Maynooth University, Ireland

Bret Zawilski is an Assistant Professor of Critical Skills at Maynooth University, where he teaches courses on writing, rhetoric, and scientific communication. He was the co-designer of a graduate level micro-credential in RPG Writing that collaborated with Goodman Games, Cubicle 7 Games, and Black Shamrock. He's an avid player of indie TRPGs and his academic research investigates writing processes, knowledge transfer, and multimodal pedagogy.

Submission Information

Please send proposals and inquiries to:
educationrpgpedagogy@gmail.com