

It's personal;

what are the
rights and
responsibilities of
the learner's
avatar?







twitter



USTREAM.TV



SECOND®
LIFE



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

[View Photos of Miles \(7\)](#)[Send Miles a Message](#)[Poke Miles](#)

Senior lecturer in ICT at Roehampton, enthusiast for open and social technology and learning. Former mathematician and head teacher. Music, photography, cookery...

Information

Networks:
[Roehampton Faculty](#)

Relationship Status:
Married

Birthday:
March 12

Current City:
[Godalming, United Kingdom](#)

Website:
<http://twitter.com/mberry>
<http://www.thesocialspace.net>

[View Photos of Me \(16\)](#)[Edit My Profile](#)[Write something about yourself.](#)

Information

Networks:
[Uni. Southampton Staff](#)

Relationship Status:
Married

Birthday:
October 28,

Friends

[77 friends](#)

Dan
Gardner

[View Photos of Kerry \(193\)](#)[View Videos of Kerry \(5\)](#)[Send Kerry a Message](#)[Poke Kerry](#)

Information

Networks:
[Uni. Derby Alum '06](#)

Relationship Status:



In this photo: Matthew Woolland

Added December 15, 2006 · Comment · Like



Ian Lindsey What u done this time Mattie??

May 21, 2007 at 12:32am · Like · Report

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

Notices

Shared Spaces

Text Chat

Call VoIP

Group Conference

Instant Message

Profile

Notecards

Shared Spaces

Text Chat

Call VoIP

Group Conference

Instant Message

Private

Spatial Voice

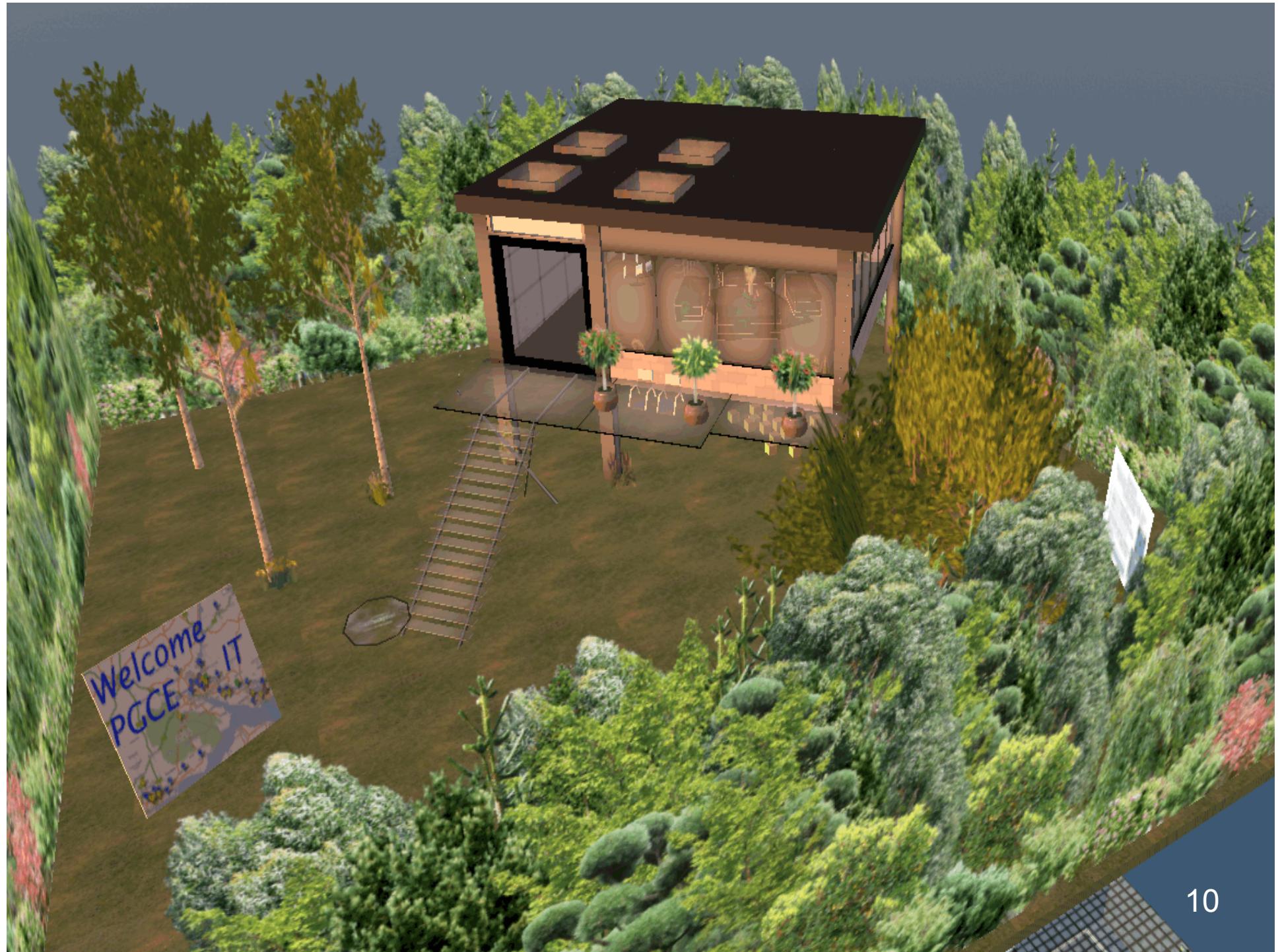
Public

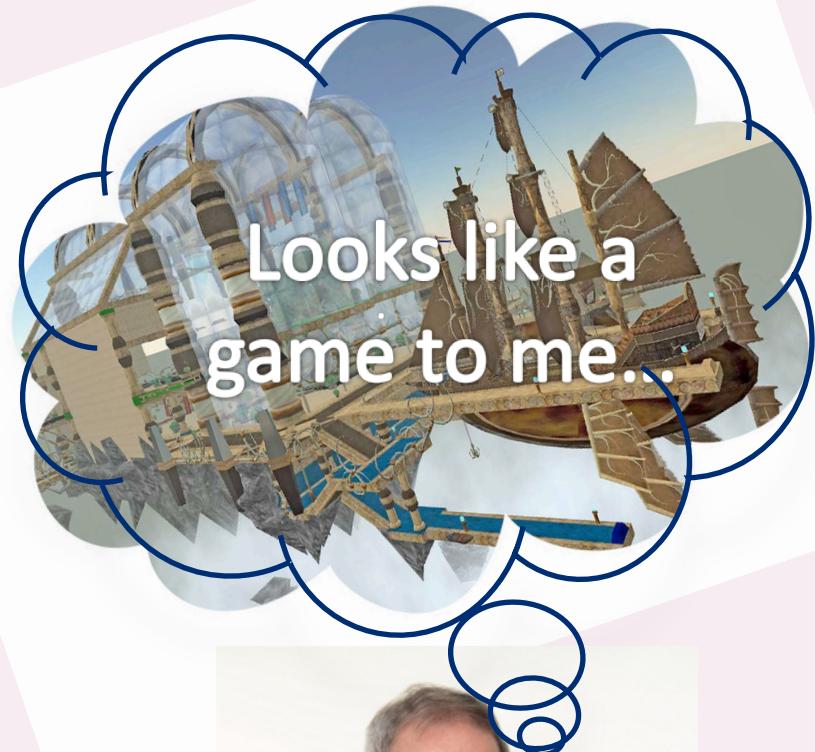
SLIM

Public

Private

Spatial Voice





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

I AVATAR

A SOCIAL
CREATURE
DANCING ON
THE BORDER
BETWEEN
FICTION AND
FACT

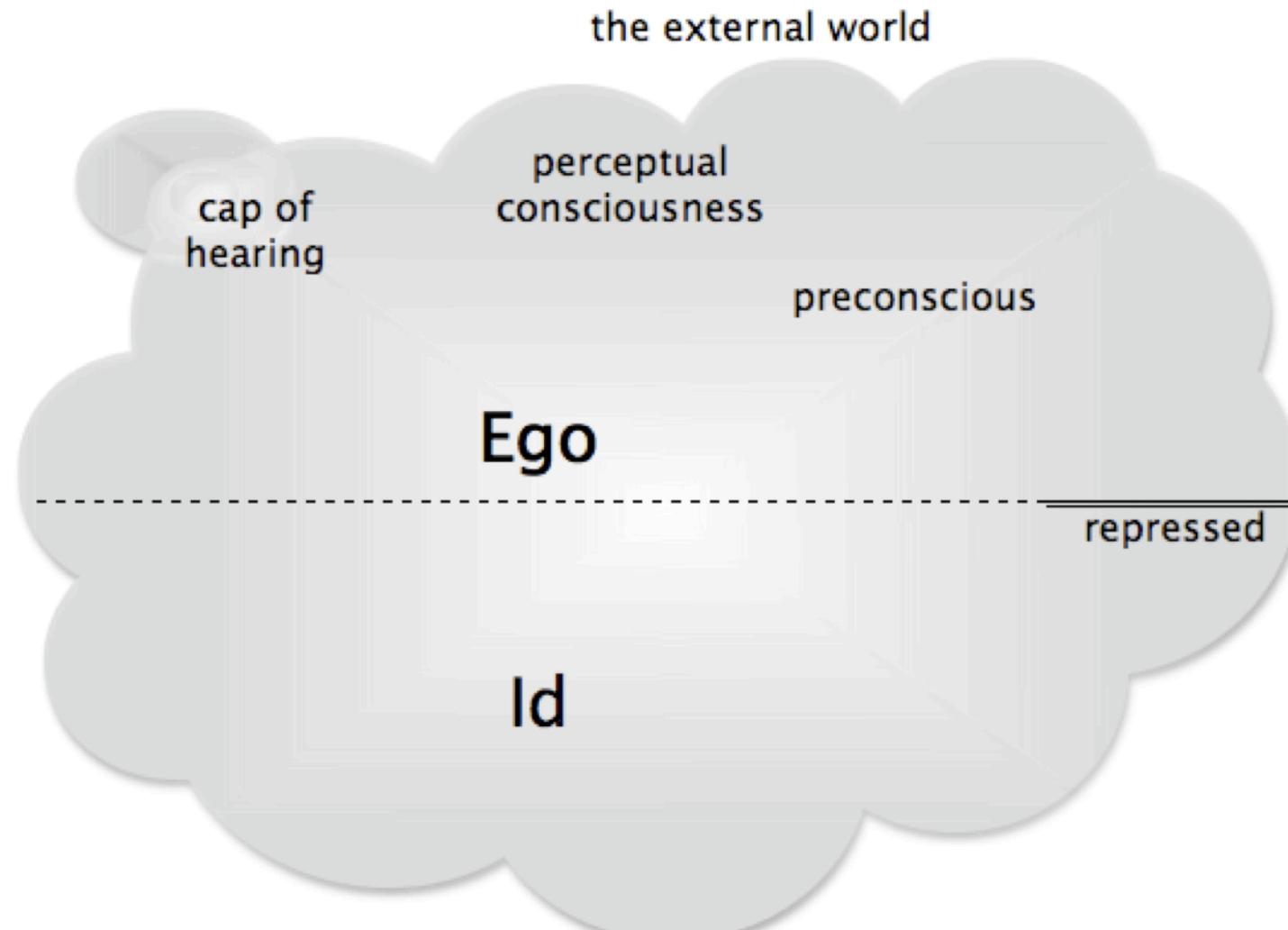


MARK MEADOWS 2008

An embodied agent entirely driven by a
computer algorithm Jeremy Bailenson 2008

Consider:

- role
- exp
- rem
- copi
- livin



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:

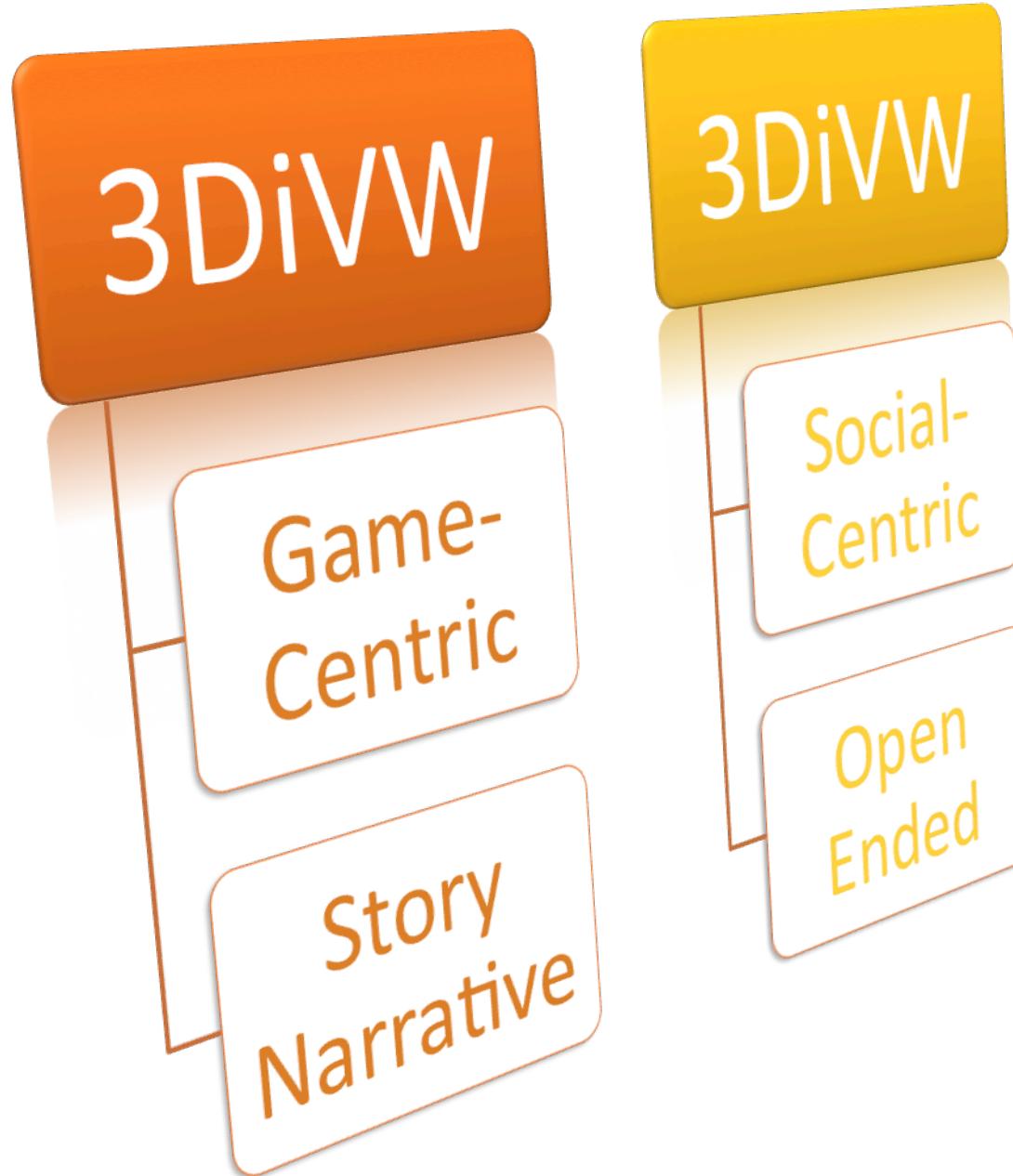
- entitlement;
- responsibility;
- opportunity;
- vulnerability; and
- expectations.

"Educational philosophies evolve in response to the needs of each era and in harmony with available technology"

(Schneiderman 1998)

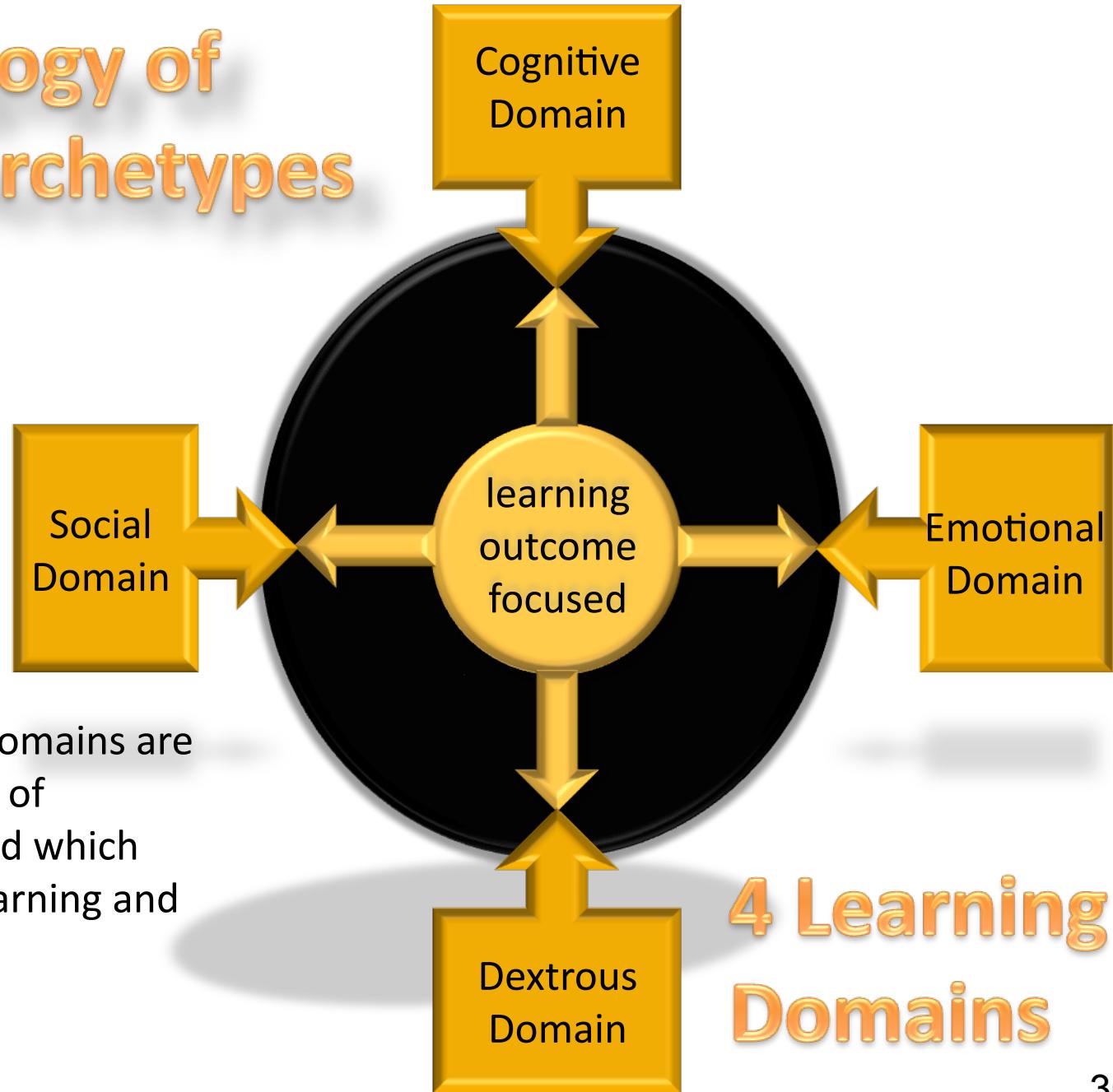


Virtual Worlds fall into two categories



Cybergogy of Learning Archetypes

- Cognitive
- Dextrous
- Social
- Emotional





Cognitive Domain

- Blooms Taxonomy
- Cognitive Domain
- Adapted by Anderson & Krathwhol (2001)
- Additional adaptation for Web 2.0 by Churches (2008)
- Extended to Web 3Di



Emotional Domain

- Salovey & Meyer (1994) 'Ability based Model of Emotional Intelligence
- Goleman (1998) 'Working with Emotional Intelligence'



Dextrous Domain

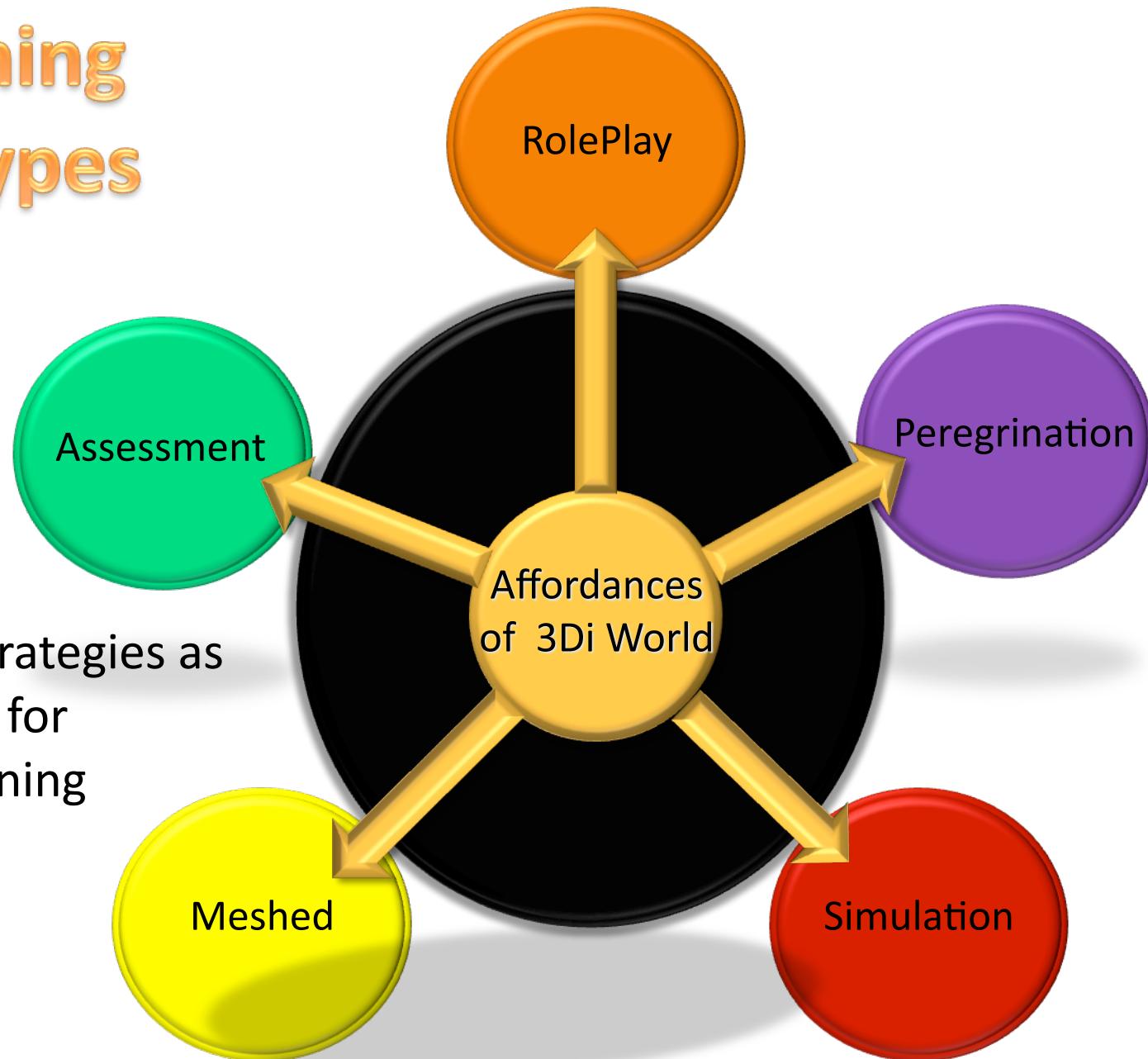
- Loosely based on Blooms Taxonomy – (incomplete) Psycho-Motor Domain'
- Developed to Web 3Di for Dexterity at the Interface with the Virtual world



Social Domain

- Adapted from Wang & Kang (2006) 'Cybergogy for engaged learning', extended from Web 2.0 to Web 3Di

5 Learning Archetypes



Learning Archetypes as tools of Cybergogy for a 3D educational landscape:

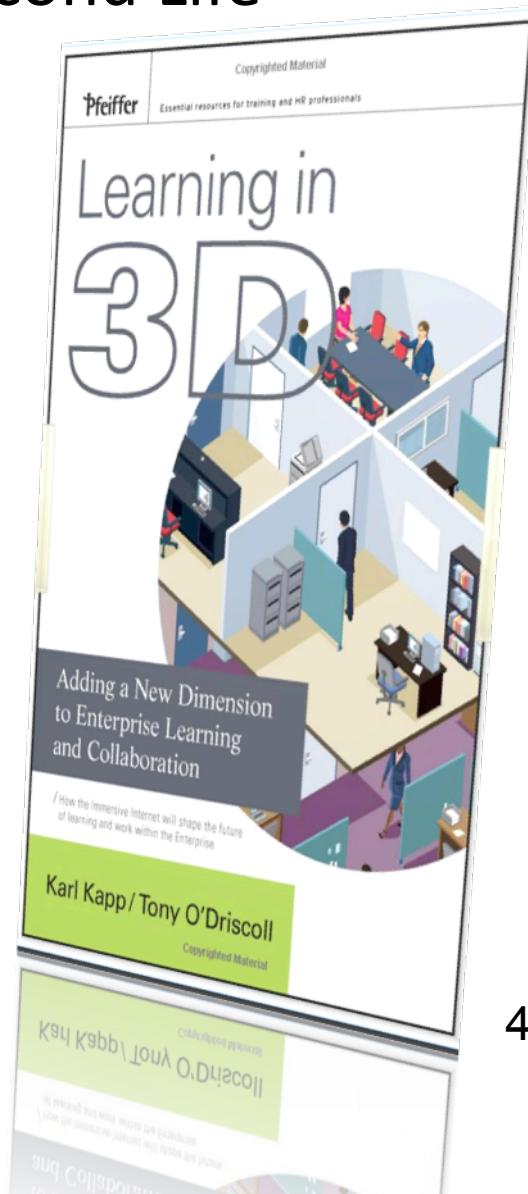
A structure for eTeaching in Second Life

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/>

Contributor to Kapp & O'Driscoll (2010) 'Learning in 3D: Adding a New Dimension to Enterprise Learning and Collaboration', Pfeiffer, USA (Chapter 5, p89 – 117) <http://www.amazon.com/>



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.

