

International Journal of Role-Playing

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Editorial: Introduction to Issue 11

Some context for the current issue, especially with regard to current critiques of violence and oppression in games, as well as this year's Call for Papers on Applied Role-playing Games and the excellent articles submitted in response.

Sarah Lynne Bowman,
Evan Torner, and
William J. White

3-5

The Killing Roll: The Prevalence of Violence in *Dungeons & Dragons*

A textual analysis evaluating the language used in the *Dungeons & Dragons* 5th Edition *Player's Handbook*. This article discusses the ways that the text incentivizes characters to take violent actions more often than offering peaceful solutions.

Sarah Albom

6-24

Playing to Experience Marginalization: Benefits and Drawbacks of "Dark Tourism" in Larp

An examination of how playing characters with marginalizations the player does not share can lead to perspective taking and empathy, but can also cause harm if not done with care.

Diana J. Leonard,
Jovo Janjetovic, and
Maximilian Usman

25-47

Fantasy In Real Life: Making Meaning from Vicarious Experiences with a Tabletop Role-Playing Game Live-Play Internet Stream

A qualitative study examining seven fans of the livestream show *Critical Role*, in which actors play *Dungeons & Dragons*. The fans described an increase in their well-being due to parasocial relationships with the fiction and players in the show.

Joe Lasley

48-71

Role-Playing Games and Well-Being

A secondary literature review discussing the main themes in role-playing game studies, as well as arts and well-being as fields of study. This author advocates for more dialogue between these fields as a fruitful line of inquiry, especially with regard to the design of games for personal development and well-being.

Kerttu Lehto

72-93

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Role-playing the Self: Trans Self-Expression, Exploration, and Embodiment in (Live Action) Role-playing Games

An autoethnography blending gender theory with personal experience exploring gender in role-playing games and other performance spaces. The author considers how best to design larps explicitly to help trans people embody their identities.

Josephine Baird 94-113

The Use of the Role-playing Technique STARS in Formal Didactic Contexts

A summary of Design-based Research on 16 educational live action role-playing games (edu-larps) created for German schools. This article offers several best practices for educators who seek to implement edu-larp in the classroom.

Katrin Geneuss 114-131