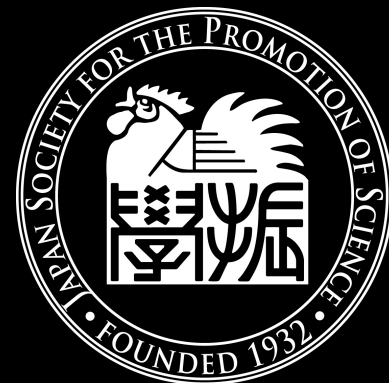


# Transcultural Learning and Live-Action Role-Play in Japan

Björn-Ole Kamm | Kyoto University, Graduate School of Letters



JSPS

疑似共在性を用いての文化越境的学習：  
自分と違う文化と生活世界の実験体験方法

KAKEN  
19KT0028



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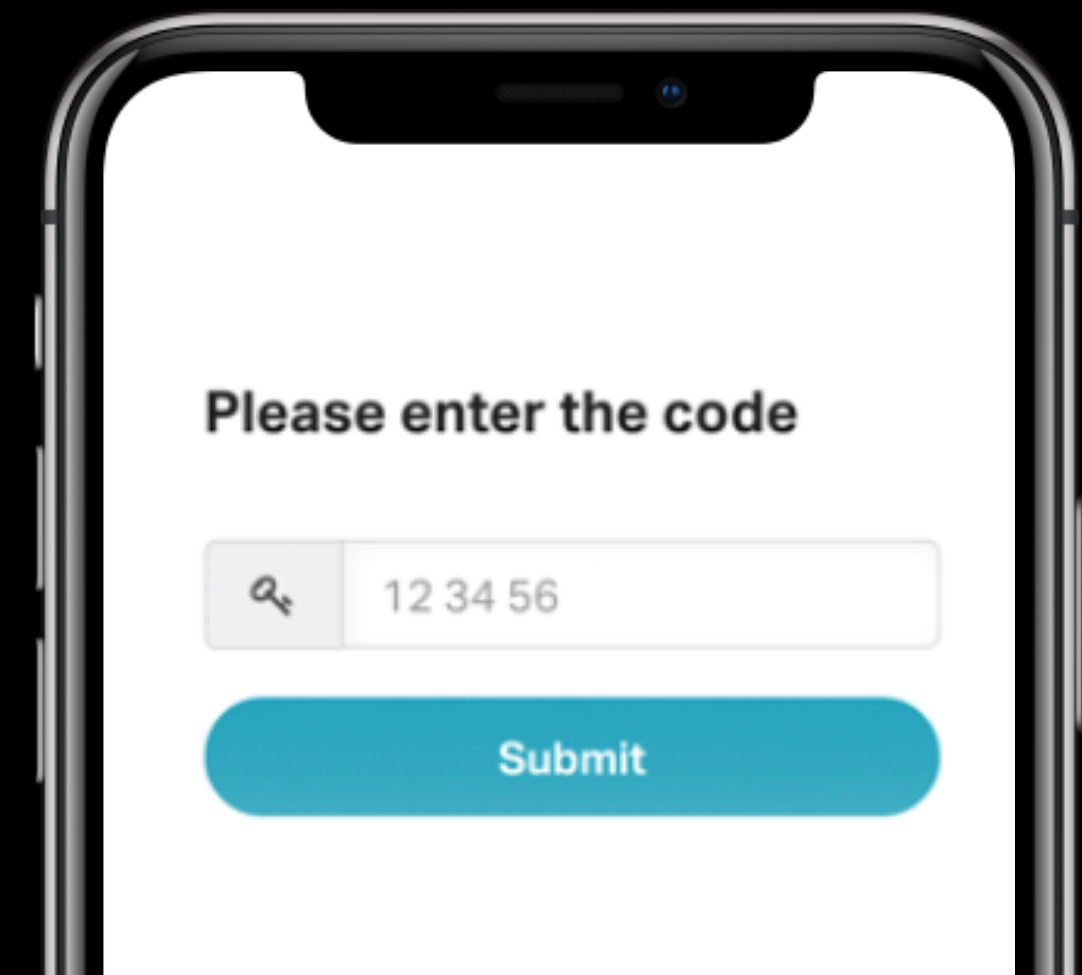
in collaboration with



# Who has never heard of Larp?



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③ Enter the code 75 87 8

and tell me if you know of larp!



**How can we achieve affective  
closeness and connectedness  
with marginalized “others” who  
are absent?**

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# Project Key Terms

Transcultural Learning  
文化越境的学习

Larp

Simulated Co-Presence  
疑似共在性

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# Transcultural Learning

**understanding of cultural processes of  
differentiation**

**knowledge of others to appreciate  
difference as not threatening**

[1]

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# Transcultural Learning

**hate speech and hardening of  
boundaries**

**vs.**

**media and (trans)cultural literacy**

[2]

# Transcultural Learning

transcultural encounters & dynamics  
beyond and within the “nation”

regional differentiation  
stereotyping

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# Transcultural Learning

**stereotyping & marginalization  
work through fear of the unknown**

**direct and personal interaction may  
counter the effectiveness of stereotypes**

[3]

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# Simulated Co-Presence

**educational tools for the creation of  
co-presence with an absent “other”**

**the design of complex, real-world  
experiences and situations  
to interact with and become “other”**

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# Larp

**life-action role-play, a mixture of improv-theater, storytelling and gaming**

**improvised interaction, rules- and mechanics-structured play, direct experiences of other viewpoints**

# Larp

**build on existing edu-larp techniques  
and experiential learning**

**develop simulated co-presence as a tool  
for teaching a literacy of others and  
their representation in the media**



# **Example of ASD**

**life-world of people diagnosed with  
Autism Spectrum Disorder (ASD)**

**various misconceptions**

**various challenges**

# Autism Spectrum

**not a spectrum but a gradient!**

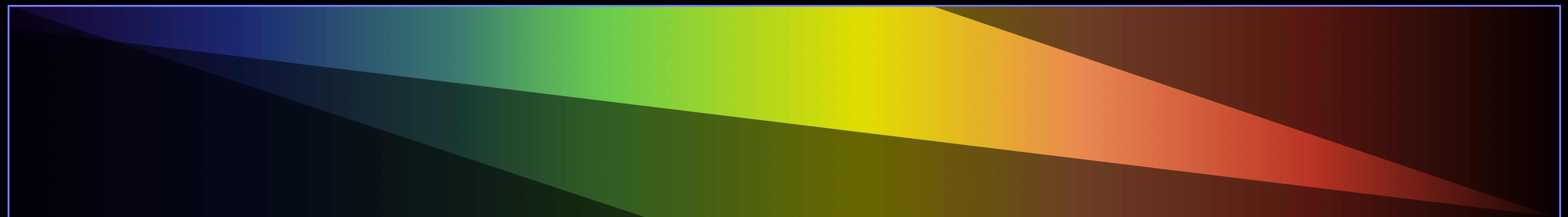
**a little quirky**

**a little autistic**

**definitely autistic**

**extremely autistic**

# Autism Spectrum



Pragmatic Language	Social Awareness	Monotropic Mindset	Information Processing	Sensory Processing	Repetitive Behaviors	Neuro-Motor Differences
body language, eye contact, small talk, turn-taking	etiquette, social norms, taboos; maintaining relationships	narrow but intense focus; difficulty in task-switching	dealing with new information; adapting to new situations	hyper- or hyposensitivity	“stim” in response to varying emotions	control of body movements (clumsiness to complete loss)

# **(Design) Challenges**

**Inducing (cognitive and emotional) empathy:**

- **transparency during pre-workshop**
- **tasks encouraging empathic play**

**Versus creation of caricatures:**

- **take on the role of “others” instead of encountering them**
- **intensive debriefing after the larp**

**Interest the not-interested**

**“Proving” effectiveness (> PAC Analysis)**

# Key Terms Redux

## Simulated Co-Presence 疑似共在性

- real-world situation
- interaction with absent “other”
- empathy through direct experience

## Larp

- designed experience
- improvised interaction
  - shared narrative
  - reflection

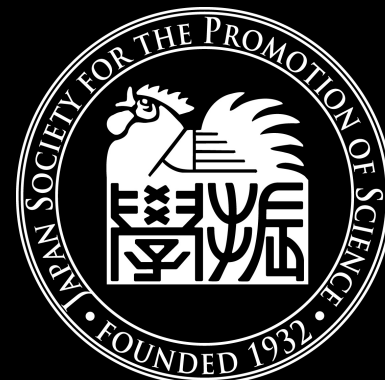
## Transcultural Learning 文化越境的学习

- understanding of how difference is made
- e.g., through stereotyping
- aim: media and cultural literacy



# Thank you!

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