Teaching in virtual words

Schome and Second Life

Schome

- My background-disability, new technologies, and transfer of old practices.
- Symbol exchange example, virtual reality and personal agency (2001).
- An inclusive educational environment?
- Peter's looking for new educational systems,- Schome.

Early Days

- Fox's video tour
  - http://uk.youtube.com/watch?v=g6j3uzduzao&feature=related

- Amba's video
  - http://uk.youtube.com/watch?v=aQEKMkGOUO0&feature=relatedMba

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- Ethical issues:-avatar control, research-safety and identity, (procedures)
- avatar appearance and ongoing assent,
- American model pros and cons

- Sheehy, K; Ferguson, R. & Clough, G. (2009) Learning in the Panopticon: ethical and social issues in building a virtual educational environment. *International Journal of Social Sciences.* Vol 2, No 2, pp.89-96.

- Induction sessions – unnecessary!, seeking if/when needed.

- Initially students focussed on customising their avatar, experimenting with building, developing social meeting spaces, a marina, an AI Emporium, and 'classrooms' containing lessons showing other Sparkers about a range of Second Life skills.
- A wide range of activities ensued around the three core strands (physics, archaeology, and ethics & philosophy) as well as a range of others led by staff (e.g. research methods, artificial intelligence and machinima (making films within Second Life), etc) or by SParkers (e.g. a regatta, a wedding, governance meetings, a murder mystery evening, low prim building, chess matches, etc).
- Schome phase 1 report for details/ http://www.schome.ac.uk/publications/

- Access was, as anticipated, particularly problematic for those SParkers from the GOAL cohort.

- A safe environment for, many of whom experienced the social aspects of school life as problematic
- Sparkers-developed *Second Life skills* (from walking through to building, scripting and making videos in-world). Many of these skills have real-world relevance (e.g. building involves manipulation of measures, 3D coordinates and complex 3D shapes) –

- *Knowledge age skills* developed-associated with wiki and forum use.
- ''Second Life does offer affordances that other media lack and that it has the potential to offer powerful new forms of support for learning''- SchomeNAGTY report.