



Final Schedule

- 09:30 Registration
With breakfast served from 9am
- 10:00 Introduction/Housekeeping
Sarah Price, JISC Regional Support Centre Scotland North & East
- 10:10 Keynote 1: Virtual Worlds in Education
Andy Powell, Eduserve
- 10:45 AM Parallel sessions
- 12:15 Lunch
- 13:15 Meet the presenters
With refreshments
- 13:45 Keynote 2: Implementing Virtual Worlds
Pauline Randall, Virtual-e
- 14:20 PM Parallel sessions
- 15:50 Closing
Fionnuala Carmichael, JISC Regional Support Centre Scotland South & West
- 16:00 End

Parallel Sessions

AM Parallel Sessions (10:45 – 12:15)

	"Free me from my Second Life"	p.3
	"Learning and Assessment in Second Life with Moodle"	p.3
	"Simultaneous delivery of eLearning into virtual worlds and the web"	p.3
	"Who in the world are you? Identity tourism in Second Life"	p.4
	"Step out in Style - <i>A workshop exploring the principles of fashion design in Second Life</i> "	p.4
	"The Quest for Learning"	p.4
	"Take Your Virtual Worlds to the Dentist - <i>and fill those gaping cavities with meaningful learning</i> "	p.4
	"Virtually there... an introduction to Second Life"	p.5
	1. "Spinning rubber ducks, floating lizard lounges and giddy-up dragonflies" 2. "Wanna meet the new teacher? C U There!"	p.5
	1. "Virtual Worlds as Collaborative Design Environments" 2. "Theatron 3 - Educational undertakings in Second Life"	p.5/6

PM Parallel Sessions (14:20 – 15:50)

	"Free me from my Second Life"	p.3
	"Learning and Assessment in Second Life with Moodle"	p.3
	"Simultaneous delivery of eLearning into virtual worlds and the web"	p.3
	"Staging Second Life"	p.6
	"Digital mise-en-scène"	p.6
	"Pipe Dreams"	p.6
	"Reincarnation for Virtual Worlds - <i>Free Tools to facilitate endless creation and re creation of real learning, in virtual worlds</i> "	p.7
	"Tooled up for Virtual Worlds"	p.7
	1. "Legal Aspects of Virtual Worlds" 2. "Worlds Apart: Inclusion benefits and barriers of Virtual Personae" 3. "Virtual Virtue - The Ethical Use of Second Life"	p.7/8

- Second Life (SL) experience required to participate in these sessions.
- Hands-on session (Non-SL or Intro SL). No previous experience required to participate.
- Case studies/Standard presentations.

Session Descriptions

“Free me from my Second Life”

J Ross Nicoll & Kristoffer Getchell (University of St. Andrews)

Second Life provides a fascinating and rich virtual world platform, however inherent in its nature are numerous drawbacks for educational use. Inability to mix under and over 18s in the same areas, lack of restrictions on content, inability to backup your own content, downtimes occurring to suit US time zones and frequently forced viewer upgrades are amongst the challenges faced in its use within education. The University of St Andrews has been researching the use of OpenSim, an open source alternative to Second Life.

This session will look at what OpenSim can and can't do, how it helps and how it hinders. A practical demonstration of an archaeological dig in Second Life and its equivalent in OpenSim will be presented. We'll also cover details of the Open Grid Protocol, which will enable teleports between Second Life and external grids (such as OpenSim based worlds), and of the OpenSim hosting and support St Andrews can offer to interested institutions.

“Learning and Assessment in Second Life with Moodle”

Daniel Livingstone & Peter Bloomfield (University of the West of Scotland)

The SLOODLE project's goal is to turn the 3D world of Second Life into a true 3D virtual learning environment. The project integrates Second Life and Moodle, allowing both access to web-based resources inside Second Life and the ability to contribute to Moodle directly from Second Life. A range of tools have been created to support learners and teachers, including: a web-intercom which logs Second Life chats in Moodle and allows users on the web to talk to those in the virtual world; a virtual drop-box for submitting assignments in Second Life and grading in Moodle; a quiz tool which lets students answer Moodle-authored quizzes in the virtual world - their responses and grades being stored on the web.

In this practical demonstration, participants will have the chance to learn from a simple curriculum while using various SLOODLE tools. Through this exercise, participants will have an opportunity to see how SLOODLE provides enhanced support for learning and teaching in Second Life through integration with the popular open-source Moodle VLE. There will also be opportunity to discuss the principles and ideas behind SLOODLE, and to review examples of where SLOODLE has been used to support classes internationally.

“Simultaneous delivery of eLearning into virtual worlds and the web”

David Burden (Daden Limited)

As part of the JISC PREVIEW project Daden have been working with the University of Coventry and St George's Hospital, London on problem based learning in virtual worlds. The Coventry work has been based around “avatar driven scenarios” using our Discourse chatbot engine to create characters who can guide, act out eDrama and interact with students. The St George's work has centred around “information driven scenarios”.

Using the Medbiquitous Virtual Patient XML standard we have created a web and virtual world based system which allows tutors to author eLearning exercises on the web and then have students experience them either in low fidelity on the web or through a rich environment of objects, mannequins and avatars in Second Life.

Although designed for medical students the MVP standard can actually be used for any subject. The workshop will demonstrate how exercises are authored and how they are then experienced by students on the web and in Second Life.

“Who in the world are you? Identity tourism in Second Life”

Fiona Littleton & Jen Ross (University of Edinburgh)

It can be useful for students to experiment with the personas that they present to clients, employees and customers in professional situations. The University of Edinburgh has a vast amount of experience investigating the potential of ‘identity tourism’ within a virtual world.

As well as plenty of hands on work around presenting your avatar, you will also have the opportunity to meet Fiona’s colleagues and some of her students within Second Life to discuss their experiences of using virtual worlds as part of everyday learning and teaching.

“Step out in Style - A workshop exploring the principles of fashion design in Second Life”

Shri Footring (JISC RSC Eastern)

You can be whoever you want to be in a virtual world - dressing with style need not break the bank! You will find a dazzling array of outfits and accessories on the Main Grid of Second Life. The techniques required to make them are based on a few basic underlying principles, which are not difficult to apply, particularly if you are familiar with digital image manipulation (that is, using software like GIMP, Photoshop or similar).

Can this ability to make “the clothes of your dreams” in a virtual world at insignificant cost be used to support learning? You decide. In this hands-on workshop we will begin by looking at how some educators are using re-creations of historical costumes as well as experimenting with creating new designs in a learning environment. We will then learn how to modify existing clothes, create new shapes and designs by modifying templates, and then move on to adding ‘prim’ accessories such as flowing skirts and hats.

“The Quest for Learning”

Stephanie O’Donnell (ABE Tutor/bksb Advisor) & Helen Adam (ABE Tutor)

Many educators realise the potential benefit of incorporating computer games into the classroom as a way of enhancing motivation. The Quest for Learning, part of the Neverwinter Nights programme, utilises custom-built game content from a multi-million dollar commercial game, to develop learners’ literacy, numeracy and problem-solving skills. This workshop provides the chance for you to experience this award-winning motivational tool.

“Take Your Virtual Worlds to the Dentist - and fill those gaping cavities with meaningful learning” AM Session

Andy MacPherson (Learn TPM Ltd.)

Thinking Worlds by Caspian Learning is a global leader in the application of 3D games and simulations technology for learning. It is routed in delivering meaningful, structured learning within highly engaging 3D virtual environments

Thinking Worlds has been applied to over 40 different learning applications in a range of contexts in education and industry.

Thinking Worlds Version 2 is now published free to education under a non commercial, creative commons license. The free release includes an authoring tool, player and a range of free content and resources.

“Virtually there... an introduction to Second Life”

Pauline Randall (Virtual-e)

For those new to Second Life, this workshop has been designed to teach you the basics of communication, navigation and interaction within the virtual environment. You'll be led through a series of collaborative activities, culminating in a short learning sequence that introduces you to the possibilities for teaching and learning in Second Life.

After completing this workshop, you will be able to join any of the Second Life hands-on sessions in the afternoon.

“Spinning rubber ducks, floating lizard lounges and giddy-up dragonflies”

Nicole Cargill-Kipar (Heriot-Watt University)

This presentation looks at some of the findings of last year's project in the School of Mathematical and Computer Sciences. Fourth year and MSc students on a Multimedia Design course learned a range of technical and creative skills through designing and building the Heriot-Watt island within Second Life.

Instead of coming into a pre-designed virtual world, students created their own environment while developing a portfolio of skills. Research throughout the project focused on social presence within the Second Life learning environment, and how the idea of self impacted on student learning.

Investigating collaboration within and between groups to reach a coherent whole, this constantly evolving process examines:

- categories of group work
- case studies of coherence (what works and what doesn't)
- negotiation,
- individual learning,
- consultation,
- communication *and*
- adaptation

“Wanna meet the new teacher? C U There!”

Kathy Trinder & Ferdinand Francino (Glasgow Caledonian University)

Glasgow Caledonian University, like many HE institutions, are currently developing spaces and activity in Linden Lab's "Second Life" 3D Virtual World. GCU's initial top-down push for a presence in SL came from a marketing and recruitment perspective, but this has been closely followed by uptake for teaching & learning and student support.

Our approach and project philosophy of '*by the community for the community*' are, perhaps, a little unusual in the context of HE. This presentation will highlight our approach, discuss the community aspects of the project, and showcase some of the learning and teaching activity being developed by staff and students.

“Virtual Worlds as Collaborative Design Environments”

Scott Chase (University of Strathclyde)

The growth of internet based communication has facilitated the development of open source, collaborative methods of working, with growing exploration of virtual worlds as potential working environments. This presentation describes their use for architecture, product design and manufacturing, with examples from Second Life for idea generation, collaborative design, and virtual manufacturing.

“Theatron 3 - Educational undertakings in Second Life”

Brett Lucas (English) & Lisa Whistlecroft (PALATINE)

The English Subject Centre and PALATINE the Dance, Drama & Music Subject Centre, both funded by the Higher Education Academy, are collaborating on the educational component of an exciting new project in the 3D virtual world Second Life. The project involves the importing of a range of pre-existing 3D theatre models into the Second life environment and supplementing these with existing and new interpretative content and a spectrum of original interactive tools, scenarios and automated tutorials, incorporating manipulable and customisable actors, props, sound effects, lighting and scenic technologies, streaming video and scripts enabling individual and group movement/choreography.

This presentation will provide an overview of the project, the new scenarios to be developed and tested which will allow a wide range of subject areas - including but extending far beyond the performing arts - to take advantage of the social, collaborative and interactive aspects of this shared virtual environment

“Staging Second Life”

Joff Chafer (Coventry University)

This will be a hands-on workshop looking at integrating the real with the virtual. Focussing on ways that Second Life could practically be used in the teaching of the arts, with a particular emphasis on live performance, we will look at how arts practitioners are already using the virtual world, tools that have been created to facilitate their work and places that are currently, or could be appropriated for, performance.

Based on projects that undertaken in June 2008 at Coventry University and September 2008 at UniSA (Adelaide) we will be using cameras, real and virtual, and projection to combine live Second Life and real images.

“Digital mise-en-scène”

Annabeth Robinson (Leeds College of Art and Design)

Using Virtual Worlds to explore Film and Video practice. This session is a demonstration exploring how Second Life's environment can be used to enhance practical and critical skills in film and video production and direction. The demonstration will include a virtual TV studio tool for use in Second Life.

“Pipe Dreams”

Majid Al-Kader (Skills2Learn)

Skills2Learn have formed a consortium (“Business and College for Employment Skills BaCfES”) with two London based colleges and a skills-training provider to develop advanced virtual reality based e-learning programmes supporting colleges and Training Centres.

This session will allow delegates to look at the plumbing/gas plumbing programme, which contains seven fully interactive e-learning modules, each having an end-test and interactive scenarios. Tap into this and you'll experience a potential and highly innovative use of technology in vocational education.

“Reincarnation for Virtual Worlds - Free Tools to facilitate endless creation and re creation of real learning, in virtual worlds.” PM Session

Andy MacPherson (Learn TPM Ltd.)

Thinking Worlds Version 2 is published free to education under a non commercial, creative commons license. The free release includes an authoring tool, player and a range of free content and resources which can be endlessly repurposed and extended.

Thinking Worlds has been used to create learning resources in the semiconductor and pharmaceutical industries and for the military. It is hugely powerful yet very simple to use. In Aberdeenshire school children as young as primary 5 are using it to create and share resources. An opportunity to see how quickly and easily you can generate and share your own resources.

“Tooled up for Virtual Worlds”

Jacky McMillan & Andrew Shaw (LearnDirect Build)

This workshop will focus on the virtual world learning materials that Learn Direct and Build has developed for construction students in Scotland’s colleges. The materials are not only being used in construction, other curriculum areas are also beginning to pick them up.

The hands on session will allow users to explore a number of different virtual environments including a building site, a stonemasons’ yard, a traditional house and a fire safety training centre.

“Virtual Virtue - The Ethical Use of Second Life”

Lucy Armitstead-Pinkney (Newcastle University)

Virtual worlds such as Second Life offer an excellent opportunity for active learning and are generating a lot of interest from educational professionals and students alike. Whilst there are many benefits to be found in utilising virtual worlds, there are also ethical issues involved in encouraging students to use them. It has been found that whilst virtual worlds offer educational advantages, they can also put students in situations where they may be bullied online or may be exposed to adult content that they find offensive. If, as educators, we encourage students to enter and engage with these worlds, we need to be prepared to take reasonable steps to protect students from problems online.

This presentation outlines the major ethical issues that educational practitioners should consider before introducing a virtual world such as Second Life to the classroom and discusses how policy regarding the use of virtual worlds should be designed and implemented by colleges and universities. It is hoped that this paper will result in a forum for those concerned with the ethical use of technology in education to share ideas on how both the students and the institutions themselves can be protected from ethical issues in virtual worlds.

“Legal Aspects of Virtual Worlds”

Jason Miles-Campbell (JISC Legal)

The objective of this session is to identify the policy elements an institution should have in place in order to manage the legal risks associated with the use of MUVes in further and higher education. This includes consideration of data protection law, freedom of information law, intellectual property law, accessibility law, breach of duty of care, under 18s and the law, and liability for illegal content.

The session will briefly review why being aware of the legal issues is necessary; it will look at the main areas of legal risk, and indeed, legal opportunity; this will be followed by a presentation of the policy decisions that need to be taken; finally, the session will consider the frequently asked questions which come up in this area, and questions from participants.

“Worlds Apart: Inclusion benefits and barriers of Virtual Personae”

Rob Pearce (Higher Education Academy Engineering and Materials Subject Centres)

As well as providing the opportunity to deliver to students social and spatial scenarios which would be impossible or extremely costly to simulate in real life, the buffer of a virtual persona produces many other benefits pertaining to social interaction.

These range from combating shyness and reluctance to engage in face-to-face discussion through to autistic spectrum characteristics.

But the stripping away of a lot of the established methods, protocols and habits of communication and learning approaches is not always a win-win. It is possible that there are as many inclusion barriers as benefits, and this session attempts to present the key issues in this contentious area.