Chat-log of "3rd Workshop of VW Teacher Training Project"
23 Nov, 2013

Participants

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      Callie (cpieringer)

      Natalie (DoraApfelbaum), University of Applied Sciences and Arts Northwestern Switzerland

      Fidget (FidgetsWidgets): transcribing for audio trouble participant.

      Fumon Crystal, Abyss Observatory

      Greg Prumier, Northern Virginia Community College

      Jawsome (Jes Cobalt), The Science Circle

      Kevin (kulioh Resident), University of San Francisco

      Librrty Resident

      Brant (MrK Kas), The education University of Hong Kong

      Leo Mandelbrot

      Chantal (Nymf Hathaway), The Science Circle

      Patio Plasma, Exploratorium

      Prof. Dan (Profdan Netizen)

      Sheila Yoshikawa, Infolit iSchool

      Sidney Archer (sidneyarcher): Beth's alt for recording.

      Valerie (Valibrarian Gregg)

      Yan Lauria, Abyss Observatory

[08:02]   Yan: Hello everyone. Now we start 3rd workshop of Virtual World Teacher Training Project.

My name is Yan Loria, Abyss Observatory, Japan. I also build Art History Museum at STEM Island and Education Portal, a teleport hub to educational places, below this tower.

Today, I'll give a guided tour of this Teacher Training Tower.

[08:03]   Yan: Before starting the tour, Let me introduce our Virtual World Teacher Training Project.

Purpose of this project is to build orientation area for educators who use virtual world for various education. I'm working on this project with Greg Perrier, Natalie Nussli and Kevin Oh under support of the Science Circle.

[08:04]   Yan: Start point of this project is Natalie & Kevin's papers about VW Teacher Training.

They reviewed overall papers about VW education, identified various unique benefits and developed a scheme of Teacher Training Plan. On the other hand, Greg Perrier has lots of experiences at NOVA, Northern Virginia Community College.

[08:05]   Yan: It takes long time for me to synthesize academic papers of Natalie and Kevin and practical experiences of Greg.

Today, I'll guide you the result at this tower. Please mind here is under development but I'll show you for sharing common image of VW Teacher Training and for further involvement of interesting people for further development of this tower.

[08:09]   Yan: [Overview]

At first, I'll talk about whole structure of this tower.   Greg proposed several components of orientation zone and I re-arranged them vertically.

Level 1: Useful cases of VW education, and weaknesses and their countermeasures including alternate platform like real life classroom.

Level 2: Sample educational places, you can see YouTube movie, and sample of educational builds.

Level 3: Technical tutorials, important part of this tower, but I think we need to depend on newcomer support regions.

Level 4: Lesson Plan development. I don't have good idea yet.

Level 5: Educator's tools like slides presenter.

Level 6: Educators' communities.

Level 7: Build and Campus specific issues.

[08:11]   Yan: Then, from now, I'll talk about detail of each floor and discuss with you for each floor.

Please keep (within) 19 m from me

[08:11]   Beth: Fidget, thank you so much for transcribing! and Yan, thank you for having text!

[08:12]   Yan: Virtual World education has several unique benefits but there are also many weaknesses like technical problems.

[08:12]   Yan: We don't need to realize same education in Second Life like Real Life education.
There are various education platform, like real life classroom, web based e-learning, Second Life, OpenSim Grids, Sim on a stick, Minecraft and some new platform are under development.

[08:13]   Yan: So we start from finding good educational use cases using VW.
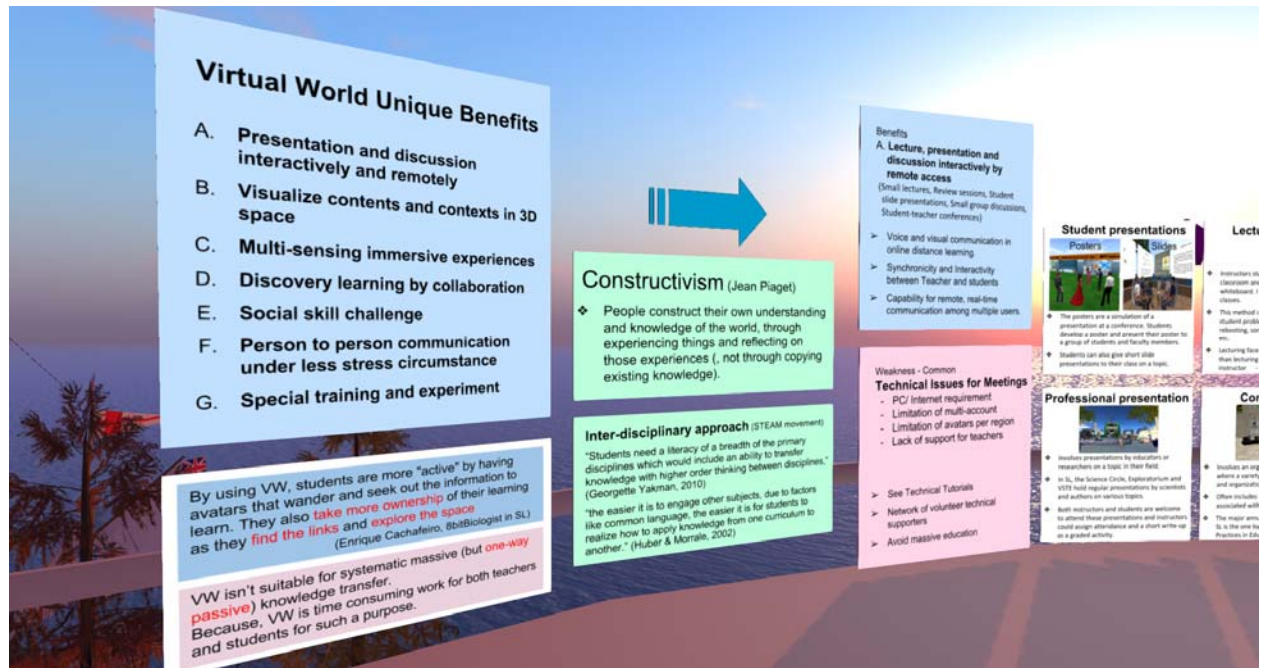
[08:13]   Yan: I sorted in A to G, 7 use cases.

A.   Presentation and discussion interactively

B.   Visualize own idea in 3D space

C.   Multi-sensing experiences

D.   Discovery learning by collaboration

E.   Social skill challenge

F.   Person to person communication under less stress circumstance

G.   Special training and experiment

(Yan: And for each case, Greg provide his experiences, and I added each weaknesses and countermeasures.)

(Yan: Countermeasures are of course including making tutorials of this tower, and also including to propose alternate platform like real life classroom, OpenSim, Sim-on-a-Stick.)

[08:15]   Yan: I think 8bitBiologist summarize VW education well, "By using VW, students are more "active" by having avatars that wander and seek out the information to learn. They also take more ownership of their learning as they find the links and explore the space"

[08:16]   Yan: And I think we need to admit, "VW isn't suitable for systematic massive knowledge transfer from teacher to student. Because, VW is time consuming work for both teachers and students for such a purpose."

[08:16] Yan: And I think we also need to consider Constructivism and STEAM movement.

[08:17] Fumon: yes, Jean Piaget

[08:17] Fidget: YL: Constructive says people construct their own understanding of the world through what they experience and reflecting on those experiences.

(Yan: Yakman said " Students need a literacy of a breadth of the primary disciplines which would include an ability to transfer knowledge with higher order thinking between disciplines ")

(Yan: Huber said " the easier it is to engage other subjects, due to factors like common language, the easier it is for students to realize how to apply knowledge from one curriculum to another. ")

[08:18] Fidget: YL: (Visualization using VW) becomes a common language.

(Yan: We can communicate through objects beyond Language deference and time zone deference.)

[08:18] Fumon: :)

(Yan: Case A: Presentation and discussion)

[08:20] Fidget: YL: The boards show 5 cases for A.

[08:15] Patio: regarding A. Virtual worlds let me do presentations to avatars from around the world.

[08:22] Patio: Re. lectures in A, I use my post docs as assistants during lectures, they handle IMs and chat questions.　Then after a few experiences they give the presentation and I assist with questions and IMs

[08:20] Fidget: YL: Case B: (Visualize own idea in 3D space)

[08:20] Patio: Moving to case B now

[08:21] Fidget: YL: Covering the Benefits and Weakness-Common boards of B now

(Yan: I like SL because I can visualize my idea by myself using object oriented building tool. SL has mature marketplace. And we can collaborate through object.)

(Yan: This panel written in Japanese says "SL stimulates one's sleeping creativeness! "

[08:23]　Fumon: "SL ha ne, hito no souzosei wo shigeki surunda "(by a scripter in SL)

[08:23]　Fidget: YL : Case C (Multi-sensing experience)

[08:23]　Fidget: YL: Massive Experiences.

[08:23]　Fidget: YL: Dance, with music and setting, and dress ..

[08:24]　Fidget: YL: live stage events depend on date and time, so it's difficult to guide.

[08:24]　Fidget: YL: This is a new art.

[08:24]　Fidget: YL: We can (display performing) art by YouTube on the prim in SL.

(Yan: Case D (Discover learning by collaboration)

[08:25]　Fidget: YL: Natalie and Kevin point out weaknesses. (Distraction from Learning)

[08:26]　Fidget: YL: Natalie says a balance between teacher control and letting students explore is important.

(Yan: Almost SL museums are bad navigation and orientation. Creator of museum knows but self-learners are difficult to find creator's intention. It is benefits for discover learning with classmates, but for teachers, it takes long time to make lesson plan.)
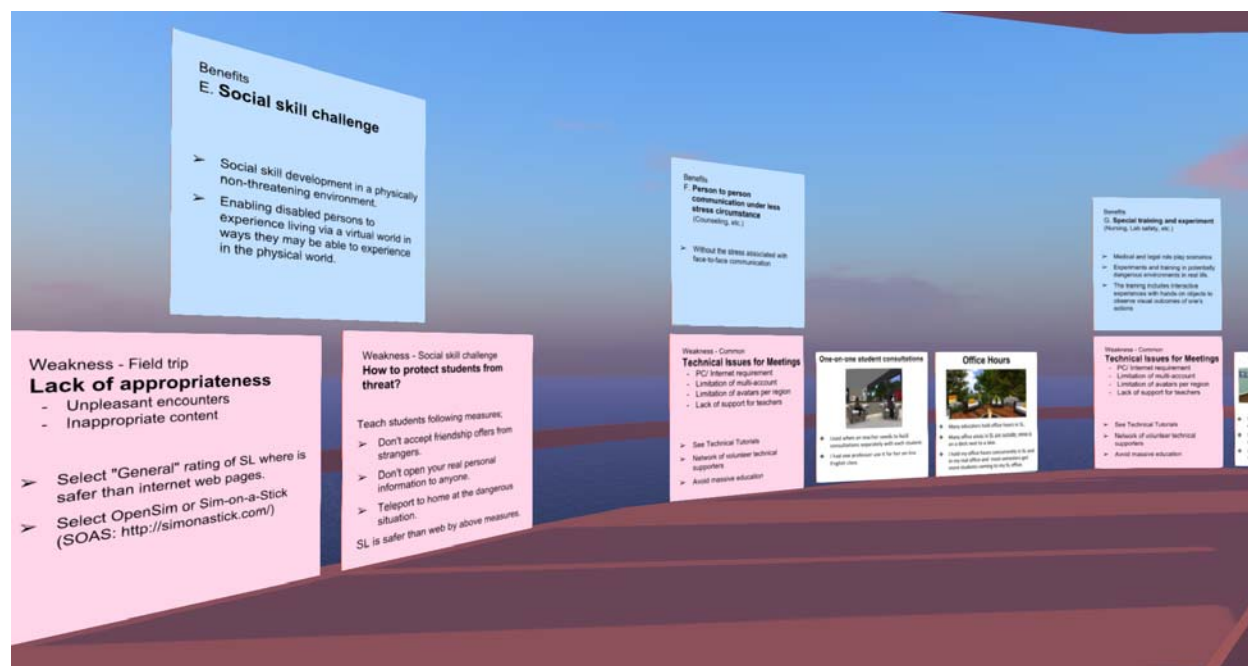
[08:27]　Fidget: YL: Case E (Social skill challenge)

[08:27]　Fidget: YL is reading the Benefits (blue) poster

[08:28]　Fidget: YL: Weaknesses - 2 pink posters. ("Lack of appropriateness" & "How to protect students from threat?")

[08:28]　Fidget: YL: I feel most of OpenSim is very safe.

[08:29]　Fidget: YL: How to protect students is important.

[08:29]　Fidget: YL: Don't accept friendship from strangers.

[08:29]　Fidget: YL: Don't reveal personal info to anyone.

(Yan: I think "Social Skill" includes "How to protect oneself from threat")

[08:29]　Fidget: YL: Case F (Person to Person consultation)

[08:29]　Fidget: YL: I feel you know very well this benefit.

[08:30]   Fidget: YL: Last is: Special Training.

[08:30]   Fidget: YL: Case G (Special Training)

(Yan: Medical and legal role play scenarios, etc. There are several nursing regions, but some region are limited only their students and are not user friendly for self-learner.)

[08:30]   Fidget: YL: We are about done with this floor.

[08:30]   Fidget: YL: Any questions?

[08:30]   Fidget: YL: Any comments?

[08:30]   Greg: I think the question is what is missing from people's experience

(Yan: Sorry I misunderstood what Greg said at that time.   Yes!   Please point out what we are missing for Level 1 from your experiences!)

[08:31]   Kevin: I like the way the information is presented this way compared to PowerPoint slides methods.

[08:31]   Patio: This is a useful outline of benefits and difficulties in virtual world education.

[08:31]   Chantal: Agrees with Kevin... It is attractive as a building and clear in presentation material.

[08:31]   Kevin: Students will need to move with the speaker.

[08:31]   Patio: This will be a good resource for teachers thinking about using virtual world education.

[08:31]   Natalie: Thank you, Yan, for synthesizing the key points.

[08:32]   Dan: The suggestion for General sim setting helps if you have students who are under 18.

[08:32]   Dan: But there are a number of good sims for students that those under 18 cannot access, which is a shame, like many education sims, writer sims, and such.

[08:32]   Patio: I am now doing lots of online workshops in other media such as Adobe Connect and the skills I learned in SL have helped me greatly. This is a good place for teachers to learn.

[08:32]   Fumon: nods . those panels are effective for the scholars , who do not know SL in detail (not us)

[08:32]   Greg: It might be a bit overwhelming at first, but as you reflect on it, please share how we can improve it

[08:32]   Fidget: YL: Yes, this is a start point.

[08:33]   Fidget: YL: We'll collect and reflect on all the comments, even if he cannot respond to them immediately.

[08:34]   Brant: yes

(Yan; All textures of panels are uploaded from Google Slides)

[08:34]   Yan: https://drive.google.com/drive/folders/0B7zfP1cR4AM-bWZtLU5meFVvUGs

(Yan: You can edit or add comment on these Slides)

[08:35]   Fidget: YL: I invite you to comment on these slides.

(Yan: Can we move to next floor?)

[08:35]   Brant: yes

[08:35] Natalie: Yes

[08:37] Fidget: Yes!

[08:37] Fidget: Next Floor!

[08:38] Patio: yes

[08:38] Natalie: Yes

[08:38] Brant: yes

[08:39] Yan: It is very difficult for me to choose demo region from about 300 places of Education. In the end, I picked up regions which have resent YouTube movie by reference to Natalie's proposal.
Please touch each panels. You can see YouTube URL in near-by chat.

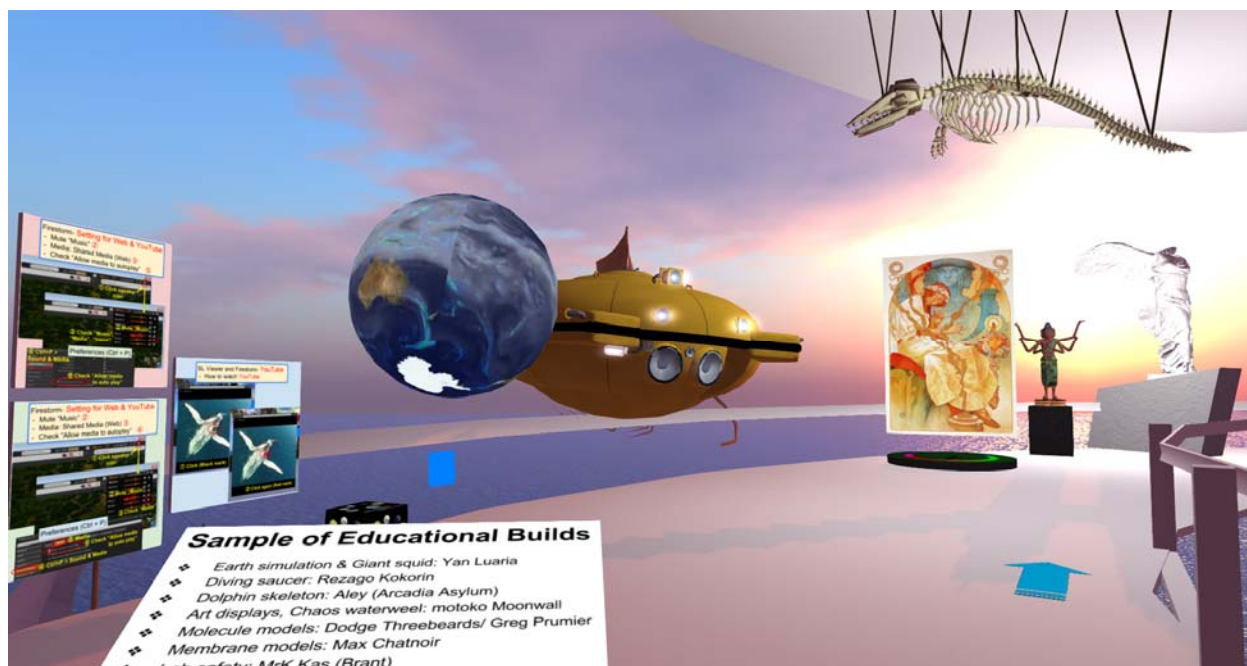[08:39] Fidget: This is awesome!

[08:40] Patio: International spaceflight museum has been good at adding new experiences all the time.

(Yan: These sample regions don't cover all educational use cases because Lecture, meeting, performing art, etc. are depend on date and time.)

(Yan: From here, Sample of Educational Builds)

(Yan: (Earth Simulation) This is YouTube on a Sphere. You need to set "Allow media to auto play" check on "Media" of sound setting and click twice. (click object, then you can see red button. Click red button, then play movie. Recently, LL changed Application Interface for YouTube in SL, From then, Movie is played individually for each avatars, so, we can't see same scene simultaneously, But when URL changes, we can see the change simultaneously.).

[08:42] Fidget: Brilliant!

Sample of Educational Builds
- Earth simulation & Giant squid: Yan Luaria
- Diving saucer: Rezago Kokorin
- Dolphin skeleton: Aley (Arcadia Asylum)
- Art displays, Chaos waterweel: motoko Moonwall
- Molecule models: Dodge Threebeards/ Greg Prumier
- Membrane models: Max Chatnoir
- Lab safety: MrK Kas (Brant)

[08:42] Sheila: when we visited with VWER I got trapped by the giant squid!

[08:42] Sheila: ;-)

[08:42] Brant: ha, ya, me too!

[08:43] Fidget: /me moves into safety from being squid food

[08:43] Fidget: Wow! I love this earth simulation kit!

[08:44] Sheila: ooo yes I just clicked it!

[08:44] Fidget: Gah! Squid!

[08:44] Fidget: :grin::

[08:45] Fidget: This squid love me!

[08:45] Sheila: clearly it loves sunflower kitties!

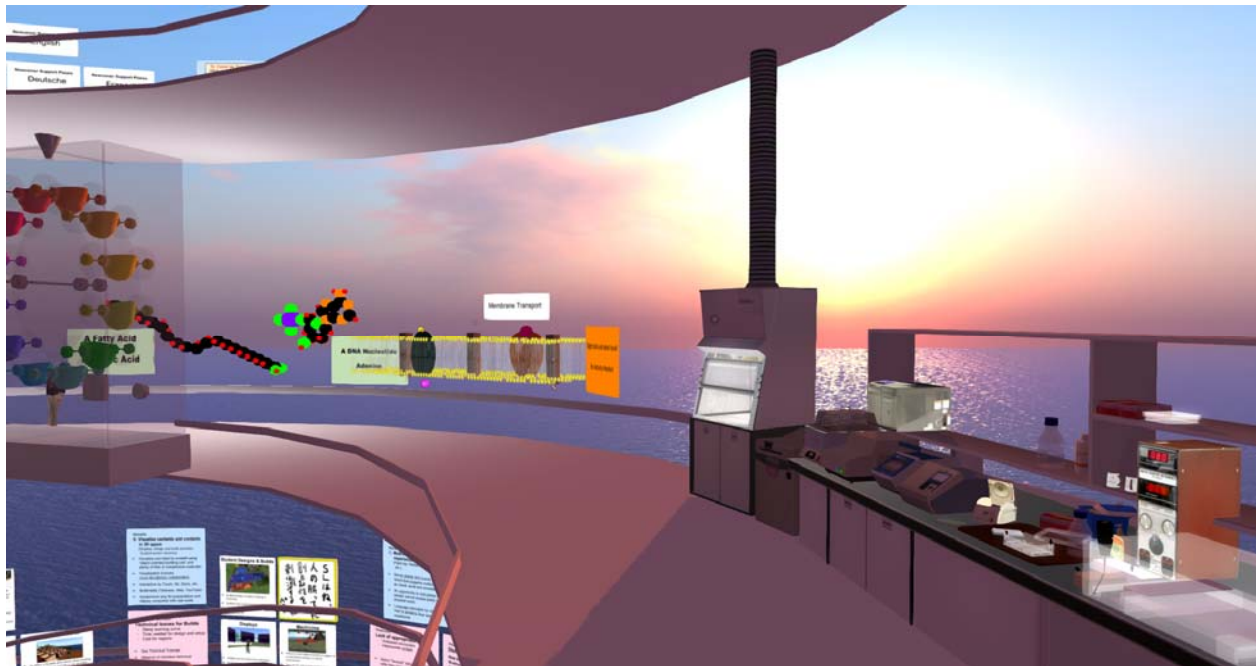(Yan: Texture Displayer by particle and mesh statues)

[08:45] Chantal: Incredible collection, Yan!

[08:45] Brant: Freya's Day

[08:45] Fidget: YL: Comments?

[08:45] Fidget: YL: Remarks?

(Yan: This waterwheel shows constant input induces random rotation. Chaos.)

[08:46]   Fumon: easy to learn physics in SL

(Patio entered inside of waterwheel and broken but recovered by reset button.)

[08:46]   Chantal: :))))

[08:46]   Fumon: :)

[08:46]   Fidget: Go Patio!

[08:46]   Patio: sorry lag got me

(Yan: Greg's molecular model and Mary Ann Clark's membrane model)

(Yan: Brant's Lab equipments. His Lab Safety training facility is designed for self-learning using HUD.)

[08:47]   Brant: Biochemistry labs

[08:48]   Yan: shouts: do you recommend other good sample?

[08:48]   Chantal: DNA string?

[08:49]   Yan: yes agree . Chan

[08:48]   Greg: The idea here is to show teachers new to SL what is possible

[08:49]   Fidget: not yet, but would you prefer IM's or notecards from us as we think of more great demos to recommend to you?

[08:49]   Yan: Yes I prefer > Fidget

[08:49]   Sheila: perhaps something in nursing?

[08:49]   Beth: oh Sheila, that's a good idea

[08:49]   Greg: nursing would be good

[08:49]   Brant: yes, lots of interest from nursing in Hong Kong

(Follow-up: Brant rezzed nursing demonstration at Level 2)

[08:49]   Beth: How about a body part to walk around in?

[08:50]   Yan: Body part, yes > Beth

[08:49]   Chantal: oh Beth!!! ☺

[08:49] Fidget: Nice Beth!

[08:49] Beth: like the heart in the Franklin Institute in RL

[08:50] Fidget: Excellent!

[08:50] Patio: speaking of body parts, I loved the tour of the testis from Ohio

[08:50] Beth: There's lots of nursing education going on in SL

[08:50] Greg: yes Patio, I send students to that build

[08:50] Callie: I heart would be cool

[08:50] Beth: or a strata sample from geology?

[08:51] Fidget: Dae would love that, eh Beth?

[08:51] Beth: yes :o)

[08:51] Chantal: Clothing from historical places like Rome, Ethiopia?

[08:51] Sheila: It's very simple but perhaps my model of the 7 pillars of information literacy? But it doesn't do anything except give a notecard exploring what each pillar is, when you click a pillar

[08:51] Brant: I can give you a link to some YouTube videos, if you like?

[08:52] Brant: but I agree, first-hand experience visiting a sim is the best

[08:52] Brant: the Lab Safety scenarios are self-learning using a HUD

[08:52] Sheila: I am wearing the shrunken version on my head

[08:53] Fidget: Nice Sheila!

[08:53] Beth: Sheila, that's a good idea

[08:53] Beth: ooh--my favorite tool is the Opinionator

[08:53] Patio: nice Sheila

[08:53] Brant: on Sheila's avatar's head

[08:54] Sheila: perhaps I will drop a version to Yan in case it is of interest

[08:54] Brant: about Info literacy landscape

[08:54] Brant: what does it do, Sheila?

[08:54] Brant: the full-size one, I mean?

[08:55] Sheila: well people can customise it, with examples which evidence that pillar, so it might be objects or posters or links

[08:56] Sheila: I don't teach students in SL at the moment but when I did they had to approach and information problem and then produce material or statements that showed they had evaluated the material, identified what was needed, could present the answer etc.

[08:56] Brant: ahhh ok, I see

[08:56] Sheila: so they decorated or customised a large sized 7 pillars model

[08:56] Yan: I don't understand 7 pillar of sheila's head yet

[08:56] Sheila: It has gone now

[08:56] Brant: an evidence trail of learning

[08:57] Sheila: I will send you the model and a notecard which explains it Yan, and then you can ignore it or use it as you think fit!

(Level 3)

[08:57]   Chantal: Yan, would it be an idea to split your tour in 3 Wednesday's?

[08:58]   Fidget: Go squid!

[08:58]   Fidget: I just LOVE that squid!

[08:58]   Brant: very affectionate squid

[08:59]   Brant: Chantal is suggesting that the full tour will take too long today

(Yan: I agree.)

[08:59]   Fidget: This has been awesome!

[08:59]   Brant: pick it up again next week?

[08:59]   Fidget: I'd be thrilled to come back for more!

[08:59]   Patio: Thanks Yan this is an amazing build.

[08:59]   Natalie: Yes, works for me.

[08:59]   Brant: you've done great work here, Yan!

[08:59]   Greg: yes

[09:00]   Kevin: that would be great

[09:00]   Patio: this is a good time.

(Yan: Then we'll have next guided tour on 30 Nov (Wed) at 8 am PST)

[09:00]   Fidget: 11-30-16 8a SLT

[09:00]   Beth: This isn't usually a good time for me, but that's ok

[09:00]   Brant: ok

[09:00]   Sheila: such a good resource here!

[09:00]   Natalie: Thank you so much for your work. This is a very inspiring place. I am
         looking forward to come here with our students.

[09:00]   Fidget: This is AWESOME!

[09:00]   Brant: hey Beth, it's midnight here in HK

[09:00]   Brant: Yan, must be late in Japan?

(Yan: 25:00 in Japan)

[09:00]   Callie: I look forward to exploring this tower further

[09:00]   Greg: and feel free to come by anytime and look at things

[09:01]   Fidget: Thank you Yan!

[09:01]   Callie: thank you for the orientation

[09:01]   Natalie: Looking forward to seeing you next Wednesday.

[09:01]   Yan: Very thank you all :))

[09:01]   Chantal: Great work Yan!

[09:01]   Kevin: Thank you!

[09:01]   Fidget: Safe Journeys One and all!   I must away then.   This was BRILLIANT!

[09:01]   Greg: nice work Yan

[09:01]   Sheila: I'm afraid I'll be late again (doctor's appointment) but hopefully I will catch
         some again!

[09:02]   Sheila: Thank you for all this hard work

[09:02]   Yan: I ask all of your help :))

[09:02]   Brant: an excellent resource here, covers a wide range of issues and examples!

[09:02]   Brant: happy to contribute, Yan

[09:02]   Beth: this is awesome! an amazing amount of helpful content

[09:02]   Yan: If you join our mailing list, please IM your e-mail address.

[09:03]   Chantal: Wishing everyone a good day, evening or night ☺ Thank you Yan, looking
          forward to the rest of the tour :)

[09:04]   Callie: thank you Yan

[09:04]   Yan: thank you all, see you next Wed.

[09:04]   Fumon: see you next ,everyone!

[09:04]   Sidney: bye everyone! thanks for the tour, Yan!

[09:05]   Greg: okay, nice job Yan.   a lot for people to think about

[09:05]   Greg: I think we will be getting comments from people during the week

[09:06]   Yan: I depended on your PPT, Greg.

[09:06]   Greg: You are welcome to anything I have

[09:06]   Greg: :))

[09:06]   Greg: I will look into the medical nursing stuff

[09:07]   Greg: We have a clinic on the NOVA campus with equipment inside

[09:07]   Yan: Yes

[09:07]   Greg: I have to see if I can copy it

[09:07]   Beth: Kali Pizzaro teaches nursing in SL, she'll probably have things you can use

[09:07]   Yan: There is few good nursing movie

[09:07]   Greg: Beth teaches school near me in RL

[09:08]   Beth: yes :o)

[09:08]   Yan: I'll expand demo floor

[09:08]   Greg: She and I have done teacher trainings for SL in RL

[09:08]   Beth: I have today off, so I could be here

[09:08]   Greg: is a holiday tomorrow and Friday in the USA

[09:08]   Greg: so many teachers are off today

[09:08]   Yan: ahaha

[09:08]   Beth: I've got to run, it's lunchtime here

[09:09]   Greg: Take care Beth, nice you could come

[09:09]   Yan: Have a nice lunch, Beth

[09:09]   Beth: Thanks! good to see you both!

[09:09]   Yan: good see you beth ^^

[09:10]   Greg: bye beth

[09:10]   Greg: so Yan, let's collect the comments and review them later

[09:10]   Yan: Yes

[09:10]   Greg: maybe put them up on Google Docs

[09:10]   Yan: I hope

[09:11]   Greg: There is a lot of stuff here, so people need time to think about it

[09:11]   Yan: I'll share with you any IM I receive

[09:11]   Greg: I will do the same

[09:12]   Yan: Then see you ;later,

[09:12]   Yan: byebye

[09:12]   Greg: Yes I am off to eat also

[09:12]   Greg: bye