



Design Patterns for Teaching in Virtual Worlds

MUVENATION

DATE

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ACKNOWLEDGEMENTS

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SUMMARY OF DESIGN PATTERNS FOR VIRTUAL WORLDS:

ID	Pattern name	Status	Keywords
1	MANAGING A MIXED SKILL CLASS	Beta	Skills, Mixed levels, Management
2	DEALING WITH INTERRUPTIONS	Alpha	See also JUGGLING BEHAVIOUR
3	PARALLEL COMMUNICATION CHANNELS	Alpha	Class management, Communication. See also MULTI-TASKING
4	PROGRESSING LEARNING BEYOND THE SPACE AND TIME OF THE CLASSROOM	Seed	Visualisation, Tools, Settings
5	EXTENDED COMMUNICATION MODES	Alpha	Communication, Multi-mode
6	COLLABORATIVE WORK IN A MULTICULTURAL CONTEXT	Alpha	Collaboration, Multicultural, Language
7	TECHNICAL HICCUPS	Alpha	Technical problems, Preparation
8	FEEDBACK TO ONE AND ALL	Seed	Feedback, Motivation
9	MONITORING PROGRESS	Alpha	Feedback, Progress
10	SOCIAL CUES	Alpha	Communication, Social cues
11	JUGGLING BEHAVIOUR	Alpha	Communication, Behaviour, Discipline. See also DEALING WITH INTERRUPTIONS
12	GETTING FEEDBACK	Alpha	Feedback
13	PRE-PREPARED TEXT WITH LIVE INTERACTION	Alpha	Communication
14	LARGE CLASSES	Alpha	Class management
15	MAKING PROJECT WORK RESULTS CREDIBLE	Alpha	Project work
16	USABLE IDENTITY	Alpha	Identity, Brand
17	ORIENTATION	Alpha	Orientation, Structured exploration
18	CAN YOU HEAR ME?	Beta	Communication, Virtual space, Mapping
19	CONTROL THE FLOW	Beta	Communication
20	SET GROUND RULES	Beta	Communication, Ground rules
21	EXPERT WORKSHOP	Alpha	Master-apprentice, Atelier, Skills
22	TEAM TEACHING	Seed	Teaching, Support
23	MULTI-TASKING	Alpha	Technical, Interface Management. See also PARALLEL COMMUNICATION CHANNELS
24	IDENTITY MAPPING	Alpha	Identity, Assessment, Verification
25	LEARNING ENVIRONMENT	Seed	Technology, Pedagogy (a meta-pattern for virtual environment choices)
26	MICRO-PROJECTS	Alpha	Pedagogy, Project, Play, Groupwork, Motivation

27	MINI-CHALLENGES	Alpha	Pedagogy, Challenge, Self-study, Motivation
28	GET BUILDING QUICK	Beta	Building, Skills, Confidence, Empowerment, Motivation


KEY – Pattern maturity model

All patterns were classified using the following system. Basic patterns were iterated through a process of shepherding and moved through the various levels. Intensive shepherding was carried out and recorded on the project wiki. All patterns from seed through to release are in a state such that they can be used by others.

Stub	Placeholder – sections incomplete
Seed	Basic form
Alpha	Iterated
Beta	Open to further revisions as required
Release	The published version of a pattern

Pattern 1: MANAGING A MIXED SKILL CLASS

Release state: Beta

Summary	In a digital environment students need to manage different types of skills - cognitive, emotive and manual. When working in a mixed-skill class the differences between student abilities can disrupt the rhythm and style of the learning process and demand flexibility in the teaching approach that is adopted.	
Author/s	Antonella Berriolo, Carmela Dell’Aria	
Contributors	Steven Warburton	

PROBLEM

A group of participants often have diverse skills. This becomes obvious when the students have to do some practical activity. Some students finish much earlier than others. On the one hand you don’t want the fast people being bored. On the other hand you want to give the slower participants a chance to finish the task. There is no way to know the actual skills of participants and although prerequisites can be stated in the announcement they will only become evident during the course of the activity.

FORCES

In a mixed skills classroom we can encounter the following set of issues:

- Some novice students may overwhelmed and prefer to be working with others at a similar level or work directly with a tutor
- A noticeable difference in the pace of activity between quicker experienced students and slower novice or lower skilled students
- Less skilled students are more demanding in terms of tutor attention
- The need to stimulate progress and interest across all participants: boredom and frustration may appear in the more experienced students if they are held up by the rest of the class and similarly in the novice students if they feel the pace of the class is too fast or too advanced
- The pressure to provide extended work for faster students
- You do not know all of the participants and the participants do not know each other. You want to know the participants, their skills (technical and social), their expectations, and you want to provide a smooth introduction to the topic. This makes it difficult to group people by skill level.

CONTEXT

This situation can occur in formal and informal teaching situations where the tutor needs to be able to supervise and assess the progress of a range of students. It is more likely to occur where tutors find themselves with a group that they have not previously or infrequently taught. However, taking an experienced group into a new learning and teaching setting may reveal base-level skills that are missing. Hands-on versus theory-based workshops or classes will be different. Participants in a hands-on workshops are more likely to ask questions than those who are attending a theoretical workshop. On the whole, those who know less and have less experience in SL, are those who more often ask for help from the teacher. The teacher on their part can choose whether to stop and help, slowing down the process, or ignore them which does not achieve anything, or tell them to wait till the end of the workshop - in case the instructor has time for private tuition for each one of those who met some difficulties

SOLUTION

Move from simple to more complex. Beginners can follow at least the first part while more experience are satisfied with the final part so that everything explained for novices. But make sure that the tutor intersperses useful tricks and tips - so that both expert and novice can leave the workshop feeling that they have learned something new and worthwhile. Where possible encourage interactions between the students by grouping or pairing.

Detail:

- Modify the assignments for newcomers, choosing one key task for them to learn. This technique allows students to participate, but doesn't overwhelm them.
- Build connections among students in order to create a climate where students learn with and from each other, breaking down the "isolation" that some feel in a mixed skill classroom by group-work or cooperative learning and establishing positive interdependence. The student becomes a real member of the content classroom instead of a silent/stressed observer. It is helpful having enough students to be able to split them up into at least two teams:
 - One at the same level so that students can feel comfortable to work in this group and you can manage them easily
 - One at a mixed skills level so that people who are grasping the topics faster can coach the ones who have more problems (use this pattern in a short form, by allowing the interruption to another team by asking them if they also came across that problem and how they solved it). In this way the more advanced students take on a teaching role grounding their own learning and developing their leadership skills.
 - OR use a peer learning approach where each participant works alone but has at least one neighbour or critical friend to ask questions of.
- Build a structure within the class space that allows for an ebb and flow between students coming together to work on a particular activity and moving apart to work individually or in a small group or pairs.
 - *Example for Second Life: Decka's Decks conference facility could be a choice if the workshop is not an hand-on workshop; in case of an hands-on workshop it could be better to divide the floor in sectors of different colours.*
- Provide additional help and support with "**Pattern: Team Teaching**" so that it's possible special work at slow students' level and plenty of teacher attention, including the possibility that the teacher repeats or must devote more time to explanations.
- Let the participants know what level of performance is expected. Tension and anxiety will affect student's ability to learn and function in the classroom.
- Gain student's attention before giving directions. Then keep directions simple and short and repeat them quietly again. Have written directions prepared for the student who cannot manage verbal multi-step instructions.
- Actively help students build connections and associations in order to access background knowledge or previously taught information. This can be accomplished through teacher-prepared outlines and guides.
- Develop extendable activities to stretch the faster students.

SUPPORT

Cases-stories this pattern is drawn from:

[8 - Wing Trees](#)

[9 - Building interactive boxes and word balloons for language learning games and fun!](#)

[22 - I'm here, let me help you!](#)

Related Patterns

This pattern IS SUPPORTED BY [SeminarsS - A Pedagogical Pattern Language about teaching seminars effectively](#)

This pattern INCLUDES 'Team teaching'

This is also a useful reference point for this pattern: "**Active Learning Patterns** - This collection focuses on engaging the students and keeping them active." Download [PDF](#) here.

e.g. Pattern: DIFFERENT EXERCISE LEVELS *

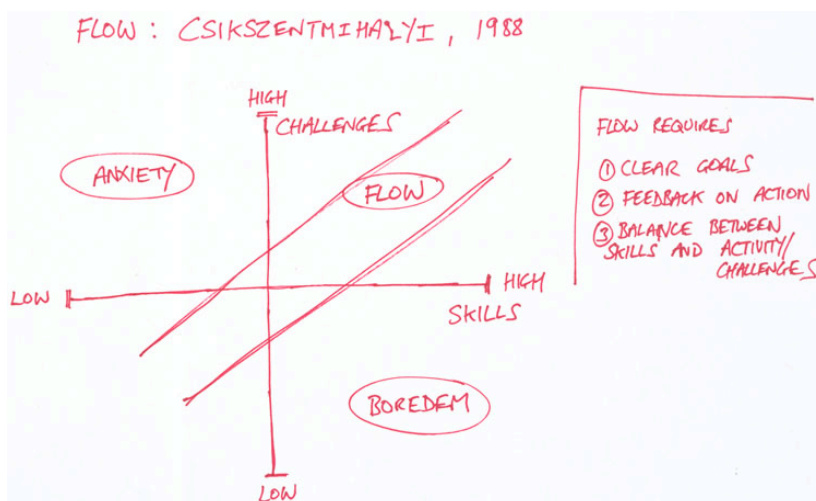
And also if you want to consider sensory modalities: "**Patterns for Gaining Different Perspectives**"

Download [PDF](#) here, see pattern: DIFFERENT APPROACHES

Notes, Links and References

Supporting theories:

Balancing the threshold between boredom and anxiety or frustration is described by Mihaly Csikszentmihalyi in his book "Optimal Experience - the psychological studies of flow and consciousness" CUP, 1988. Here he draws out the two dimensions of skill level versus challenge:




Resources:

- [SEMINARS, A Pedagogical Pattern Language about teaching seminars effectively. Astrid Fricke and Markus Völter \(pdf\)](#)
- [Gwendolyn Kolfshoten and Stephan Lukosch: Cognitive learning efficiency through the use of design patterns \(pdf\)](#)
- [Technology empowers differentiated instruction](#)
- [Taxonomy of Educational Objectives](#)
- B. Bloom: http://en.wikipedia.org/wiki/Benjamin_Bloom

Pattern 2: DEALING WITH INTERRUPTIONS

Release state: Alpha

Summary	Dealing with interruptions in text-based chat sessions.	
Authors	Margarita Perez Garcia, Giuliana Perco, Gloria Gomez Diago, Jaime Alamo Rebecca Ferriday, Carmela Dell'Aria, Peter Jacobs, Samuel Landete, Angelina Macedo, Cedric de Meyere, Anna Vartepetiance, Steven Warburton.	

PROBLEM

Running a teaching session that achieves its aims and objectives requires organised and structured dialogue between teacher and students that leaves room for a clear line of instructions. However, participants can disrupt the flow and prevent the achievement of these objectives through constant interruption (via questions or comments). The interruptions mentioned here include any discursive interaction that halts the flow of the argument and causes distraction for teacher and students.

FORCES

Practitioners want to encourage feedback from their participants as a means of checking progression but do not want to be overwhelmed with interruptions. A single chat space promotes a feeling of community but has limited bandwidth so can easily become "overcrowded with chat". Chatrooms are democratic spaces in that anyone can add comments and although practitioners do not want to prevent people speaking or alienate them by being overly forceful, the space does need to be respected as an area for teaching.

CONTEXT

This pattern is applicable when running text-based sessions in-world using the main chat window with groups of approximately 5 to 20 members. This pattern does not directly address audio interruptions - or distractions - such as a participant using voice: a distraction of this nature should be managed using the "Keep Everyone Seated" pattern.

In a teaching session interruptions can occur for a number of reasons:

- A - The participant does not have the required skills level to participate and asks constant 'revision' questions;
- B - The participant is too skilled for the workshop or task and pushes the presenter for further activities;
- C - The participant is focused on their own interests and pushes the conversation outside of the pre-planned scope of the session;
- D - The participant wants to show his knowledge to others by commenting on the instructions, activity, conclusions and so on;
- E - The participant wants to please the teacher;
- F - The participant is distracted and then has to catch up, thereby making demands in the chat space on the teacher to repeat or direct;

SOLUTION

In order to maintain the flow:

- 1 - Keep going!
- 2 - In extreme cases (for example a student griever) mute, ban or eject the person from the location.

Further interruptions can also be prevented by:

- 3 - Inviting the "interruptor" via main chat, to a back channel.
- 4 - Reiterate interaction rules during the session to curtail interruption.
- 5 - Restate the objectives of the session.
- 6 - Create an ad-hoc space for taking questions.

There are certain pre-emptive procedures that can be put into place to reduce the potential number of interruptions:

- 7 - Set interaction rules at the onset and make sure the participants are aware of these.
- 8 - Break content into chunks, thereby ensuring that there is time within the workshop design space for questions and comments. At the same time, asking students if they have any problem with the task can avoid interruptions: practitioners can solve these problems swiftly. Furthermore, if the task presented is very long, it can be divided into short challenges or objectives. This will help to avoid participants being lost from the start, and never being able to fully "recover" from this.
- 9 - Check and evaluate participants' pre-requirements.
- 10 - Clearly explain the objectives of the session and contextualise the learning activity
- 11 - Define the principal concepts and tools that are going to be used within the session before checking that all students can select and use these tools when using the Second Life interface.

Support

Cases-stories this pattern is drawn from:

- 22 (<http://www.muvenation.org/moodle/mod/data/view.php?d=12&mode=single&page=21>)
- 8 (<http://www.muvenation.org/moodle/mod/data/view.php?d=12&mode=single&page=7>)
- 6 (<http://www.muvenation.org/moodle/mod/data/view.php?d=12&mode=single&page=5>)
- 80 (<http://www.muvenation.org/moodle/mod/data/view.php?d=12&rid=556>)

Related patterns

- * SET GROUND RULES
- * CAN YOU HEAR ME
- * This pattern can benefit from teaching in pairs, see CO-PILOT pattern

Notes, Links and References

Pattern workshop 1 - sharing stories, analysing and identifying pattern: Chatlog_Thursday_19 June.doc
Pattern workshop 2 - developing and refining the pattern: Chatlog_Thursday_25June.doc

Pattern 3: PARALLEL COMMUNICATION CHANNELS

Release state: Alpha

Summary	Dealing with parallel communication channels effectively is important for successful synchronous sessions in virtual environments.
Author/s	Nergiz Kern

PROBLEM

Having to deal with parallel communication channels like local chat text and voice plus several IM windows during a synchronous sessions like classes, workshops or presentations is common in a virtual environment and although the availability of them often enhances interactions in virtual worlds handling them can be quite a challenge. It can lead to distractions of the session leader and frustration on the side of the participants waiting for replies and instructions to be able to follow a session successfully.

FORCES

- Individual attention to participants versus the need to address the group.
- Keeping within the time frame versus answering all questions and requests for help.
- Getting through the planned material or tasks versus having to skip stages or worse not being able to finish key stages.
- The session leader keeping their sanity versus making everybody happy.
- Making individuals happy but risking to discontentment of other participants who get bored or have problems following when there are too many interruptions.

CONTEXT

This pattern is applicable in live formal sessions held in virtual environments such as Second Life (but also 2D virtual conference or classrooms such as Elluminate or Adobe Connect), especially when a certain amount of material or tasks has to be covered within a certain time and the number of attendants is larger. The pattern might not apply to very small groups where individual attention might be easily possible and may even be required.

SOLUTION

Multiple parallel channels are one feature that set virtual environments apart from physical face-to-face settings where fewer channels tend to exist. These may enrich the virtual experience but cannot normally be turned off when they are not desirable.

Detail

- Set rules for IMs (e. .g "send teleport requests to peers not the teacher", "don't IM teacher during the lesson except when it is required in a task or absolutely necessary", for friends: "when I am in busy mode, it really means I am busy and will not reply")
- Set rules for local chat (e. g. agree or provide codes to precede contributions in text chat: "write QUESTION: followed by your question" or COMMENT: followed by your comment")
- Have helpers or assistants provide additional information in local chat or help with answering questions in local chat or IM.
- Ban IM during session and only allow two channels: local chat for the main session and the group channel as a back channel for the class where everybody can write their issues or problems. This will cause less confusion, make the main chat more readable and can foster peer-to-peer help.

- Create an ALT (alternative avatar) and only befriend those students who are currently taking a course with you to help limit IMs from friends during sessions. After a course is finished, "unfriend" those students (they can still be friends with the main avatar).
- Answer questions asked in IM that are relevant to everybody and are asked frequently in local chat. This way, the answer will benefit many and will prevent that many students ask the same questions in IM.
- Inform participants which communication channels are available and what the individual channels will be used for.

SUPPORT

Cases-stories this pattern is drawn from

[25 - Building a Board game with Daffodil](#)

[32 - Learning the Tough Way](#)

RELATED PATTERNS

[Juggling Communication](#)

[Missing the Communication](#) (?)

[Dealing with Interruptions](#)

[Dealing with large class numbers](#)

[Multi-Tasking](#)

NOTES, LINKS AND REFERENCES

It might well be that some students or participants will get upset when session leaders set rules for the communication channels like the ones mentioned above. Although, there should always be room for exceptions, it is important to stick to rules that have been established in order for everybody to get used to them and for the benefit of all. If the session leader doesn't stick to the rules, the participants will not either. Arbitrarily breaking the rules will upset more. This does, however, not mean that one shouldn't allow shy students to IM the teacher if they don't dare to ask in public. Teachers normally know their students well and should always keep their needs in mind.

Pattern 4: PROGRESSING LEARNING BEYOND THE TIME AND SPACE OF THE CLASSROOM

Release state: Seed

Summary	Preparing your surrounding environment and tools for delivering a virtual class.
Author/s	Cedric Demeyere

PROBLEM

You have the content and structure of the lesson ready to deliver but you also need to create a surrounding atmosphere that will enhance learning. Several tools in SL favour visualizing abstract concepts; we want to make use of these to suggest the whole structure / content of the lesson in its surrounding.

Forces

Providing structure to the class but not removing all flexibility. Encyclopaedia like summing up of knowledge **versus** .bringing learning to students. Describe structure and content orally **versus** using different media to frame a lesson.

CONTEXT

This pattern is applicable for a lesson where a classroom/auditorium is suggested for bringing knowledge orally. There is only knowledge transfer from teacher to student.

SOLUTION

Take time in advance of the session to prepare the setting and the objects you will use to demonstrate and distribute materials.

Detail

- Prepare your text for a speaking device to remind you of lesson structure and your key phrases.
- Test tools - their functionalities, their permissions - in advance:
 - Tools you will use yourself, in the role of teacher.
 - Tools and content you plan to distribute, in the role of teacher/student.
- Display information:
 - Structure of the lesson content,
 - Where to get the class supplies,
 - Where to get the evaluation form.
- Place a dropbox for mailing/IM'ing questions anonymously
- Realize that distributing instruction papers
 - after the lesson, ties your students to the progress of the course.
 - before the lesson, leaves the pace for students to choose.
Faster students can help out slower ones.
The teacher can help out slower students while faster students move on.
- Keep a log of the chat during the lesson so students can work that over.

Support - Case-stories this pattern is drawn from: 24, 31

RELATED PATTERNS

* **MANAGING PRE-PREPARED TEXT WITH LIVE INTERACTION**

Pattern 5: EXTENDED COMMUNICATION MODES

Release state: Alpha

Summary	When presenting in SL there are several communication channels available that need to be managed to help rather than hinder a presentation.
Author/s	William Colmenares

PROBLEM

When teaching in a virtual setting such as Second Life there are several communication channels, not normally available to RL presenters, that can be used to improve the benefits of the material being presented (knowledge transfer, individual attention, instant one to one communication, etc.) but if these are not carefully managed can cause confusion and disorientation.

Forces

On one side this pattern creates awareness of the possibilities of taking advantage of the extra communication channels available in SL (backchannels) that, if properly considered and exploited may yield excellent results on a well planned presentation. Paradigm for RL presenters is that he has control on the presentation, hand-outs, probably the ambiance (site distribution, welcome greetings, etc.) and on the technology he uses for delivering the talk (audio, video, etc.). But it is not natural to think on extra communications channels that might be used by extra (maybe hidden) presenters that in parallel with the talk go, passing complementary information or attending participants questions or requests, letting the presenter focus on the talk. In fact, this extra communication channels may also be well planned in RL "séances" (sessions), bringing hence SL ideas to RL.

Although the focus of this pattern is to promote the consideration of using extra communication channel when planning a presentation, i.e., explicitly include the use of those channels to better the presentation when possible, one problem it may help to face with is that of coping with participants that are running behind or with catching up problems regarding the speed of the lecture. Another possibility is that of really delivering knowledge in contexts tailored to the participants (or participants' interests).

Also, it must be considered that, on one hand, the extra communication channels might distract, making the participant drift away from the planned lecture, but on the other hand it may help understand concepts or ideas (by giving a little insight or example or context) that otherwise would not be.

Finally, the extra channels might be used to deal with disrupting participants' interruptions, not letting the unexpected setback perturb the original schedule program.

CONTEXT

It is applicable in all presentations and courses given in SL but also might be applicable to courses and presentations in RL or videoconference sessions, etc. by considering mobile devices such as the Blackberry or iPhone as the additional channels.

SOLUTION

1. Although possible, it may prove to be distressing to handle alone normal and parallel communication channels (i.e., only the presenter). Ideally, there should be one (or more as needed) presenter assistant, skilful enough with the technology (SL channels, IM, friendship, teleports, etc.) and reasonably "connoisseur" of the matter of the lecture.
2. Prior to the presentation make a plan of the lecture (as usual) and try to imagine:
 - a. what, thru the extra channels, could be reinforced without distracting much, what given and left as an exercise or for further research, what featured (shown) to entice or awake interest.
 - b. how the assistants can interact with participants all along the talk. Work with assistants on how to promote people's participation.
3. Once decided what (activities) will be passed by the extra communication channels, draw your original plan on a time line (story board) and add to the time line the synchronous activities you've chosen (including those that might not have a severe time restriction such as the ones where the assistants look for lag participants)
4. Begin the lecture by warning all participants about the existence and help of the assistants and of the channels that will be used. Participants should be invited to test the extra communication channels and the extra tools requested by the presentation's extra channels (browser, links, sites, other software). Give rules on how and when to use the channels (for instance to pose questions) and explain clearly how the channels (assistants) will interact with them.
5. Once finished, ask participants their opinions about the extra communication capabilities along with the regular lecture's survey.

SUPPORT

Cases-stories this pattern is drawn from

[Learning the Tough Way](#)

[Building a Board game with Daffodil](#)

RELATED PATTERNS

1. [Dealing with Parallel Communication Channels](#)
2. [Dealing with interruptions](#)
3. [Teaching assistant](#)
4. Possibly helpful when [Dealing with large class numbers](#)

NOTES, LINKS AND REFERENCES

Liabilities, potential risks, extensions, expected side-effects. Observations.

1. Astrid Fricke and Markus Völter, "A Pedagogical Pattern Language about teaching seminars effectively," EuroPLoP '2000 conference. Also at: <http://www.voelter.de/data/pub/tp/tp.pdf>.
2. Steven Warburton, "Learning design patterns for MUVes: a pattern language approach". Muvention Project Document, 2009.
3. Gerard Meszaros and Jim Doble, "A Pattern Language for Pattern Writing", Hillside.Net, 2007. At the web: <http://hillside.net/patterns/writing/patternwritingpaper.htm>
4. The Pattern Language Network. At the web: <http://patternlanguagenetwork.org/>

Pattern 6: COLLABORATIVE WORK WITHIN A MULTI-CULTURAL CONTEXT

Release state: Alpha

Summary	For successful collaborative work we need a common language for communication (in both synchronous and asynchronous modes) to achieve consensus in the basic lines of action in moving forward.
Author/s	Dolors Capdet

PROBLEM

Collaborative research work (within an online course or as a group work research) requires joint action, the exchange of experiences and views, and the transmission of nuanced concepts and queries. Within this process, various problems arise. But when people from different countries do not have the same mother tongue and there is no dominant common language in the group how can we ensure meaningful collaborations are progressed.

Forces

In the graduate online courses, there are concepts that many students hear first time. In these cases, it is important to fully understand the concepts. This can be difficult when there are people from several countries, with different time zones and different levels of knowledge of language. If you do not have a thorough knowledge of the language, accuracy is sometimes difficult - not understanding a word in the middle of a sentence may change or to lose the context.

CONTEXT

When working on-line within any digital environment where multiple languages co-exist. This is important, especially in graduate courses, because they are specialized and, therefore, are based in the discussion and interpretation of concepts theoretical and/or practical unlike courses at lower levels that are often based on concepts accepted as definitive, therefore require less discussion about them.

SOLUTION

Unlike a traditional environment of e-learning course, Second Life offers instant translation tools in different languages. It is obvious that the translator adds words and not concepts, but we're not talking about zero-knowledge. The translator helps keep the conversation as it gives us the meaning of each word and can help to understand a particular sentence. And above all, can help to express ideas or concepts of synchronous way, which would be unthinkable otherwise.

Detail

Basically we work in groups of less than ten people, depending on the time available to do the work and the complexity of the topic. It was noted that one part of the group did not propose ideas, contributed nothing, not participated because I did not know what he needed and was not able to understand the progress of work. Analyzing the problem, we opted for a distribution of tasks in this regard:

- Those with higher levels of knowledge, are seeking the material. There is material in different languages and, therefore, are used automatic translators (a individual level).
- Those with a lower level of knowledge, are extracting the essence, and the subject to group discussion. This is for all understand the issue.

- A virtual meeting to discuss the topic, design, strategy and project. Is the point where the communication should be more effective because it is used to clarify concepts, analyze the material, laying the foundation for collaboration, ... SL is a great help because it has several translators that translate instantly the written-chat.
- Those who are more fluent in the drafting in language work, are writing the details and nuances.
- Anything that makes (video, slides, ...) follows the same pattern of work. Begin the work group members who are less experienced. The more expert improve and explain why this is so and not otherwise (learning by doing).

The tools used are based on the needs of work and the technology available for each member:

- Communication: Elluminate, Wiziq, Skype, SL.
- Graphics: CMAPS, Gimp, Paint.
- Slides: Slidshare.
- Videos: Camstudio.

The working environment, the technology available to each person and their level of expertise will allow for the choice of technology affordable for group work.

Web and virtual worlds are compatible, and research has progress toward a merger.

It is therefore very important to use the tools necessary in each case and customize the environment to make it more efficient.

To succeed you have to use technology effectively. This is usually a combination of virtual worlds and web, since virtual worlds are still very poor in the tools of creation of documents, videos, slides, maps.

The phases of the process described in this [CMAPS](#) are conducted based on the model ADDIE (Analysis, Design, Development, Implementation, Evaluation)

In a collaborative work, to get a good result:

- The student must have freedom to work and good access to data
- The teacher / tutor should not intervene unless it is required.

Related Patterns

ANALYSYS:

2. ADAPT TO PARTICIPANTS BACKGROUND: Needed to agree on concepts (in synchronous or asynchronous)
3. LET THEM DECIDED: Needed to agree on needs and use of tools
5. SEMINAR PLAN: Need to structure the way we work
6. REFERENCE THE PLAN: Need to establish clear goals and objectives.
8. BREAKS: Need to structure the sessions.

DESING:

4. COMFORTABLE ENVIRONMENT: Create a comfortable environment
20. DIFFERENT APPROACHES: Provide different approaches to topic.
21. WORK FORMS: Group work
22. DIFFERENT APPROACHES: Establish a structured pattern of work for each meeting, with a good possibility to personal communication.
24. DIFFERENT LEVELS EXERCISE: Provide participants the freedom to solve the various problems independently, grades as it deems necessary. The group will resolve the remainder.

DEVELOPMENT:

- 4. COMFORTABLE ENVIRONMENT: Create a comfortable environment
- 11. SUMMARY: At the end of each session or day, provide a summary that repeats the important topics that have been covered. Relate these topics to things learned during previous sessions and illustrate how the rest of the seminar will build on these topics.
- 29. DIGESTIBLE PACKETS: Each topic should be understandable on its own and should be finished during a reasonable amount of time the participants are able to concentrate.
- 30. SEPARATE SIMILAR CONTENT: Be sure that the participants really understand a topic before you introduce another, similar concept.
- 31. GENERAL CONCEPTS FIRST: Working the general concepts first.
- 33. REPEAT TOPICS: Create cross links among topics to allow the participants to connect new topics to older ones.
- 34. FEEDBACK: Give the participants feedback.
- 39. TEACHER'S LANGUAGE: You should use a language that suits the participants.
- 41. CHANGE MEDIA: Need to adapt the media suit the content.
- 42. USE PARTICIPANTS MEDIA: Equal chances

IMPLEMENTATION:

- 14. PERSONAL COMMUNICATION: We can solve problems among the participants.
- 15. PRIVATE MAILBOX: Create an official way for participants to communication (in private).
- 24. DIFFERENT LEVELS EXERCISE: Provide participants the freedom to solve the various problems independently, grades as it deems necessary. The group will resolve the remainder.
- 26. EXERCISES EMPHASIZE PROCESS: Try all the options. Check the results
- 32. PROBLEM ORIENTATION: Introducing always the context of the question.
- 39. TEACHER'S LANGUAGE: You should use a language that suits the participants.
- 41. CHANGE MEDIA: Need to adapt the media suit the content.
- 46. SELECTABLE EXAM TIME: The exams is the final project.

EVALUATION

- 43. PARTICIPANT'S FEEDBACK FORM: Participants should make their summary final of your participation
- 46. SELECTABLE EXAM TIME: The exams is the final project.

Notes, Links and References

SEMINARS, A Pedagogical Pattern Language about teaching seminars effectively. Astrid Fricke and Markus Völter. astrid.fricke@gmx.de, voelter@acm

Support

Working group in [CCK08](#) course (U. Manitoba. Canadá, Nov-Dec 2008)

Working group in [IPT 692R](#), Introduction Open education (BYU, Provo, Utha). Winter 2008.

[New Educational Trends](#), in Teaching and learning with MUVES (Muvenation, SL, 2009)

[Adapt the tools for my need](#) in Teaching and learning with MUVES. (Muvenation, SL, 2009)

Pattern 7: TECHNICAL HICCUPS

Release state: Alpha

Summary	Running a workshop or seminar in Second Life is fraught with the danger of a technical problem derailing a successful session. To avoid disruption to a teaching activity the teacher must be prepared well in advance.
Author/s	Melanie Hughes, Steven Warburton

PROBLEM

Any technologically mediated learning and teaching setting relies on technical stability for success. Second Life is a complicated environment within which to situate an educational activity and technical instabilities can occur. Being prepared for this eventuality will mitigate the distraction caused to participants that can result in disenchantment and loss of motivation for both learners and tutors.

Forces

An environment like Second Life offers a technologically rich educational setting with visual, audio and text based affordances for interaction but this comes with the overhead of increased risk of technical difficulties occurring in the components that make up this experience.

CONTEXT

When running a workshop, conference session or seminar in a MUVE a teacher/presenter has to take in to account the possibility that there may be a possible technical glitch or bigger technical issue that could disrupt or render impossible the ability to impart knowledge. This pattern is applicable whenever a presenter or facilitator is working with a group of people. It is also relevant from presenters practising to improve skills in using virtual equipment in preparation for teaching activities.

SOLUTION

1. Check permissions and locking on presentation objects as well as on workshop materials are set correctly. This is important for the following reasons:

- The presenter may not have rights to play media on land that is not owned by them. For this reason always present on your own land or seek permission from the owner of the land you are presenting on to play media such as video or streaming music.
- Participants may not be able to take, copy, open and or edit materials for hands-on classes if permissions are not set properly.
- Participants may be able to accidentally or intentionally delete part or all of the presentation space if object and or group permissions are not set correctly.
- Participants may be able to advance slides on your presentation screen or interact with devices you wish to control solely if permissions are not set properly.
- In the event that the presenter needs to login with an alternate (alt) avatar permissions need to be set correctly so that avatar can still control teacher devices.

2. Test equipment thoroughly before teaching begins. This can be done in several ways:

- Use an alternate (alt) avatar to test that giver scripts and objects behave as they should for avatars other than the presenter. An alternate avatar is also imperative in the event that your primary avatar account is compromised in any way, you will still be able to login and teach.

- Conduct a dry run or test iteration of your workshop with colleagues or volunteers if possible. This is the most valuable way to prepare as the opportunity for feedback and peer problem solving can help the presenter make better adjustments to the workshop equipment and or the content.
- Practise using your presentation devices and workshop objects as much as possible before the actual event.

3. Simplify the content being delivered and the amount of virtual gadgets being used to deliver the workshop presentation. This aids in workshop delivery and also makes it easier to deal with technical problems when they arise.

4. Have a back-up plan. In the case that technical problems arise with the presentation equipment, workshop materials or objects don't function as they should prepare another way that participants can experience your workshop.

- If you have access to another Sim in which to present or set-up back-up presentation materials it may be possible to teleport the session to that location if applicable to your circumstance.
- Post materials to other online repositories such as a wiki, Flickr or Moodle course, these might include tutorial videos or a video of your workshop.
- Have an experienced colleague attend your session and arrange with him/her to problem solve and or peer-tutor during your session. This may include IMing people in trouble for individual assistance.
- Collect contact details from students or participants such as email addresses or Skype names prior to the session and or provide participants with your contact details (eg: in case of technical problems Skype me on.....).
- Set an alternate date to re-run the workshop

SUPPORT

Cases-stories this pattern is drawn from:

[14 - Simple enough is not enough - simplest is by Samuel Landete Benavente \(Simply content, practise workshop\)](#)

[18 - Keep your shirt on by Tempest Nitely \(Simplify content, Practise workshop, check object permissions\)](#)

[23 - Build a sensor by Max Ugaz \(Simplify content, Practise workshop\)](#)

[41 - Uncovering active and other learning approaches in Virtual Worlds by Antonella Berriolo \(Practise workshop, peer assistance\)](#)

[59 - Standing on the shoulders of giants by Samuel Landete \(Peer assistance\)](#)

[62 - Terraforming Terror by Bex Ferriday \(Land permissions, lock objects, have a back up plan\)](#)

[63 - A precious gift by Adelina Sporea \(Practise, peer assistance\)](#)

[66 - Never be astonished! Everything is possible even in SL by Hamid Mernaoui \(create an alt avatar and practise\)](#)

[74 - How to rez my olodeck and delete my platform \(practise, peer assistance\)](#)

[76 - My first workshop by Raul Reinoso \(land permissions\)](#)

RELATED PATTERNS

Patterns are based on the work of Fricke, A & Völter, M. (2000). *Seminars, a Pedagogical Pattern Language about teaching seminars effectively*. EuroPLoP' 2000:

1. Check prerequisites
18. Prepare equipment
19. Be there first
41. Change Media - utilise tools available in SL/MUVE however practise with tool and be aware of potential problems.
48. Nobody is perfect/ Seminar debrief

NOTES, LINKS AND REFERENCES

Liabilities, potential risks, extensions, expected side-effects. Observations:


A certain amount of Linden dollars are required for the testing and use of some SL teaching tools.

If Linden labs are upgrading or experiencing technical difficulty, it may not be possible to login to Second Life.

References:

Fricke, A & Völter, M. (2000). *Seminars, a Pedagogical Pattern Language about teaching seminars effectively*. EuroPLoP' 2000

Pattern 8: FEEDBACK TO ONE AND ALL**Release state: Seed**

Summary	Providing feedback both individually and <i>en masse</i> is a basic requirement in learning management and maintaining motivation.	
Author/s	Sunflower Gurbux (Cris Arnau) Mumilis Mimulus (Azu Vázquez)	

PROBLEM

Feedback is an integral part of the learning and teaching process but there are some teachers who do not use feedback properly. The result is that students can feel alone, de-motivated, lost, neglected, discouraged and as a result some students leave the course. Teachers need to ensure they possess competencies in the appropriate use of feedback for online course where the learning and teaching is mediated by technology.

Forces

- Some teachers don't understand the importance of the feedback, when one is doing an online course.
- Some teachers don't change their role when they are giving online courses. Thus, they work in the same way as if they were doing a face to face course.
- Some teachers don't know how to prepare materials, how to look for tools, etc.

CONTEXT

Blended learning context, virtual learning context.

SOLUTION

Adjust the teacher practice by suggesting the use of good feedback practices for online settings.

These are the solutions we have been reflecting on:

- Use basic, effective and easy communicative tools for example by chats or audio chats.
- Guide and help the student at every step he/she is doing, he/she must never feel alone or lost. An example of an institution based on this principle is the [Universitat Oberta de Catalunya](http://www.muvenation.org/moodle/mod/data/view.php?d=12&rid=443), in Catalonia.
- The messages/feedback sent by the teacher should be clear and coherent for the student.
- Include feedback to the the student that lets them know they are following the correct path.
- Teachers must change the traditional role. Being a virtual teacher means more to act as guide as a transmitter of knowledge. So feedback should be used to guide the student and not simply transmit more knowledge.

SUPPORT

The importance of the feedback can be clearly seen on stories 6 and 12, you can read them if you want:

<http://www.muvenation.org/moodle/mod/data/view.php?d=12&rid=443> (STORY 6)

<http://www.muvenation.org/moodle/mod/data/view.php?d=12&rid=449> (STORY 12)

RELATED PATTERNS

Here you can find some links in MUVEnation and out of it.

GIVING FEEDBACK in ONLINE COURSES is a really important aspect to take into account:

- Story 13 talks about giving feedback too:
<http://www.muvenation.org/moodle/mod/data/view.php?d=12&rid=450>
- Definition on Feedback in the Wikipedia
<http://en.wikipedia.org/wiki/Feedback>
- Interesting PDF on feedback titled: *Feedback in the virtual environment*
http://www.psychology.org/File/PSYCHOLOGY_JOURNAL_1_3_MENEZES.pdf
- Another PDF on feedback titled: *Dar y Recibir Feedback*
<http://mit.ocw.universia.net/15.279/NR/rdonlyres/Sloan-School-of-Management/15-279Management-Communication-for-UndergraduatesFall2002/E26E4696-5D6A-412E-B047-D48A0014B549/0/givingandreceivingfeedback.pdf> (SPANISH LANGUAGE)
- Short article on the characteristics of feedback
<http://www.miespacio.org/cont/invest/feedback.htm> (SPANISH LANGUAGE)
- Article of the importance of feedback in education
<http://www.expansion.com/2009/02/17/empresas/medios/1234876952.html> (SPANISH LANGUAGE)

See also the feedback and assessment patterns generated during the JISC study on Formative eAssessment (Feasst project) available from http://www.wlecentre.ac.uk/cms/files/documents/formative_e-assessment.pdf

NOTES, LINKS AND REFERENCES

The expected side-effects of doing BAD FEEDBACK would be:

- Student can get lost, feel alone and discouraged.
- Student may decide he/she doesn't want to follow the course or the training.
- Student may create a negative idea/ a wrong idea about virtual learning and blended learning.
- Teacher may not understand the lack of student's participation.

Pattern 9: MONITORING PROGRESS

Release state: Alpha

Summary	In teaching activities especially in those that require gradual steps to be realised, teachers need to monitor the progress of the students and to recover those that are lost or left behind.
Author/s	Ljuba Pezzimenti

PROBLEM

In Second Life as in real life we need to monitor the students progress during the teaching activities. When the students have to learn a procedure or internalize a process that provides the acquisition of steps for gradual learning, the teacher must be sure that all his/her students are following the explanation without getting lost or left behind. The task of the teacher is therefore to make that everyone follows and be aware of those who are unable to follow or are lost. In real life settings this is often straightforward but a virtual setting provides a series of challenges to accomplishing this effectively.

Forces

The tutor is often concentrating on delivering material and content, often within the pressures of a scheduled class that has a specific timeframe. In real-world settings visual clues, for example, are used to ensure that the class is alert and following the lines or argument but in virtual settings where these face-2-face cues are diminished this task becomes more difficult.

CONTEXT

This pattern is applicable to teaching situations where the teacher needs to be able to monitor the gradual progress of the students. Particularly in virtual settings it is applicable during workshops, where a certain numbers of participants have to follow the instructions of one teacher. We can use the pattern also in real life to follow a class during teaching activities that provide the acquisition or the overcoming of steps.

SOLUTION

For the first task, that is to make sure that all are following:

- Carefully plan each step of the activity, for example preparing a good tutorial to be follow by the students
- Do not take anything for granted, explain each step (it helps to not miss) in detail and support with written cues (e.g. notecards) where needed
- Make sure that all the students have the basic skills required to follow the activity
- Be clear and simple in all explanations

For the second task, that is notice those who are becoming lost:

- Provide a space for question time and a time to repeat the path for those who are having difficulty following.
- Be aware of the need to multitask, and be flexible during the class. Use CO-PILOT pattern.

SUPPORT

You can read stories in Moodle at these links:

<http://www.muvenation.org/moodle/mod/data/view.php?d=12&rid=442>

<http://www.muvenation.org/moodle/mod/data/view.php?d=12&mode=single&page=5>

<http://www.muvenation.org/moodle/mod/data/view.php?d=12&mode=single&page=11>

<http://www.muvenation.org/moodle/mod/data/view.php?d=12&mode=single&page=25>

Pattern 10: SOCIAL CUES

Release state: Alpha

Summary	When teachers are with students in online settings it is important to keep up communication.
Author/s	Fernando Níguez

PROBLEM

The process of teaching and learning always takes place in a setting or environment. This changes according to the type of learning and can be physical or virtual, but the fact remains that communication between the teacher and learner is critical to successful learning. When we move from face-2-face to online settings, factors conspire to constrain communication. The loss of supporting socio-emotional cues when using, for example, text based chat can mean that both teaching and learning suffer.

Forces

Social-emotional communication can be positive as well as negative and task-related communication can be related to giving as well as asking for information at a functional as well as an operational level of activity.

- Positive social-emotional communication is related to showing solidarity (e.g. raising other's status, giving help, reward), tension release (jokes, laughs, shows satisfaction) and agreement (passive acceptance, understands, concurs, complies).
- Negative social-emotional communication is related to disagreement (passive rejection, formality, withholding of help), showing of tension (ask for help, withdraws out of field and antagonism (deflates ones status, defends or asserts self).

CONTEXT

Design considerations for environments supporting task-related and socio-emotional synchronous and asynchronous text-based communication. The pattern is meant for designers of collaborative environments. The characteristics of communication mentioned (positive and negative) are also apply to face-to-face situations. In these situations, the underlying meaning of communication is supported by 'the setting' people are communicating in, their body language and facial expressions and the artifacts they are working with and which can be seen directly. These supports are not automatically available in virtual worlds and need to be designed.

SOLUTION

Make task-related and socio-emotional communication more easy and interpretable by providing understandable information through contextualisation, labelling and gesture. To support collaboration as much socio-emotional information as possible should be supported

Detail:

Contextualisation: communication can be carried out in a particular place that signals the expected type of communication e.g. a cybercafe for "social talk", a workcenter to "make things", an appointment centre to organize, structure, make appointments. Or it can be related to a certain instrument or object e.g. an agenda, a concept map.

Labelling: people add extra information for others about how to interpret their remarks. This is represents a kind of meta-data within their communication. Labelling can be carried out in different ways. Semantic wording

e.g. question, answer, suggestion, or by the visualizing of certain types or functional levels of communication using emoticons e.g. smileys, funny faces, question mark.

Gestures: in virtual worlds where we are represented by an avatar there is often the possibility of adding gestures and movement to animate the avatar. These gestures can be used to convey extra socio-emotional as people communicate.

SUPPORT

The importance of the communication can be clearly seen on story 4: Loss of contact with students - for example moving out of chat or audio range:

<http://www.muvenation.org/moodle/mod/data/view.php?d=12&rid=438>

NOTES LINKS AND REFERENCES

More information on this subject can be found at:

<http://www.sciencenetlinks.com/lessons.php?DocID=284>

<http://jcmc.indiana.edu/vol3/issue4/wiesenfeld.html>

http://www.bioteams.com/2005/12/06/team_communication_patterns.html

http://en.wikipedia.org/wiki/Organizational_communication

Pattern 11: JUGGLING BEHAVIOUR

Release state: Alpha

Summary	How can you maintain order and discipline when teaching in both Real Life and in a MUVE?
Author/s	Bex Ferriday

PROBLEM

Teachers want to run teaching session that are "successful" with all lesson aims and objectives completed. But this can be a tricky business when disruptive behaviour occurs and the teacher needs to field communication coming from several channels and manage ongoing interruptions from group members.

Forces

List the forces in tension.

- The comparative informality of SL and the "formality" of education
- The anonymity of the avatar and lack of non-verbal communication and the ability to misinterpret mood / attitude / meaning when teaching in-world
- Personal relationships with colleagues which can become strained and uncomfortable when these colleagues become students (this is coming purely from a teacher-educator standpoint)

CONTEXT

There are several contexts in which these "types" of behaviours can occur, though triggers are different for all. Electronic communication can be just as hard to manage as live speech when coming through different channels (local chat and IM) though, in some instances, constant verbal clamour in a traditional classroom can be harder to manage than text-based speech that can be responded to or left for later. Teaching in Second Life can be hard as there is little non-verbal communication: avatars are essentially masks - what they are hiding the teacher cannot see. As I have more experience of teaching in a traditional classroom (so more experience of dealing with issues such as those mentioned, and more strategies in my teacher's toolkit to use), I shall endeavour to tailor this pattern with teaching in virtual worlds - in Second Life especially - with participants logged into computers in their own homes / offices.

1. Students are unmotivated (because they are tired, hungry, do not understand the content of the session or, conversely, find it too easy)
2. Students all want to ask questions at the same time (but do not respect the turn taking rights of others in discourse, so "clamour" for attention)
3. In-world, students are talking via IM and local chat at cross-purposes - often several (un)related discussions or threads are happening simultaneously
4. Peer pressure means that "factions" start to misbehave, which, if unmanaged or managed badly, can cause a complete breakdown of the session.

SOLUTION

Based on *Fricke and Volter (2000)*:

1. Differentiate- simplify tasks using **29. Digestible Packets** or concepts for those with less understanding and add extension tasks or more complex activities form those with more understanding **24. Differentiate Exercise Levels, 28. Relevant Examples, 26. Exercises Emphasis Processes**

2. Set some ground rules regarding communication. Suggest that local communication (inworld) keeps purely to the topic at hand, that each comment is prefixed with the name of the avatar that the speech is being directed at. In real life, ground rules need again to be set. A talking stick can be employed if the rules are forgotten (only the person holding the stick is allowed to speak). **33. Repeat Topic 39. Teacher Language**
3. Any questions to the tutor go via IM (to be answered during a break or at the end of the session) - NOT whilst the lesson is being delivered.
4. In-world this can be covered by reviewing group rules (either as a group or on a one to one basis via IM), or, if the behaviour becomes too much to handle, banning avatars from specific parcels. In real life exactly the same principles can be applied via group or one-to-one discussion about rules and eventual exclusion from the group, as well as intermediate steps such as verbal and written warnings or suspension for a set period of time. **35 Body Language, 2 Adapt to Participants' Backgrounds**
5. These can be reviewed regularly by teacher / teaching teams and participants themselves **43. Participants' Feedback Form, 47. Differentiated Feedback**

SUPPORT

Case-stories this pattern is drawn from:

2, 22

RELATED PATTERNS

Link to related patterns (within the MUVEnation patterns or elsewhere i.e. other pattern languages). Or create a note for patterns that you have spotted that need to be developed

Again, linking to Fricke and Volter's Pedagogical Pattern Language about teaching seminars effectively:

CHECKPOINT: SEMINAR PREP.

2. Adapt to Participants' Background

CHECKPOINT: TEACHER

35. Body Language

36. Teacher Teams

39. Teacher Language

CHECKPOINT: TEACHING

28. Relevant Examples

29. Digestible Packets

33. Repeat Topics

CHECKPOINT: PROCESS

26. Exercises Emphasise Process

24. Different Exercise Levels

20. Different Approaches

CHECKPOINT: TEACHING IS OVER

43. Participants' Feedback Form

47. Differentiated Feedback

NOTES, LINKS AND REFERENCES

Liabilities, potential risks, extensions, expected side-effects. Observations.

- Differentiation can be hard to manage if students are operating at a large range of levels
- Rules can be interpreted differently by students from different backgrounds / cultures
- The group can adhere to the rules for a certain period of time before reverting back to prior behaviour (I have noticed this happening with meetings in-world - several weeks ago latecomers and those leaving early were asked not to interrupt proceedings by greeting or saying goodbye to the group - this worked well for a short period of time, but these habits are beginning to creep back into weekly meetings).
- Banning persistent trouble makers / griefers can lead to online bullying, formal complaints from students and merely be "asking for more trouble" in the long term
- Once rules are imposed, the floodgates could open and more and more rules follow, until the session becomes "stifling".

Fricke, A & Völter, M. (2000). *Seminars, a Pedagogical Pattern Language about teaching seminars effectively*. EuroPLoP' 2000

<http://teacherworld.com/potdale.html>

Pattern 12: GETTING FEEDBACK FROM PARTICIPANTS

Release state: Alpha

Summary	It is important to get participant feedback during and after a lecture or workshop to know if they understand what you mean and to adjust your practice as necessary.
Author/s	Angelina Macedo,

PROBLEM

When participants attend a seminar, a lecture, a workshop it is important to obtain feedback from the participants during the process so that no one is left behind and the objectives are accomplished. But there are often participants present who do not like to be asked questions directly. How can teachers/tutors/trainers get feedback from participants in a positive and motivating way such that you avoid groups of frustrated and demotivated people.

Forces

It is important to have participants' feedback in order to know if our practice is adequate or if it needs to be reformulated. Some ways of getting feedback from participants are: asking direct questions that imply showing that the participants are understanding the main topic, ask them to explain their peers (help them). Sometimes participants don't like to participate because they are shy, for instance, and they are afraid of making mistakes. So, a possible solution is to provide student-centred activities in which students have to show a product as result of the material and instructions provided.

CONTEXT

This pattern is applicable in all the domains: education, business, training, formal or informal settings, when a topic needs to be covered. SL has an advantage regarding face-to-face settings. We can IM participants and get their feedback in a private way. Also participants can ask for help in a private way. When delivering a hands-on workshop in SL, is easy to get participants' feedback as they are supposed to be creating something as you deliver the instructions, so you can visualize the progress of the activity. If someone is getting behind, it's easy for you to be aware that there is a participant in trouble and help him/her using IM.

SOLUTION

Provide a detailed and concrete description of the pa. Include structure/process diagrams as needed.

- Provide student-centred activities and check if they are performing according the instructions;
- Ask questions whose answers have to show that the participants are understanding what you mean;
- IM a participant if you think s/he is getting behind.

SUPPORT

Cases-stories this pattern is drawn from: 14, 20, 21, 26

RELATED PATTERNS

MUVEnation patterns:

[Motivating learners to participate in discussions](#)

"Learning to teach and Learning to Learn - Running a course"

by Jutta Eckstein

<http://www.pedagogicalpatterns.org/examples/LearningAndTeaching.pdf>

- pattern 3

"Feedback Patterns"

by *Eckstein, Bergin and Sharp*

<http://csis.pace.edu/~bergin/patterns/FeedbackPatterns.html>

- Pattern - Active Student

NOTES, LINKS AND REFERENCES

Eckstein, Jutta. "Learning to teach and Learning to Learn - Running a course". Retrieved from

<http://www.pedagogicalpatterns.org/examples/LearningAndTeaching.pdf>

Eckstein, Bergin and Sharp, "Feedback Patterns". Retrieved from

<http://csis.pace.edu/~bergin/patterns/FeedbackPatterns.html>

Pattern 13: MANAGING PRE-PREPARED TEXT WITH LIVE INTERACTION.

Release state: Alpha

Summary	Pre-prepare text to support live interaction and strengthen informational detail where needed and support visual elements of a presentation.
Author/s	Cedric Demeyere

PROBLEM

Visual communication is not very subtle. Communicating experience using text-based chat takes time. Text chat controls delay the course of a lesson and can make it difficult to get across everything that the lesson says what it needs deliver. Preparing text is needed. Improvising explanations always leaves out some points on the subject.

Forces

- Text should not limit the promptness of visual communication (diagrams, drawings, icons, built objects).
- Text should not hinder interaction by leaving too prominent the gap of expertise and extension of knowledge, between student and teacher.
- Text should not try to fully control the course of the lesson, so as not to block creativity of both students and teacher.

CONTEXT

This pattern is applicable when text-base chat is being used to deliver teaching.

SOLUTION

Pre-prepare text to support live interaction.

Detail:

- Limit the amount of content you want to cover. Attention weakens for any public you want to reach.
- Prepare your lesson structure beforehand.
Use a note card reader to post your lesson structure on a signboard for everyone to see. Refer to the lesson-structure during the lesson.
- Use a device for speaking prepared text in the chat channel if you want to keep to fixed expressions or fixed text structure. The speaking device helps to remind you of the structure you prepared, also of the turn of phrases you came up with..
- Prepare text for the speaking device,
 - that does not need clinging to too strictly. Keep an open eye or ear so you can insert appropriate details.
 - leaving space in the follow-up of arguments. You can then elaborate on a subject as need arises, without messing up completely your predefined structure.
 - that you will not want to contradict, personally (for wrong timing or inappropriate in this circumstance, ...).
 - with sentences short and easy to understand.
 - considering that only text colour in the chat channels makes a difference between the device speaking and questions or answers showing.

- By distributing instructions after the lesson, you tie your students to follow with the progress of your course.
Distributing instructions beforehand, you leave pace for them to choose. Faster students can help out slower ones. The teacher can help out slower students while faster students move on.

SUPPORT

Cases-stories this pattern is drawn from.
stories 2, 23, 44

Pattern 14: MANAGING LARGE CLASSES IN SECOND LIFE

Release state: Alpha

Summary	The organization and management of a large class or a large group meeting in Second Life pertains to the conditions and the strategies adopted by the teachers, instructors and facilitators to create an orderly context in which the participants are all effectively involved in the activities proposed.
Author/s	Annamalia Tancredi (SL: Fabrizia Karillion), Nergiz Kern

PROBLEM

One of the advantages of using a virtual teaching space is that it allows large classes to be convened that transcend the boundaries of time and space but dealing with large class numbers presents a number of technical and organizational challenges:

- Being heard: the limit on the chat range means people who are not within the chat range have difficulty to follow the instructions in chat or to hear what is said in voice.
- Lag: provokes slowness and hinders the movements of the avatar in the use of the chat or some tools, in the teleport and can cause crashes.
- Type of lesson:
 - a theoretical lesson, a conference or a lecture can have 40 or 50 people without many problems except the lag and the risk of losing the interactivity;- In some hands-on building workshops the number of participants is limited by the number of building spaces and by the quantity and size of the tools, objects and class materials used during the lesson;
 - the instructor or the teacher has often to deal with late-comers, the interruptions and the requests of many participants all at the same time being overwhelmed by many IMs that he receives during the class;
 - the impact of class size in SL seems to be critical in activities involving collaborative tasks.

Forces

- When running events in particular, there is frequently the need to be heard more than 20m away, but 100m away disturbs neighbours;
- the different types of island (region or sim) can hold different numbers of people. A full region can hold up to 100 avatars; a Homestead up to 20. Openspace regions are not suitable for meetings;
- the land owner can reduce the maximum number and in addition if there are a lot of high resolution textures and/or scripts this will reduce the number of avatars you can get in and still be able to function;
- you undoubtedly will face a real challenge if you want your hands-on building workshop to be a collaborative building task and you try to personalize it to a large class;
- you may want to implement a learning activity with the use of interactive tools taking into consideration the physical space limitations addressing pragmatics of the SL environment.
- Interactivity and collaborations versus lecture-style sessions
- Allowing a maximum number of people to participate in a session versus reducing the quality of a session due to technical or organizational limitations
- Individual attention to participants versus attention to the group

- Personalization of tasks and activities versus time and organizational constraints

CONTEXT

This pattern has very wide applicability to almost every kind of classes and large group meetings characterized by a large number of avatars or by the use of big tools and large size materials (building or scripting lessons, lectures, large group meetings, happenings, contests, etc.).

SOLUTION

- When running meetings such as live events choose the “shout option setting” to solve the chat range issue. It allows to chat at a greater distance, not only within the 20 m. limit. If you use the “SpeakEasy HUD” it may be necessary to modify the script to make it shout the instructions (open the script, search the word "say" and replace it with "shout").
- As for the lag, before starting the class, provide participants with some technical advice by recommending them to remove all blings, scripted and high-prim attachments and to focus their camera on a spot where they don't have many avatars in their view.
- If there isn't enough space when using large tools, teachers can choose, for their teaching setting, some educational tools which allow multiple users to simultaneously contribute, create or share something. Some of the tools which allow to set the permissions and improve collaboration are, for example, the Brain Board, the Notecard reader, the Communal Whiteboard and the Mindmap 3D.
- In situations where you don't want, for example, multiple screens with multiple users in a small geographical area or a single space which is used by a variety of people, the use of a multi-user version of a tool (for example the Presentation screen and a Presentation HUD) is ideal for conferences and larger events, and for multiple presenters or teachers.
- Make the screen bigger, if modifiable, and be sure it is visible from a greater distance by asking if everyone can see it. When you enlarge and resize the tool remember to tick the “stretch textures” option in order to maintain the textures repeats.
- Your text needs to be larger than usual. So use very large text because screen resolution isn't very high and also because the audience may not be directly in front of the screen and therefore be viewing it from an angle.
- Give instruction to the audience on how to zoom in on visual material.
- If you're presenting at an extraordinarily large event (for example 50-75+ avatars) and sluggish performance is disrupting your presentation, you may also want to hide other avatars. In Second Life, you can do this by enabling the Advanced menu (`Ctrl + Alt + D`) and then, Advanced menu > Debug Settings > set "RenderAvatarMaxVisible" to a low number like 5. This option will only show the avatars nearest to you.
- Ask the help of co-tutors and/or assistants to share the burden (to give feedback, to answer the questions, to help the less skilled, etc). It would be preferable that one of them could use voice.
- Assistants can answer questions not directly related to the content of the session in IM (e.g technical issues).
- If you want to personalize the learning approach teach the class in groups (better if jigsaw groups) instead of trying to teach the whole class all at once and, to avoid the use of the same chat channel or the local chat while working in groups, it is possible to create a HUD or an object with a specific script in order to communicate on different channels or private channels without necessarily creating new groups or adding new friends as in the chat conference.
- For the slow learners group use the scaffolding instruction strategy by simplifying the task to make it more manageable and achievable or by anticipating problems that participants might encounter and then developing step by step (with the help of an assistant include direct instruction or another avatar as a model to imitate); in a hands-on building workshop for example a co-tutor can build and duplicate

the parts of the object which are more complex and then give them to the less skilled participants, setting the permissions in order to use and to modify those copies. This solution can be a remedy also for late-comers or for those affected by frequent crashes. In this way they can easily catch up.

SUPPORT

This pattern is drawn from:

- Muvenation cases-stories (story n.1 "[Collaborative building tasks](#)", story n. 25 "[Building a Board game with Daffodil](#)", story n. 45 "[My experience in the first workshop?](#)" and n.39 "[Create a Carnival cart](#)");
- experience at the VWBPE 2009 Conference;
- interviews to experienced SL instructors.

RELATED PATTERNS

From Muvenation patterns:

- [Dealing with interruptions](#)
- [Preparing for technical difficulties](#)
- [Dealing with parallel communication channels](#)

From "SEMINARS. A Pedagogical Pattern Language about teaching seminars effectively":


- Work forms (alternatives to the traditional presentation style).
- Different approaches (providing every participants a chance to learn using the most effective channel)

NOTES, LINKS AND REFERENCES

Liabilities, potential risks, extensions, expected side-effects. Observations.

- Managing Meetings in Second Life - The Protocol Guide
<http://www.scribd.com/doc/16672376/Managing-Meetings-in-Second-Life-The-Protocol-Guide>
- Guide to presenting in Second Life
<http://wiki.secondlife.com/wiki/Presentation>
- Scaffolding as a Teaching Strategy, by Rachel R. Van Der Stuyf, Adolescent Learning and Development, November 17, 2002

Pattern 15: CREDIBLE PROJECT WORK**Release state: Alpha**

Summary	We often assign projects to our students believing that it is one of the best ways of learning especially that they cooperate to do the task and thereby we maximize peer-to-peer learning. But is this what usually happens?	
Author/s	Hamid Mernaoui	

PROBLEM:

While evaluating a project work, the credibility of the products is often put into question because we don't know much about the performance of all the participants. Should we only focus on the final product? The aim of the pattern is to help the teacher know how much each member of the group has done and get a correct image about the work

Forces

Most of the time, it is only the good students who do the task and have the names of the others with them when submitting their work. How could I know who does what!

CONTEXT

My field of interest is teaching English as a foreign language. However, I see this pattern would be applicable in different contexts where the learners have to work together to do a project and the teacher has to evaluate the various contributions to a group project.

SOLUTION*** Preparation:**

- Prepare individual tasks within the same project for each member. Everyone should have a particular objective to achieve. That is split the project into interrelated parts and give each member his/her own part. This pushes all the participants to work and makes you get a clear idea about the process of work.
- Some would do the job for the others. Set different ways to evaluate your students performances (individual and group work) as to vary your evaluating materials. For example, make use of podcasting, dramatizing in RL or virtual worlds such as Second Life, make also use of blogs, websites... The easier the material, the better.

*** While performing:**

- Assign appropriate tasks; not too easy and not too challenging. Something all the students can do and learn from.
- Monitor your students. Keep having a regular check of the flow of the work.
- Encourage collaboration and show its importance.
- Have more focus on "poor" students and empower them by cueing, helping,

*** After performing:**

- Revisit your students products.
- Ask your students stand in front of the class and present their work.
- Praise good practices.
- Encourage the "poor" students by showing them their positive points and cues to improve their weaknesses.

SUPPORT

This pattern is drawn from the forum discussion on the subject matter and my personal reflection.

NOTES, LINKS AND REFERENCES

The pattern is made from literature, my own reflection and the feedback I got from the participants who gave feedback.

<http://www.muvenation.org/moodle/mod/forum/discuss.php?d=1634>

<http://www.pedagogicalpatterns.org/current/experientiallearning.pdf>

<http://csis.pace.edu/~bergin/patterns/FeedbackPatterns.html>

<http://www.pedagogicalpatterns.org/>

Pattern 16: USABLE IDENTITY**Release state: Alpha**

Summary	Your virtual identity includes your avatar name. Choose a name that is recognisable and usable.
Author/s	Steven Warburton

PROBLEM

Your avatar is your virtual representation and the identity of your avatar includes the name that you give yourself. Choosing a name may seem trivial yet once your avatar is embedded in the world you can find that difficult to spell, overlong and nonsensical names can become a burden or a hindrance to effective communication.

Forces

You want to get yourself and your students in-world as quickly as possible and setting up the avatar is presented as a simple series of steps that can be as process that is as quick as filling in one or two boxes in a form. But you cannot change the name of the avatar - only by creating a new avatar - which can be difficult once the avatar has become part of the world e.g. registered through SLOODLE, on friend lists and so on. Your name choice also becomes a reflection on you and projects an image of who you are – almost like a form of branding.

CONTEXT

When you create your avatar or when you are with students who are choosing their avatar name for the first time.

SOLUTION

Do not rush into choosing a name. This is not a handle as you might use in a chat room. Dedicate a set amount of time, for example 30 minutes, to deciding your avatar name. Think about the purpose of your avatar and adjust the following tips accordingly. You can also create a group activity with students around name choices.

- Write down a list of names from practical (based on your own name) to exotic. Google them. What do they mean? What is their etymology?
- Try alliteration, that often helps
- Group activity - ask students to find their top five names. Write them down so they are visible to everyone. Each explains the names and why they were chosen. Others comment and choose their favourite. Then allow 10 minutes for each individual to make a final choice. Each student then articulates the reasons behind the choice to the group. Now get everyone to create their avatar.

SUPPORT

Case-story to be added from Leeds Met student example.

RELATED PATTERNS

Link to related patterns (within the MUVEnation patterns or elsewhere i.e. other pattern languages). Or create a note for patterns that you have spotted that need to be developed

NOTES, LINKS AND REFERENCES

You may decide that you want to separate your in-world presence into private and professional activities and therefore choose to set up two avatars. Here you can choose a name close to your own name and a more exotic name for privacy.

Pattern 17: ORIENTATION

Release state: Alpha

Summary	Create a structured exploration activity for introducing and inducting participants to a new or unfamiliar virtual world.
Author/s	Bonbon Braveheart, Cvetka Nacht

PROBLEM

There is always a first time to using a new or unfamiliar technology. Students and instructors need to acquire the necessary skill-set to participate actively in any learning and teaching activity, or event, in a 3D virtual space such as Second Life

Forces

Student resistance, steep learning curve, technology requirements, orientation islands too crowded and not newbie friendly, types of learners, background of learner (Millenials, Baby Boomers, digital immigrants), learners' anxiety, motivation, perception, and/or expectations, minimum required skills to function (no building, no HUD/AO, etc.)

Need basic skills and competencies: in-world and the client interface.

Orientation in a face-2-face setting e.g. computing lab versus wholly online

Skills need to be acquired systematically over time, building on previous knowledge/skills. Often the new user experience on Orientation Island is not structured or reassuring Instructor needs to deliver the experience to the learner in a positive, non-threatening and welcoming manner.

CONTEXT

Entering a new or unfamiliar virtual space for the first time.

SOLUTION

Before going in-world you need to ensure you have the correct **TECHNICAL SET-UP** (*pattern -> software and hardware check*) and take time to create a **USABLE IDENTITY**

When your participants arrive in-world you will want to let them carry out structured exploration:

- This should can incorporate **MINI-CHALLENGES** idea to give structure to their first activities AND that this should be in a safe and non-threatening area, this might even be done i pairs so that two people can test the communication tools out together.
- Follow this up with a mentored or tutored **EXPERT WORKSHOP**

SUPPORT

Cvetka blog story about taking students learning Italian into SL

Blog stories about our first steps in SL from Module 1 - Muvenation.

Bex story in the repository "Square Pegs, Round Holes"

RELATED PATTERNS


- * Preceded by **TECHNICAL SET-UP** (*pattern -> software and hardware check*)
- * Preceded by **USABLE IDENTITY**
- * Incorporates **MINI-CHALLENGES**
- * Followed by **EXPERT WORKSHOP**

NOTES, LINKS AND REFERENCES

Every virtual space will have its' own peculiarities and learning curve and solutions to help participants over initial hurdles need to be designed accordingly.

Pattern 18: CAN YOU HEAR ME

Release state: Beta

Summary	When working in a virtual teaching environment one of the challenges is to understand the way that the available communication channels map out the space differently to how we understand real-world spaces.	
Author/s	Steven Warburton	

PROBLEM

Teaching is a social, dialogic activity and when you are running a class in-world if you cannot hear what the instructor says, or the instructor cannot hear what the students say then the teaching and learning experience becomes opaque, or impossible to manage. But teaching spaces also need to be flexible so that if classes are broken into groups then each group should have their own working space that is free from interference of the others. Therefore when working in a virtual teaching space you need to understand the way that communication channels map out differently within the space which are often different to how we imagine real-world spaces.

FORCES

Virtual environments such as Second Life provide a number of channels for communication, and some of these have limitations such as distance from source. In face-2-face settings being heard is still an issue but there are natural signals that help us spot this problem - for example you can see the instructor's facial expressions and movement and an instructor can likewise see the facial expressions of the students. In real-life we have good spatial awareness whereas in virtual spaces the setting may mimic familiar space but this does not mean communication works in the same way. In natural settings we can adjust the volume of our activity to create different 'sound spaces' within a single teaching setting so that we can carry out group work, or we can use barriers such as walls to divide groups. In virtual settings we have to adjust and accommodate to the particularities of the communication affordances.

CONTEXT

This pattern is derived from case-stories using a MUVE but the underlying idea of mapping out conversational spaces can be applied to a number of virtual settings. It relates to any type of teaching and learning activity that is conversational or instructional e.g. running an immersive in-world workshop. This is equally applicable for audio based session and text-based sessions though the solutions may vary slightly.

SOLUTION

Choose your communication channels carefully and map their constraints so that as an instructor you know who can hear you and when. If you are using the main chat window as the primary communication channel respect the 20m range. You may need to mark out the limits of the range in a visible manner for example using a ground texture. Back-up audio interaction with text. It is also possible to add animations to the avatar when you are speaking to add a visual signal. In virtual spaces you may find that you can use different communication channels to perform different functions. For example in SecondLife avatars can either move beyond the 20m chat range for group work or you can use group chat channels to divide groupwork. Here you have the choice of then using a group channel to bring classes back together.

SUPPORT

Case-stories:

- (i) OpenHabitat pilot - philosophy students - split into small groups who worked in marked areas beyond the 20m chat range.
- (ii) MUVEnation - Used "Gypsy Decks" tool to automatically send seated groups to different in-world heights for group-chat
- (iii) Elluminate - Institutional Innovation online Conference - used breakout rooms for groupwork sessions

Related Patterns


*Leads to CONTROL THE FLOW

Notes, Links and References

Presence layers in Second Life

Layer	Description	Tool
Physical layer	Visual proximity	Camera POV ①
	Physical proximity: location	Mini map, region map ②
Communication layer	Synchronous: spatially aware	Voice and local chat ③
	Synchronous: distant	Instant message ④
	Asynchronous	Group notice, IM to email ⑤
Status layer	In world	Contacts on/off line ⑥
	Out of world	SL blends online ⑦

Dr Steven Warburton, King's College London, UK

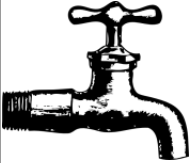


See also Torley Linden video tip on adding gestures to your avatar:

<http://www.youtube.com/watch?v=WplYhxyFd3M>

Pattern 19: CONTROL THE FLOW

Release state: Beta

Summary	Addressing the mechanics of synchronous text-based chat sessions for effective communication within online teaching sessions.		
Primary Author	TBC	Contributors	<i>Margarita Perez Garcia, Nergiz Kern, Ramiro Serrano, Steven Warburton</i>

PROBLEM

In online educational settings we often use synchronous text-based chat as a replacement for face-to-face sessions to facilitate synchronous dialogic activity but when there are more than a handful of active participants in a single chat space the rapid and unthreaded flow of exchanges make it difficult to maintain a coherent and productive conversation.

FORCES

The majority of online spaces that are used for learning and teaching provide opportunities for synchronous interaction in the form of text-based chat. Chat spaces are democratic in that anyone can post comments as and when they feel. On the one hand this freedom can be empowering for participants yet on the other can it reduce the fidelity of the conversation when larger numbers of participants are involved. Organisation, management, etiquette and maintaining a good signal to noise ratio all play a role in successfully navigating synchronous chat to achieve prescribed learning outcomes.

CONTEXT

Although this pattern was developed from case-stories of working with text chat in MUVes, it is extensible enough to be used in any situation where groups of people are actively participating in text-based synchronous communication within a single chat space. There is not an exact figure for where the number of participants becomes critical and renders conversational flow difficult to follow. This will depend on the type of activity, its defined purpose, the level of engagement that is being sought and the confidence of the users. For example conference style presentation formats will differ to small group teaching activity. We do note that with even as few as five to six members within the group chat can become constrained.

The synchronous text-based discussions that this pattern applies to can be found in a variety of computer-mediated environments that include: Internet chat rooms; instant messaging services; back channels within audio and video conferencing tools; virtual whiteboard applications; visual and 3D chats such as virtual worlds. What we describe as a chat room or chat space can be broadly described as a tool that supports text entries into a common text space or window that are differentiated by individual usernames and a time-stamped chronology.

SOLUTION

1. Apply structure to the chat by:
 - Explicitly creating a moderator role. This can be the tutor or an assistant, or it can be assigned to one of the participants. The function of the moderator is to help monitor and manage the conversation and where appropriate bring questions and comments to the attention of the presenter or session leader.
 - Ensure that participants are aware of the rules for participation by applying the **SET GROUND RULES** pattern.
2. Exploit the technical affordances of the system:
 - Turn-on a typing indicator. For example in the MUVE Second Life there is an animation for 'typing-hands' and in Skype the indicator is a 'writing-pen' animation.
 - Ask participants to mute spammers (SL) so that what they say will not show up in the chat window and be prepared to ban or eject them if necessary
 - Ask participants to refrain from using chat gestures e.g. ASCII code that fill the chat area and make it difficult to follow the conversation.
 - If you are working in a public chat space then move the conversation to group/IM chat if it is being polluted by the presence of unwanted guests.
3. Moderate the flow:
 - Throttle the conversation by turn taking or use a tools such as a question queuer.
 - Filter by setting the interaction rules and only react to those comments and questions that follow the set rules e.g. only if they are labelled 'QUESTION' or 'COMMENT' or only if they have been sent via IM to the moderator or assistant.
 - Use break-out activities to keep the size of the group manageable. Different virtual spaces offer different permutations and check that you understand the possibilities for this by referring to **CAN YOU HEAR ME** pattern.
4. MANAGE INTERRUPTIONS:
 - Deal with late arrivals and early leavers:
 - i. Participants who arrive late should not interrupt the discussion. If someone arrives late either this person remains silent and joins the group discussion or says a single "Hi all" or "/me says hello to all and joins the meeting".
 - ii. An IM to the tutor or to the responsible person will allow the necessary information and clarifications about the ongoing activity to be sent via the back channel.
 - iii. Participants who leave early should simply end by saying "/me leaves because I need to go to bed and says good meeting" or similar, or remain silent.
 - For ongoing interruptions then use **DEALING WITH INTERRUPTIONS** pattern.

SUPPORT

- "Tommy Cooper?" by David White:

"When Oswy was asked for his initial opinion his hands started to move in that Tommy Cooper style that indicated typing. The rest of us looked on. After about a minute we realized that we had no idea of just how much Oswy was likely to write. If he was a fast typist then we were looking at quite a long paragraph. After about 1min 30secs we asked if he was ok but of course he was typing and so couldn't respond."

"It dawned on us that a reasonable answer to the question could legitimately be quite substantial. At this point I suggested to the tutor (who was in the same RL room as me) that we could ask all of the students to type their answers in at the same time and then hit enter as we went round the group. After Oswy finally responded we suggested this and it seemed to work ok."

- Citing Carmela Dell'Aria in story #9 in the MUVEnation story repository "Building interactive boxes and word balloons for language learning games and fun!":

"The communication channels were used mostly by local chat and less by voice, but there was an unordered use of IM. Even if I had a notecard reader for delivering instructions I didn't use it"

"Finally, you can have planned the best tools, written complete instructions, managed technical aspects but remember....

... YOU CANNOT MANAGE PEOPLE AS WELL AS OBJECTS!

We're unpredictable, so different even if when we think to have the same skills and ability, to share the same objectives and ideas ...this makes a difference among all our experiences. But after living, socializing, learning, researching, experimenting and teaching in SL for about 2 years I can tell you this was another challenging and unique experience!"

Among Carmela's comments on her story:

"Participants [...] should not to pretend to interrupt the flow of conversation (if they arrive late)"

- Margarita Pérez-Garcia in story #22 in the MUVEnation repository: "I'm here, let me help you!"

"This experience gave me the opportunity to reflect on several issues: [...] Disruption in open chat is also an issue. Setting up ground rules for communication seems to be a basic strategy in any conversational activity with a group"

Margarita commented on her story:

"I can identify two types of successful practice here: practices I've seen during the workshops and practices that I've seen in others workshops that can be applied to this: [...] Setting up ground rules for interaction (Questions and Answers) during the workshop seems to be a basic strategy in any conversational activity with a group. The instructor needs to decide whether questions are allowed in the main or in the back channel and when are they allowed."

- In story #19 of the MUVEnation repository "My first workshop experience in SL" by Marilena Palvelli

"The other thought that I would make is that it is also needed a lot of patience and respect for different personality and identity in sl. I think equally important, however, share a kind of netiquette to not only focus attention on respect, e.g attacking or insulting the other person, to make me understand, but also a kind of collaborative netiquette so as educators, we try to not simply to achieve a goal which could be individualistic in our thinking only but was also to be respectful and curious for the others, mainly because they have demonstrated a cooperative attitude to ours. I believe that this capacity should be shared; ethic with its consciously and then applied, again with due flexibility, in the most constant possible way, because we should be teachers and educators not only about contents, but above all about attitudes that spread out only pervasively with a coherent and consistent example."

RELATED PATTERNS

*Preceded by **SET GROUND RULES**

*Supported by **DEALING WITH INTERRUPTIONS**

*Strengthened by **CAN YOU HEAR ME**


NOTES, LINKS AND REFERENCES

Theoretical justifications:

- [Littlejohn, A. and Peglar, C.](#) (2007). Preparing for blended e-learning. New York: Routledge.
P.58 - list of drawbacks for participants of synchronous communications: knowing whose turn it is to speak; the uncertainty of whether anyone is actually listening; time lags in audio and video; technical difficulties; time difference for those in different time zones; (and for text chat particularly) identity confusion.
- A Pedagogical Application Framework for Synchronous Collaboration, A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy by Aiman Turani, The University of Sydney, School of Electrical and Information Engineering, The University of Sydney September 2007.
P. 35 - 42 classification of most popular techniques for synchronous collaboration by type of communication and description of activities for each of the 13 techniques described: Informal Group Discussion, Round Table Discussion, Brainstorming, Group Nomination, Debate, Jigsaw, Pro/Contra, Think Pair Share, Pyramid, Buzz Group, Role Play, Case Study, and Team Pair Solo.

Pattern 20: SET GROUND RULES

Release state: Beta

Summary	Lay the foundation for productive interaction and participation within synchronous text based chat sessions.		 <p>Ground Rules</p> <ul style="list-style-type: none"> • Be on time • Be prepared with your information • Participate • Respect other's opinions • Share ideas • Ideas are valued and discussed • One speaker at a time
Primary Author	TBC	Contributors	<i>Margarita Perez Garcia, Nergiz Kern, Ramiro Serrano, Steven Warburton</i>

1.1 PROBLEM

Facilitating active participation in educational activities such as critical discussion depends upon both participants and tutors understanding the expectations placed upon them and providing a setting in which all involved can clearly articulate and express their views. We can create suitable virtual spaces but in online settings communication must overcome the constraints imposed by the lack of conversational cues that include for example non-verbal behaviour such as eye contact, facial expression, gesture, posture and body orientation, proximity, paralinguistics (tone, pitch, rhythm, timbre, loudness, inflection) and humour.

FORCES

Performing in virtual spaces where technologies mediate and obscure the immediacy inherent in face-to-face interactions can have both positive and negative implications. The distance can allow normally quiet voices to be heard by reducing to the social barriers to group contribution but the limited nature of synchronous text-chat can reduce the nuances, vibrancy and subtlety of conversation.

CONTEXT

This pattern applies to the many instances where communication is mediated by technology, particularly when using text-based chat. The general nature of this pattern means that it has relevance to both asynchronous and synchronous forms of interaction. This pattern is based on experience using text chat for running educational activities inside the MUVE Second Life.

SOLUTION

Define a set of rules for participation:

- During structured and longer interventions from participants, like telling a story or giving a presentation do not interrupt the speaker until S/he finishes her turn and opens the space for Questions & Answers.
- Make sure that participants use simple keywords to precede expected types of interaction, for example, label questions with the word "QUESTION" and comments with the word "COMMENT".
- Ask participants to try and keep their interventions short and to the point e.g. three sentences. Participants should break longer discourse in short chunks created with full sentences. Using a typing indicator as mentioned in **CONTROL THE FLOW** can ease this process.

- Do not attempt to ‘over control’ the chat too and be prepared to allow questions or comments to flow freely throughout the session to maximize valuable participant contributions – ideas should be shared and encouraged. Asking participants to hold back with their questions and comments until the end can result in fewer questions or comments, which is a lost learning opportunity for everybody.
- Pause the presentation or session at times to give participants the chance to catch up with the chat and reply to questions and comments. It can be frustrating when chat is lively and some are slow readers or typists. It's equally frustrating and demotivating if someone's contributions are missed and nobody reacts to them.
- Be prepared to give students handouts or the slides so that they have time to contribute more in chat instead of taking notes.
- Provide simple guidelines on how to use culturally accepted shortcuts and emotive symbolism. For example using @ symbol to direct conversation at individuals; using acronyms AFK, BRB, LP, AFAIK, LOL; using emoticons :) :(; leaving space for others to finish typing; use [square brackets] for comments off topic. You should think before asking people to repeat - can you scroll back the chat history? However you can ask for clarifications. They are normally welcome; Use the ellipsis rule(typing “(...)” to indicate that you are continuing your argument. For more see:
<http://www.muvenation.org/moodle/mod/forum/discuss.php?d=1585>

SUPPORT

- Two case stories from Marga:
 - Label your questions with QUESTION based on my experience running Q&A sessions inworld. [To be written]
 - Building a set of interaction rules for inworld meetings based on my experience running an inworld patterns workshop. Some of my comments can be seen in the forum at <http://www.muvenation.org/moodle/mod/forum/discuss.php?d=1585> [To be written]
 - Margarita Pérez-Garcia in story #22 in the MUVEnation repository: “I'm here, let me help you!”
“This experience gave me the opportunity to reflect on several issues: [...] Disruption in open chat is also an issue. Setting up ground rules for communication seems to be a basic strategy in any conversational activity with a group”
- Margarita commented on her story:

“I can identify two types of successful practice here: practices I've seen during the workshops and practices that I've seen in others workshops that can be applied to this: [...] Setting up ground rules for interaction (Questions and Answers) during the workshop seems to be a basic strategy in any conversational activity with a group. The instructor needs to decide whether questions are allowed in the main or in the back channel and when are they allowed.”
- In story #19 of the MUVEnation repository “My first workshop experience in sl” by Marilena Palvelli
“The other thought that I would make is that it is also needed a lot of patience and respect for different personality and identity in sl. I think equally important, however, share a kind of netiquette to not only focus attention on respect, e.g. attacking or insulting the other person, to make me understand, but also a kind of collaborative netiquette so as educators, we try to not simply to achieve a goal which could be individualistic in our thinking only but was also to be respectful and curious for the others, mainly because they have demonstrated a cooperative attitude to ours. I believe that this capacity should be

shared; ethic with its consciously and then applied, again with due flexibility, in the most constant possible way, because we should be teachers and educators not only about contents, but above all about attitudes that spread out only pervasively with a coherent and consistent example.”

RELATED PATTERNS

*Works with **CONTROL THE FLOW**

*Precedes **DEALING WITH INTERRUPTIONS**

*Can be extended by MOOD OF THE MOMENT pattern developed by Nicole Schadewitz, see <http://crossculturalcollaboration.pbworks.com/06+MOOD+OF+THE+MOMENT>

NOTES, LINKS AND REFERENCES

Pankoke-Babatz, Uta and Jeffrey, Phillip (2002) 'Documented Norms and Conventions on the Internet', International, Journal of Human-Computer Interaction, 14:2,219 — 235.

DOI: 10.1207/S15327590IJHC1402_6; http://dx.doi.org/10.1207/S15327590IJHC1402_6

Abstract: "The Internet plays an important role as a means for worldwide social contact. The establishment and maintenance of social and group relationships within electronic worlds require social norms and behavioral conventions as in the real world. This article investigates some of the available electronic media: e-mail, mailing lists, newsgroups, chat rooms, and multiuser dungeons or multiuser domains (MUDs). Peculiarities of the media are analyzed through studying the documented behavioral norms and social conventions. We look at desired behavior, disruptive behavior, and sanction mechanisms. **A conclusion that may be drawn is that within these virtual environments, explicitly documented norms and conventions play an underlying role in how individuals behave in addition to what type of behavior they expect from others.**"

Craig Smith (2006) Synchronous Discussion in Online Courses: A Pedagogical Strategy for Taming the Chat Beast

"I have always hated Internet chat rooms and studiously avoided them. To me, they are chaotic, confusing, and frustrating. I have also accepted the fact that on this question I am probably in the minority. The immediacy of chat can be a significant factor in building online community. Short of high bandwidth audio/video conferencing, it is as close an approximation to face-to-face interaction as you will get in an online course. These chat sessions, however, were initially less than satisfying for everyone because of the typical pattern of multiple conversations occurring simultaneously. The sense of community and connectedness was overshadowed by frustration. I wanted to have the opportunity to interact with the students in a more spontaneous manner while still retaining some semblance of order that would replicate a seminar-type environment. To make the course more manageable (and for me, bearable), I therefore devised a protocol for virtual classroom etiquette—or "chatiquette"—based on research on classroom discourse and conversational turn-taking." [Summary article at http://www.astd.org/LC/2006/0706_smith.htm](http://www.astd.org/LC/2006/0706_smith.htm)

Full article published in Innovate journal here:

<http://www.innovateonline.info/index.php?view=article&id=246&action=synopsis>

Linder, Ute and Rochon, Rebecca (2003) 'Using Chat to Support Collaborative Learning: Quality Assurance. Strategies to Promote Success', *Educational Media International*,40:1,75 — 90

To link to this Article: DOI: 10.1080/0952398032000092134; URL:

<http://dx.doi.org/10.1080/0952398032000092134>

Abstract: "This paper explores the challenges that the design and realization of web-based collaborative learning activities present for authors, tutors and learners, and suggests how the quality of such activities can be assured. The discussion is based on a case study in Business English: adult learners with a non-academic background worked in 19 small groups consisting of three participants each to complete a collaborative learning task designed by an experienced instructor using the chat tool of a commercial learning platform. Researchers analysed learner and tutor behaviour focusing on the intended learning activities and doing a content analysis of the chat transcripts in order to evaluate the success of the collaborative learning episode. Results demonstrated a significant discrepancy between the instructor's intentions concerning the behaviour of the learners and their actual behaviour. This may be attributed to two factors: firstly, the chat tool did not effectively support the activity itself; secondly, neither tutor nor learners had received adequate training regarding their roles and appropriate behaviour during the activity. Based on the evaluation results, this paper suggests improvements to the chat tool, the authoring process, and the training of author, tutor and learners as well as a six-step process for quality assurance of co-operative e-learning units.

Pattern 21: EXPERT WORKSHOP**Release state: Alpha**

Summary	This pattern describes a tutor-led session with more advanced skills and dealing with questions that follow from an ORIENTATION session.
Author/s	Steven Warburton

PROBLEM

Your students have had time to carry out an **ORIENTATION** session and build up a basic skill set helping them become familiar with the 3D virtual environment, but there are still tips, tricks and techniques that are useful to pass on at an early stage to improve the experience.

Forces

Baseline skills such as navigation and learning the client interface are generally easy to build up but opening up pathways and opportunities to further learning are more easily recognised when flagged by an expert.

CONTEXT

Any virtual environment.

SOLUTION

Nominate an experienced user to run an expert workshop to instruct and direct your participants towards more advanced skills and to answer questions that have arisen following their **ORIENTATION** session. This workshop should be hands-on and get the participants active and may include a game-based competitive element. This is not a baseline skills session but one that intends to move users to the next level and therefore a baselining skills activity must have occurred before to get the best value from this type of session.

SUPPORT

Drawn from expert workshops designed for the OpenHabitat and MUVEnation projects.

RELATED PATTERNS

* Precedes **GET BUILDING QUICK** -> a pattern that describes the value of learners being active in content creation to empower, motivate and increase engagement.

* Follows **BASELINING SKILLS**

(<http://patternlanguagenetwork.xwiki.com/xwiki/bin/view/Patterns/BaseliningSkills>)

NOTES, LINKS AND REFERENCES

Make sure that new users understand all of the communication mechanisms available within the environment before using this pattern. Many of the related patterns rely on the participants understanding differences between Main chat, IM and Group chat.

Pattern 22: TEAM TEACHING

Release state: Seed

Summary	Teach in a team to help deal with large or complicated teaching sessions.
Author/s	Steven Warburton

PROBLEM

Virtual worlds offer a rich set of modalities for learning and teaching activities that include text-based, audio and visual interactions. But in a busy teaching session these multiple channels can be difficult to monitor effectively and detract from the teacher from achieving the main learning goals of the session.

Forces

Virtual worlds such Second Life are attractive in that they offer a rich media environment with multiple communication channels that can be exploited to provide engaging teaching and learning activities. If we are not careful the multi-modal nature of the setting can overwhelm us and rather than concentrating on the learning and teaching we find ourselves managing the environment instead.

CONTEXT

Any virtual setting where multiple modes of communication and media formats are available.

SOLUTION

Teach in a team. The simplest way of achieving this is to pair up with a fellow teacher and assign clear roles for the particular session in hand. For example, one concentrates on the lesson while the other deals with supporting the learners through fielding questions and helping with basic technical issues and orientation. The teacher's can then swap roles for each other depending on who is leading the session.

This solution could also be effected by using a teaching assistant who's primary role in any session is support.

SUPPORT

Cases-stories this pattern is drawn from.

RELATED PATTERNS

Link to related patterns (within the MUVEnation patterns or elsewhere i.e. other pattern languages). Or create a note for patterns that you have spotted that need to be developed

NOTES, LINKS AND REFERENCES

Reference: [Team teaching](#)

Team-teaching does have a cost implication in terms of the valuable resource of teacher time.

Pattern 23: MULTI-TASKING**Release state: Alpha**

Summary	Quite often there is too much to pay attention to when giving or receiving tuition in a MUVE environment: chat window, inventory, notes, slides. Learn to keep the interface uncluttered to prevent undue distraction.
Author/s	Samuel Landete Benavente

PROBLEM

Computer screens represent the window through which we access the world of online learning. But there are a lot of things to pay attention to when giving or receiving formation in distance learning, a whole class is compressed in the tiny real state of a screen. When teaching or learning inside a virtual world we need to pay attention to the real-time visual activity but where interactions need to be carried out via multiple dialog boxes the screen becomes cluttered with elements competing for our attention.

Forces

- Online learning relies on computers and networks as the media to deliver a message. Interaction with this media is carried out via keyboard, mouse, screen and sometimes audio, not as natural as the one that takes place in a normal real life teaching environment: reading is not as easy as listening, and the same goes for writing instead of speaking or using the mouse to move an avatar instead of actually moving yourself in real life.
- Contents are better delivered using various methods: visual representations, concepts, simulations, demonstrations, etc. However when using MUVES space is limited to the size of the screen, that has to fit avatars, some 3-D representation of the world, chat windows, inventories, slides, notes, and the rest of aids used to help understanding.

CONTEXT

The pattern is applicable in formal or informal teaching situations carried out in a MUVE environment that demand the use of mixed media to achieve the objectives.

SOLUTION

- Keep the interface tidy and get rid of any windows or HUDs that you are not going to use. For example, in Second Life you do not normally need the mini-map when giving/receiving formation.
- Try to always keep windows docked always in the same positions so that you don't have to waste time searching for them.
- If you are the instructor, have a look at the tools that can help you with the more structured part of the course: notecard readers, whiteboards, video, etc. Use them if the help they provide is worth the effort of having to deal with yet another window. List of educational tools for Second Life [here](#).
- Familiarize yourself with keyboard shortcuts that can be useful for both the client you're using and the tools. For example, in Second Life, Ctrl+I shows/hides the inventory, so there is no need to have it always opened since you can produce it easily and save some screen real state when it's not needed. Complete list of keyboard shortcuts for Second Life [here](#).
- If you are giving formation, try to help the attendees set their windows in the most practical way. For example, tell them to close this or that window if they will not be needing them for some time and to focus on the relevant part of the screen for the moment.

SUPPORT

Cases-stories this pattern is drawn from:

[6 - Uncle Writer's Puppeteer Workshop](#)

[23 - Build a Sensor](#)

RELATED PATTERNS

[4 - Dealing with Parallel Communication Channels](#)

[9 - Preparing for technical difficulties](#)

[11 - Making a Communication Plan](#)

[14 - Juggling communication](#)

[17 - Managing pre-prepared text with live interaction](#)

[26 - Control the flow](#)

Pattern 24: IDENTITY MAPPING**Release state: Alpha**

Summary	In formal teaching and learning settings where student progress and achievement are being assessed it is necessary to map virtual identities to real-life identities.
Author/s	Steven Warburton, Margarita Perez Garcia

PROBLEM

In formal teaching and learning settings where student progress and achievement are being assessed it is necessary to know the real-life identity of the student but in a virtual world such as Second Life, real-life identities are masked. Names are visible above the avatar head but these do not match people's real-world names.

Forces

Anonymity allows freedom and playfulness versus tracking and monitoring which is likely to change the student behaviour. Demands of the individual versus institutional demands.

Immersion <-> augmentation.

RL name versus naming conventions in a MUVE where for example in SL it is not the norm to use your own name (in SL the choice here is already constrained). In other MUVEs names tend to be "handles".

Authenticity and trust versus the freedom of using a pseudonym.

CONTEXT

This pattern is applicable to formal teaching situations where the tutor needs to be able to assess the progress of students. The solution that is adopted is also effected by the size of the group i.e. small groups mappings can managed by memory while large of multiple groups, or infrequent meetings will require recorded and even automated look-ups.

SOLUTION

In SL the family name choices are given and the social norm of this virtual world is to choose a name that identifies the avatar, not 'you'.

- Create a link between SL and the LDAP directory of the organisation
- Use pre-determined naming conventions
- Use Sloodle (a connect between the Moodle VLE and SL) to map names
- Use Excel spreadsheets and have them physically in front of you.
- Run a script that let's you write your real name above your avatar's name in SL
- Make notes in the 1st Life profile tab for each of your students
- Switch to a different environment such as OpenSim (see comment below from Leon on OpenSim)
- Another solution is to acknowledge that by using an e-portfolio tool that links RL to SL then needing to know RL names in SL is not needed. Assessment occurs at the e-Portfolio level. This is a solution successfully adopted by Leeds Met.

SUPPORT

Cases-stories this pattern is drawn from: OpenHabitat and MUVEnation project.

NOTES, LINKS AND REFERENCES

How as a teacher can we maintain some kind of link between a student's educational activity inside a virtual space and their activity outside of that space - so that we can build a coherent picture of the student's capabilities and performance? The effect of mismatching VW and RL activity will impact on assessment and adapting suitable in-world tasks to the correct participants? There is of course an issue of scale here. For small classes it is likely one can do this from memory, but for larger classes ... how do we solve this?

This kind of mapping is needed even when engaged in role-play or simulation where pseudonymity is part of the game.

Pattern 25: LEARNING ENVIRONMENT

Release state: Seed

Summary	A super pattern that describes the choices of technology for virtual learning and in what circumstances one would choose a 3D MUVE.
Author/s	Steven Warburton

PROBLEM

All teaching cannot be conducted in face-2-face mode. Therefore we use technologies to fulfil a variety of roles in supporting teaching from running open and distance learning courses to blended approaches. But how do we make informed decisions about these technologies and what do 3D MUVES afford teaching and learning that makes them an option?

Forces

Moving teaching and learning into a virtual space can sometimes be a necessity (in the case of distantly sited learners) or can be a decision to add value to a course. The difficulty is deciding on what type of environment is best suited to the learning and teaching activity at hand.

CONTEXT

Useful anytime that a decision needs to be taken about a choice of virtual space for educational activity.

SOLUTION

Create a checklist of requirements for the:

- Teacher (expertise, comfort)
- Learner (motivation, digital literacy)
- Discipline/subject area
- Pedagogy (mode, form)
- Budget
- Technical infrastructure (including scalability)
- Support (third party tools, people)

Score and rank them in order of importance.

When we examine what different virtual environments offer we should match them to our ordered list of requirements. For example, in terms of engagement and potential teaching and learning approaches, a MUVE offers the following set of affordances:

Warburton (2009):

1. **Immersion** in a 3D environment where the augmented sense of co-presence, through virtual embodiment in the form of an avatar and the extensive modes of communication impact on the affective, empathic and motivational aspects of the experience;
2. **Extended or rich social interaction** between individuals and communities, humans and objects and also intelligent interaction between artifacts;
3. **Community presence** that promotes a sense of belonging and purpose that coheres around groups, sub-

cultures and geography;

4. Exposure to **authentic content** such as works of art, and access to **cultures** that reflect linguistic and cultural diversity at local and national scale;
5. Opportunities for individual and collective **identity and role play**;
6. **Content production tools** that allow the creation and ownership of objects within the environment and respect an individual's intellectual property rights;
7. **Visualisation and contextualisation** through the production and reproduction of normally inaccessible content including artifacts that may be historically lost, imaginary, futuristic, or impossible to see by the human eye;
8. **Simulation** of existing real world contexts that may be too costly or dangerous to produce in real-life with the advantages that some physical constraints can be overcome.

SUPPORT

Cases-stories this pattern is drawn from.

RELATED PATTERNS

Followed by **ORIENTATION SESSION**

NOTES, LINKS AND REFERENCES

Potential risks: technologies develop, obsolesce and change over-time. What is here today may be gone tomorrow. Cost factor has not been included in detail this pattern yet but will be a big consideration.

Pattern 26: MICRO PROJECTS**Release state: Alpha**

Summary	Create a menu of activities in the form of micro-projects for learner-centred, solo and group exploration of virtual world affordances.
Author/s	Steven Warburton

PROBLEM

Second Life has a large overhead in terms of attaining the skills to work effectively within the virtual setting. Formal training offers one solution but this can be over directed, teacher-centric and promote dull, rote learning type activities. Rather, we want to develop opportunities for learner-centred exploration focussing on creative interpretation of the affordances that an immersive virtual offers for visual design and interaction.

Forces

- We want to promote ownership and learner-centric exploration of the virtual space yet many activities of this type tend to follow-on from instructor-led induction sessions and fail to 'let go' of the learners.

CONTEXT

This solution works with any new group of students who are starting to use SL. They should have the basic skills in place that include using camera controls, navigating and being able to rez and manipulate objects. Some introduction and facilitation can be helpful but is not strictly necessary.

SOLUTION

Create a manual of SL based micro-projects that provide a point of engagement for learners to think and be creative while exploring the affordances of the virtual space for design and visualisation of ideas. The manual should contain short exercises that resemble mini-project briefs that push users to visualise ideas in the 3D setting. Allow learners to choose freely any of the activities and self-organise their own groups for collaborative activities.

The activities should mix both SL and RL exploration. Keep each activity description short and imaginative though you can provide a mix of both directed and more free-form interpretations. Time limits to complete activities can be optional. The manual should be used like a menu and the choice of which activities to tackle left to the participants.

Example activities (from The OpenHabitat manual):

Number 22. Create a six object sequence relating to the word 'Red'.

Number 26. Interview and take snapshots of a strange avatar. Get their permission to copy the chat-log and use their image. Create a square portrait using one of your snapshots and a square typographic piece using the chat-log text. Apply to either side of a square, flat prim. Drop a copy to your subject.

SUPPORT

Cases-stories this pattern is drawn from:

OpenHabitat project (<http://www.openhabitat.org>)

RELATED PATTERNS

Preceded by **GET BUILDING QUICK**

NOTES, LINKS AND REFERENCES

The design solution used during the Open Habitat project was called “the manual” and comprised 81 things to do in Second Life. This is freely available from:

<http://www.cubistscarborough.com/themanual/>

PDF creator for distributing the manual and in-world tools were used to display the full set of activities on a prim.

Pattern 27: MINI-CHALLENGES**Release state: Alpha**

Summary	Use short, playful, challenge orientated activities for learner self-study. To prompt participants to complete the activities make the outputs visible.
Author/s	Steven Warburton

PROBLEM

We want to encourage learners to engage with and take control of their own learning so that they can progress beyond the time and space of the classroom. But we do not have time to work with learners every step of the way.

Forces

We have a limited amount of time within which we can work with our students. We therefore need to find ways that we can motivate learners to take responsibility for and engage with their learning beyond the classroom.

CONTEXT

Anytime that a teacher wants to create resources for self paced learning that motivates ownership and responsibility in the learner.

SOLUTION

Create a series of self-study style 'mini-challenges' for users. These activities should be short (15 minutes or less), fun and the results must be made visible for others to view. For example by taking screenshots of the outputs and uploading to a public space (e.g. Flickr)

SUPPORT

MUVEnation and OpenHabitat project work

RELATED PATTERNS

* Used by **GET BUILDING QUICK**

NOTES, LINKS AND REFERENCES

See other.

Pattern 28: GET BUILDING QUICK

Release state: Beta

Summary	Having the sense that one is in control of the surrounding environment helps teachers feel confident in using the virtual world for teaching and learning. Learning to manipulate and build objects is a skill that helps empower and motivate learners.
Author/s	Steven Warburton

PROBLEM

The ability for users to create content is one of the key motivations for using any virtual environment. It both empowers the user and helps build confidence in their ability to perform other tasks within the virtual setting. But we often ignore this aspect in the rush to teach basic skills and then move onto to the teaching and learning processes.

Forces

Empowering users is important but we often fail to leave time and space to allow this to occur.

CONTEXT

Any online environment where user-content generation is possible.

SOLUTION

Create a series of **MINI-CHALLENGES** for users. Six examples are shown here:

Mini-Challenge 1: Show me your interface



Take two photos of your interface with your avatar facing the camera:

- the first with the snapshot button
- the second showing the snapshot window, by using the Screen print key of your keyboard

Put the photos on your Flickr account and post it here, in medium size, as a reply to this discussion.

If you don't know how to post a photo from Flickr here.

You can do this either by:

- Clicking on **<all sizes>** of your image in Flickr. Copy the static link of the size you want. Paste it via the **<Insert Image>** functionality.
- Clicking on **<all sizes>** of your image in Flickr. Copy the full string of code they give you. Come here, click on **<Toggle HTML source>** (the before last icon in the second row of icons). Paste the code. And return to normal view.

Mini-Challenge 2: All these numbers drive me crazy



Create 4 boxes on the ground:

- The first will be a perfect cube with size at X:1.750, Y:1.750, Z:1.750
- The second will be a large prim X:3.250, Y:3.250, but with Z:0.750. Mind the dot!
- The third will be a tall and thin prim X:0.950, Y:0.950, Z:4.500
- The Fourth will be a wall X:0.200, Y:3.000, Z:5.000

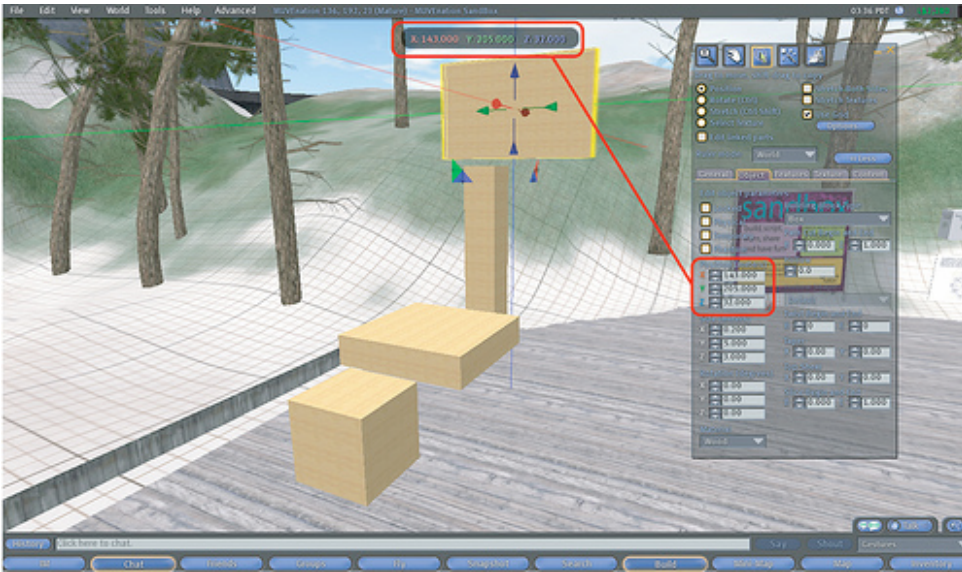
If your prims with the modification get half buried in the ground, then lift them up by pulling the blue arrow.

Now guess! What are all these numbers for? Which coordinates X, Y, Z help you to make an object larger? Which help you to make an object taller?

Want more?

- [Opening edit tools - Second Life Video TuTORial QUICKTIP](#)
- [Learn building at the Ivory Tower of Primitives](#)
- Strongly advised: [The 1-prim barstool trick - Second Life Video TuTORial](#) (If you manage to make a barstool, sit on it and add it to the photo)
- For a quick overview on building: [Building is Second Life](#)

Mini-Challenge 3: One metre higher please!



Take a photo of the 4 prims created during challenge 02, but positioning them precisely on the space, in the MUVenation sandbox

- First prim, the cube, at position X:135, Y:205, **Z:25**
- Second, the large prim, at position X:138, Y:205, **Z:26**
- Third, the thin and tall prim, at position X:141, Y:205, **Z:28**
- Fourth, the wall, at position X:143, Y:205, **Z:32**

Now guess! What does the black bar with numbers in the upper part of the screen indicate? If someone asks you to put a box a little bit higher, which position coordinate do you have to change: X, Y or Z?

Mini-Challenge 4: Remind me again – how do I duplicate an object?



Take a photo of 10 walls, their size is X:0.200, Y:3.000, Z:5.000. You will have to make the first wall and then

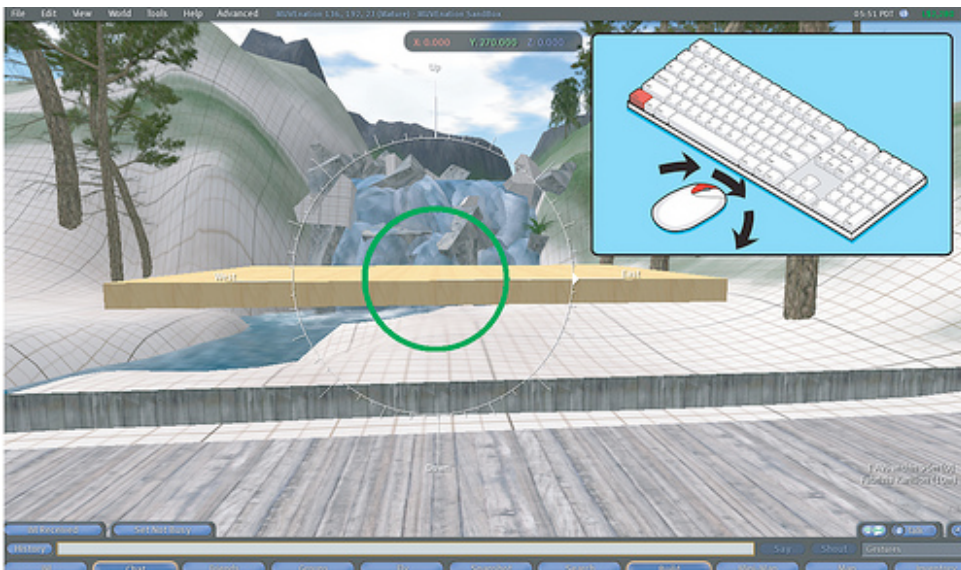
reproduce the others 9 horizontally. To duplicate just SHIFT+click+drag on X. Once finished, make sure that all your walls are spaced horizontally, 0.500 between them! What? Aha! Work out how you do this by increasing your horizontal position! 😊

Now guess! Which coordinate do you have to drag to duplicate a prim vertically? How do you make sure that your objects are positioned precisely at 0.500 from each other?

Want more?

- Go to the Duplicating prims station in the Ivory tower of primitives at <http://slurl.com/secondlife/Natoma/176/196/26>
- [Shift-drag to copy objects - Second Life Video TuTORial](#)
- [Copy prim](#)
- [Building in second Life Basics 4: duplicating objetcs](#)

Mini-Challenge 5: Rotate that prim and show me East

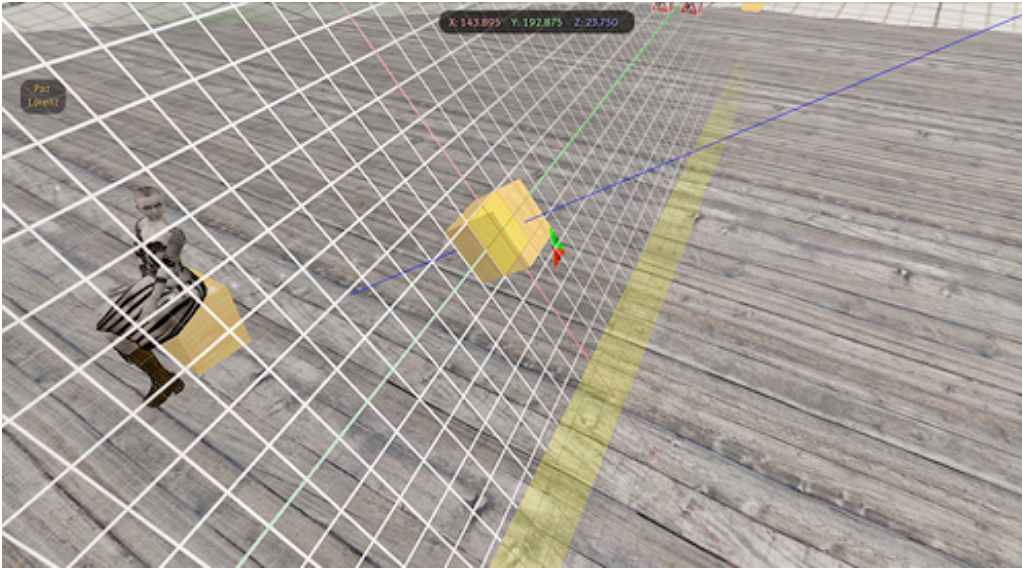


Take a photo of a wall with size X:0.200, Y:3.000, Z:5.000, with the initial rotation at 0, 0, 0, when you are rotating it to the East. Your photo must show the rotation circle on Y (green) around the object and the related grid with East and West positions. Final rotation should be 0, 90, 0.

Want more?

- Go to the Rotating prims station in the Ivory tower of primitives at <http://slurl.com/secondlife/Natoma/161/171/26>
- Rotating a prim: <http://www.youtube.com/watch?v=sHSSfCRPIZ0>

Mini-Challenge 6: Under the grid



Rez two boxes, standard size in the sandbox. Sit on the first. And put the second one at Z:24.500, then rotate on X it at 225. Activate the local ruler mode and make it visible by touching the green/orange position 'sliders' (or tiny triangles or whatever you prefer to call them). Take a photo of yourself under the grid!

Now guess! What are the differences between world and local grid? Why the local grid is useful?

Want more?

- [How to use the building grid - Second Life Video TuTORial](#)
- [Using the Grid in Second Life for Prim Placement](#)
- [Reference ruler & grid - Second Life Video TuTORial QUICKTIP](#)

SUPPORT

Cases-stories this pattern is drawn from: MUVEnation project.

RELATED PATTERNS

- Preceded by **MINI-CHALLENGES**

NOTES, LINKS AND REFERENCES

Liabilities, potential risks, extensions, expected side-effects. Observations.