It’s personal; what are the rights and responsibilities of the learner’s avatar?
These 3D immersive environments, where the learner adopts an avatar and becomes the new persona they devise, are becoming the home for serious learning as well as still retaining their more vicarious activities.

“Hardly a week goes by without some reference within the media to the dangers of the internet. Such is the fear raised, that the temptation is to pull the plug and return to life before the PC.

This is, of course, a ridiculous and extreme reaction, but nevertheless we have to weigh up the enormous opportunities that the internet can bring against the dangers” (Becta, 2004:1).

resilience

content, contact and conduct
Senior lecturer in ICT at Roehampton, enthusiast for open and social technology and learning. Former mathematician and head teacher. Music, photography, cookery...
Be aware that the social world is: where work gets done, where meaning is constructed, where learning takes place every day, where innovation originates and where identities are formed.

Etienne Wenger, 1991
It is the game-like qualities which serve to enrich the virtual environment, setting it aside from the physical world by delimiting activities performed there. Facilitating experiences that may be highly improbable in the physical world.
An audio-visual digitalised representation of the owner

Roo Reynolds 2005

The fullest possible expression of self in the online environment at this time

Ted Castronova 2007

I, Avatar

A social creature dancing on the border between fiction and fact

Mark Meadows 2008

An embodied agent entirely driven by a computer algorithm

Jeremy Bailenson 2008
Consider:

- role
- experience
- reason
- coping
- living

Ego

the external world

perceptual consciousness

preconscious

repressed

cap of hearing

Id
What about money?
• buying and giving real gifts;
• trading real items;
• building reputation and trust; and
• PayPal, Linden and banks in general.
Consider:

- flamers;
- griefers;
- philanderers;
- bullies; and
- paedophiles.
Consider the learner:

- entitlement;
- responsibility;
- opportunity;
- vulnerability; and
- expectations.
"Educational philosophies evolve in response to the needs of each era and in harmony with available technology”
(Schneiderman 1998)
Virtual Worlds fall into two categories

- Narrative
- Story-Centric
- Game-Centric
- Open-Ended
- Social-Centric

3DiVV
When all Learning Domains are engaged a condition of immersion is attained which promotes deeper learning and retention.
Cognitive Domain
- Blooms Taxonomy
- Cognitive Domain
- Adapted by Anderson & Krathwohl (2001)
- Additional adaptation for Web 2.0 by Churches (2008)
- Extended to Web 3Di

Emotional Domain

Dextrous Domain
- Loosely based on Blooms Taxonomy – (incomplete) Psycho-Motor Domain
- Developed to Web 3Di for Dexterity at the Interface with the Virtual world

Social Domain
- Adapted from Wang & Kang (2006) ‘Cybergogy for engaged learning’, extended from Web 2.0 to Web 3Di
5 Learning Archetypes

Instructional strategies as building blocks for facilitating learning
Learning Archetypes as tools of Cybergogy for a 3D educational landscape: A structure for eTeaching in Second Life
Scopes L.J. (2009)

Full paper available at: http://eprints.soton.ac.uk/66169/

Full (1 hr) video version of ‘Castles in the Air’ presentation available at: http://www.blip.tv/file/2320570/

Plenary
What are the rights and responsibilities of learners?

it’s social;
it’s everywhere;
we’re all doing it – including institutions;
cybergogy domains and archetypes;
dextrous, emotional, social and cognitive;
assessment, peregrination, role play, meshed and simulation;
resilience – content, contact and conduct.