

Lessons Learned and Solutions

Preparing Students to Actively Engage with Content Using Immersive World Technology

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Immersive World Technology?

- Interactive computer open source environment using avatars, e.g., [Second Life](#)
- Open source collaborative tool, e.g., Google Documents
- Both were chosen because they were at no-cost to the student
- The reason overall was to bring the online distance education learner out of isolation (Ke & Carr-Chellman, 2006)

In which course was this used? (and why?)

- Graduate level Special Education Behavior Management course
- Allowed for the grad students to experience their own behavior challenge(s) while working with new technology tools to them

Research has shown:

Three primary reasons for student frustration in online learning:

1. Technology problems
2. Minimal and not timely feedback from the instructor
3. Ambiguous instructions on website as well as through email

(Hara and Kling, 1999)

Major Assignment for the course

- Enter into the immersive world of Second Life and visit a particular site created by UC Davis and U of Queensland that simulates what it is like to be schizophrenic
- After the simulation visit students are to debrief one another (reflect) and relate how this simulation would help them with any schizophrenic students they may encounter in their classrooms through a wiki set up in Google Docs

Challenges and Solutions

- ❑ **Challenge:** Students did not follow the orientation instructions for [Second Life](#)
- ❑ **Solution:**
 - ❑ Instructor developed an orientation area exclusively for grad students.
 - ❑ Made self available to reduce learning in isolation
 - ❑ Offered extra credit points for orientation completion

VISTA

CAMERA CONTROLS ? - X

Walk ? - X

Click to Watch YouTube Video
 "Education in Second Life"
 In Your Browser

Welcome
 to a Second Life Orientation

We are so happy to have you here!

Please read and follow the directions on the signs to learn the basics of how to function in Second Life.

Enjoy your stay!!

Professor Chatterbox



Some Important Downloads for
 Second Life

In order to take advantage of all the wonderful learning opportunities in Second Life you should download the latest versions of *Flashplayer* and *Quicktime* onto the computer you will be using for your Second Life adventures. Once you have downloaded them, restart your computer to make sure they are properly installed.

■ **Challenge:** Students ignored the hardware and software requirements for Second Life and tried to proceed with the inappropriate hardware and software.

■ **Solution:**

- Written assignment created for grad students to compare the specs of their computer to required specs of Second Life
- Hyperlink was provided to students to view the required specs in the course LMS
- If their computer did not have what was needed, then they were to state what their solution would be

System Requirements

Your computer *must* meet these **REQUIREMENTS**, or you may *not* be able to successfully participate in Second Life.

[Download Now](#) 

Windows	Minimum Requirements	Recommended
Internet Connection*:	Cable or DSL	Cable or DSL
Operating System:	XP, Vista, or Windows 7	XP, Vista, or Windows 7
Computer Processor:	CPU with SSE2 support, including Intel Pentium 4, Pentium M, Core or Atom, AMD Athlon 64 or later.	1.5 GHz (XP), 2-GHz (Vista) 32-bit (x86) or better
Computer Memory:	512 MB or more	3 GB or more
Screen Resolution:	1024x768 pixels	1024x768 pixels or higher
Graphics Card for XP**:	<ul style="list-style-type: none"> • NVIDIA GeForce 6600 or better • OR ATI Radeon 8500, 9250 or better • OR Intel 945 chipset 	NVIDIA Graphics cards 9000 Series: <ul style="list-style-type: none"> • 9600, 9800 200 Series: <ul style="list-style-type: none"> • 275 GTX, 295 GTX ATI Graphics Cards 4000 Series: <ul style="list-style-type: none"> • 4850, 4870, 4890 5000 Series: <ul style="list-style-type: none"> • 5850, 5870, 5970
Graphics Card for Vista or Windows 7 (requires latest drivers)**:	<ul style="list-style-type: none"> • NVIDIA GeForce 6600 or better • OR ATI Radeon 9500 or better • OR Intel 945 chipset 	NVIDIA Graphics cards 9000 Series: <ul style="list-style-type: none"> • 9600, 9800 200 Series: <ul style="list-style-type: none"> • 275 GTX, 295 GTX ATI Graphics Cards 4000 Series: <ul style="list-style-type: none"> • 4850, 4870, 4890 5000 Series: <ul style="list-style-type: none"> • 5850, 5870, 5970

■ **Challenge:** Students would wait until the day before or the day an assignment was due to contact the instructor for assistance with technology hurdles and expect immediate assistance

■ **Solution:**

- Video links for Youtube instructions posted in course LMS
- Short, clear, succinct instructions for all technology written in course LMS
- Small, quick, check for self-understanding quizzes on the technology given in LMS

■ **Challenge:** Students would only venture into the virtual environment when forced to, in order to receive a grade for an assignment.

■ **Solution:**

- Small, mini assignments for extra credit point in Second Life
- Whole course worth 1000 points, mini assignments, 5 points each
- Opening page announcement for the course informed students of required meetings with the instructor “in-world” online

The Culture of Today's Learner

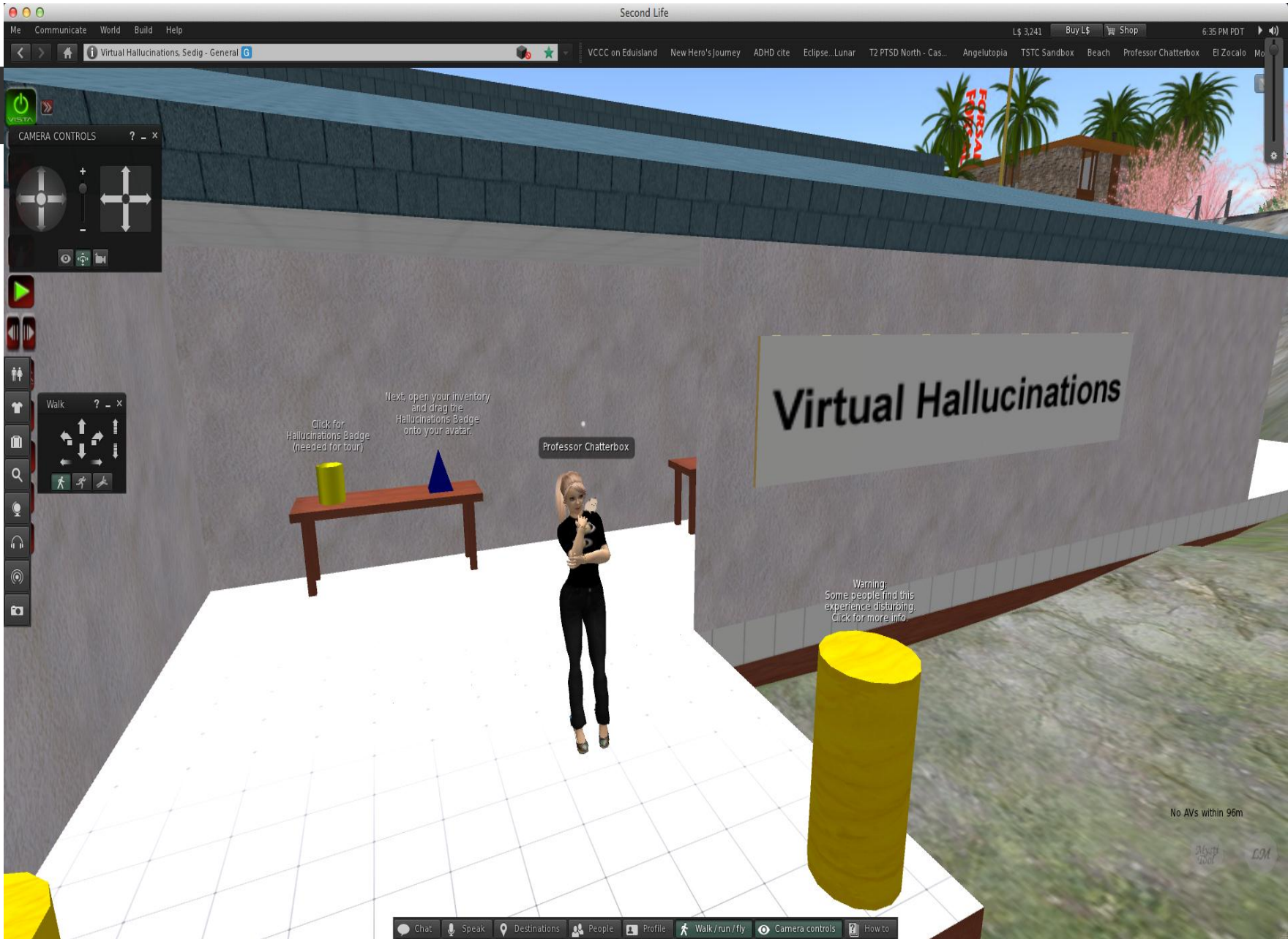
- John Dewey said, "if we teach today as we taught yesterday, we rob our children of tomorrow"



■ **Challenge:** Students struggled with the concept of Google Documents usage

■ **Solution:**

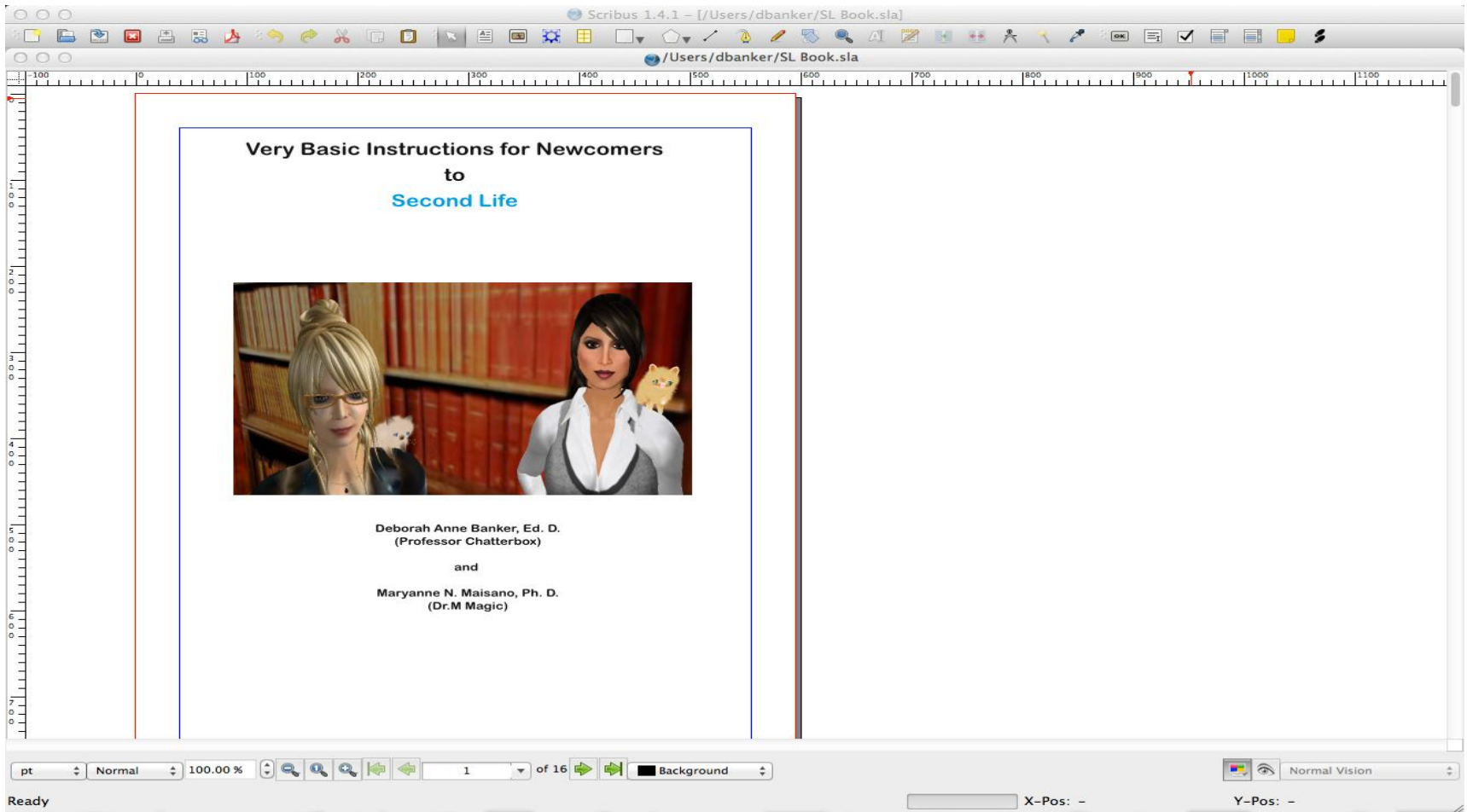
- Used Google Docs as a social media
- Created a wiki for sharing avatar names (remove isolation)
- Created a calendar table to sign up for in-world meeting times with instructor
- Created wiki for students sharing their schizophrenic lab experience



□ **Challenge:** Students could not always access the Second Life orientation instructions in-world

□ **Solution:**

- Instructor created an e-book with instructions
- Linked the e-book to the course LMS
- No cost to students



Questions ?????

References

- Hara, N., & Kling, R. (1999). Students' frustrations with a web-based distance education course. *First Monday*, 4(12), 5. Retrieved May 25, 2010 from <http://wotan.liu.edu/doi/data/Articles/doifirmony:1999:v;4;1;12;p;5.html>
- Ke, F. & Carr-Chellman, A. (2006). Solitary learner in online collaborative learning: A disappointing experience? *The quarterly Review of Distance Education*, 7(3), 249-265. Retrieved from http://www.fp.ucalcary.ca/maclachlan/EDER_679.16_Winter_2007/collaboration_online.pdf

Thank You