

eduserv



## “Measuring” the Impact of Second Life for Educational Purposes

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Responses and Second Life meeting transcript

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## 1. “Measuring the impact”: responses

In late 2007, the following question was asked to UK academics known for developing, or teaching, in Second Life.

“I have a question. How can (if it can) the "impact" of using SL for educational purposes such as an in-world seminar or tutorial, over not using SL, be "measured" or quantified?

I'm currently a little stumped on this. For the next "snapshot", I want to focus more on the "impact". In other words, to come up with more proof or evidence that using SL has some benefits, or positive advantages, over not using SL or using some other practice.

How to do this in a form of questions has me stumped :-("

The collection of informal responses follow:

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### **Sian Bayne, University of Edinburgh**

I'm not sure it can, except perhaps by counting numbers of students who choose to take part in SL activities. I think I would look to qualitative data to assess impact - we have many, many comments from students which give a sense of their levels of engagement and motivation (generally high). Whether this translates into benefits in terms of learning outcome, I couldn't really say without doing some more carefully targeted research....

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### **Andrew Marunchak, University of Hertfordshire**

It's a difficult question to be sure. In a sense it's like asking which is better out of an overhead projector and a black board. It depends on the 'teacher' and whether or not he/she is able to use the platform effectively. Certainly, SL has potential but an objective test of whether or not people are using all of it is hard to form. There is no standardization, insofar as using virtual worlds for the purpose of teaching is concerned, and that makes it all the more difficult to test.

Students are keen and more than willing to give the idea a chance but, unfortunately, very few staff feel confident enough to engage with their students on, what can perhaps be considered as being, their own turf.

The idea, although perhaps not a 'hypothesis', is that in order to facilitate communication and learning we have to remove the fear of failure. Second Life, for all intents and purposes, is a 'casual gaming' environment. It's also free from most forms of social taboo and difficult to limit the ways in which people choose to express themselves.

People need to be creative when it comes down to teaching in SL. Giving a lecture doesn't have to involve everyone sitting still while one person talks, you may as well just use voip software if you're going to do that (although SL can certainly handle it very well). It's important to promote discussion and demonstration between groups of people and to get feedback from them.

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**Hamish MacLeod, University of Edinburgh**

Ask some students? :-)

I \*think\* that we would be inclined to say that "students like it". Not all, of course, but those who do articulate claims about feelings of presence, and meeting. At the moment, it feels to be more about the meeting in the corridor aspect of education, than the extension of the classroom.

But that is fine by me. Although colleagues in business and architecture might tell this quite differently.

Another thought on corridors and classrooms comes to mind. Don't know who started this strand of thought, but we have locally started paying attention to what we are calling "interstitial spaces" in relation of the (physical) space planning and development. That is (the argument goes) that we need to think about the corridors and hallways in our buildings as places when things happen, and should be encouraged to happen, rather than as just tubes connecting one happening to another happening. I am sure that this is old hat to the architects, but suffers thinking about in relation to educational planning and practice.

I see SL (and Facebook, and IM) as having to do with these interstitial spaces.

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**Julia Gaimster, University of the Arts London**

**SL: Lulu Minelli**

Here in lies the problem for all researchers in education? The impact if any is likely to be long term and there are very few variables in education that you can measure unless you are looking at assessment grades and even they are often subjective- especially in my field of art and design. This is probably why you are having trouble thinking of appropriate questions- there aren't any (IMOH)

I think a qualitative study is likely to produce more interesting results - how did students feel about the learning activities? Did it add to their enjoyment of the topic? Did it help them to better understand something?

I think the other issue is about the types of learning activity - there is very little point in bringing your PowerPoint into SL and delivering an old fashioned lecture- it is not taking advantage of the unique selling points of the environment which -enables people to experience things they might otherwise not be able to -or brings together groups of people who might otherwise not be able to meet and provides them with the tools to be creative.

Sorry if I sound a bit negative but I am really against trying to measure learning in government league table approach and I think it is a mistake to try and measure the impact of a technology - clearly writing has had an impact on teaching as has the blackboard but we just accept that they are good tools (they can also be used badly) - we should do the same for e technologies and focus on the pedagogy not the mode of delivery.

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**Simon Bignell, University of Derby**

**SL: Milton Broome**

This is tricky to do. I am a Developmental Psychologist and so my perspective has been to look towards the quality and variation in how we learn over development. As children we look to others and copy them and as adults we utilise these skills for our own independent learning. We have to learn to learn, and this is different across contexts. Second Life looks like a game and thus affords a playful quality to the interactions we have and the things we do in-world. This can be exploited for good because we learn well when we are playing and the skills learnt whilst at play seem to transfer well to other domains. So, if we set up playful environments for learning we should expect that our students will play. However, if we set up learning environments that simulate the teaching environment of the school or university classroom this may not afford the same dynamics and in Second Life we should not expect the same type of learning to take place or interactions to exist. The class is there with the teacher but it still feels like 'a game'.

I think the context of Second Life to learning can be both beneficial and detrimental depending on how it is presented to our students. This has implications for how we assess the impact of 'learning' and what indeed we mean when we try to measure the impact of those activities for educational purposes. If we are trying to enthuse then we necessarily need to make the tasks fun within Second Life. If we are trying to instil knowledge we should look to the platforms unique affordances for conveying this. What is it that we can do in the 3D virtual world that we cannot do out of it, or at least what is it that we can do 'just as well' there. I can attend a formalised teaching session and listen to a tutor but if all the time I want to build a castle or fly across to the other side of the island I will not be concerned with the meaning of the class or activity. If the learning tasks we construct involve building and flying then the learning itself is embedded in the platform's unique affordances.

This is educationalists current challenge and our biggest questions surround how we might evolve these learning activities. Very few educationalists are currently involved in this. The majority of those who have attempted this are from the UK I am pleased to say. In this way Second Life presents problems for people unfamiliar with the platform, assuming they initially take to it that is. In my experience, about half of those who are new to Second Life and use it for educational purposes do not find the experience useful at all. Not everyone 'gets' that Second Life is only a game when used for that. It is an educational experience only if we define its usage as such; left undefined it reverts to a game. Although, I think everyone can benefit from using it in an academic context given sufficient guidance.

It is easy to see how it might replace VLEs like Blackboard, Moodle and WebCT etc. I get my Psychology undergraduates to build up Psychology reports from prim blocks each representing a paragraph or section and to reconstruct the academic argument or knock-down the structure as they see fit. In this way I am encouraging them to think and build in 3D, so the conceptual space is represented differently from anything they could ever do on the 2D web. Other tasks involve mind mapping in 3D, where my students can construct a mindmap of a Psychology essay and look at how the components of the academic work are interrelated in 3D virtual space. I blend the methods so they use traditional Virtual Learning Environments, 2D and 3D web with multimedia and conventional teaching methods.

Sometimes a textbook IS the best resource we have at our disposal. These techniques each afford different methods of assessment and it is hard to tease apart how they can be differentiated from each other to place a quantifiable value on the benefit of multi-user virtual learning environments like Second Life. There is the traditional method of using a questionnaire or survey or class test before and then after a session whilst holding a control group who did not do the lesson or activity in Second Life. However, this approach lends itself to many confounding variables, like the participating students' familiarity with virtual worlds or even just their familiarity with things like social networking. Web 2.0 applications or IT in

general. So, tight matching of 'experimental' groups is needed for traditional methodologies like this, which in itself can be problematic.

We need a way of assessing our impact in Second Life without influencing the process by the observation itself and allowing our assessments to be both valid and reliable. So many factors influence the route to knowledge exchange and the learning of new skills when we start to use immersive technology to teach. Second Life is VERY distracting and there are many ways in which the tool (SL) can impinge on the learning outcomes of our classes and modules. The platform is engaging and immersive but this must also be directed at the learning outcomes we want to teach.

The biggest issues for educators is probably the classroom dynamic and trying to control the teaching session in the way we would want to in a conventional classroom setting. The voice facility of Second Life has had a big impact on our ability to manage a class or learning activity in world. The best use of Second Life though is not in trying to replicate the dynamic of the classroom but rather to innovate with new ways of teaching and attempt to pass over the activity of learning to our students. This may involve relieving ourselves of control of the student/teacher relationship. Discovery and trial and error work well in Second Life. Prescript lesson structure and imposed control do not. Playful learning is essential for active learning and our student can and do engage when we trust them to learn with just enough guidance from us. Diana Laurillard has written more about this process and some ideas of Vygotsky closely link to it.

I think the most appropriate way in which we can assess the impact of using Second Life in an educational context is by using a technique called Action Research. In this method we place ourselves with the learner and run through an iterative process of observation, evaluation and change and repeat this cycle improving our methods and trying out new ways of teaching. Constantly reflecting on our methods and adapting to feedback allow us to influence change in the environment as we use it. So rather than a long drawn out process (much like this email) we run teaching sessions with the students in charge of their own progress and self-paced activities. Following these we ask the students to reflect on the learning and methods with self-reflective diaries as well as questionnaires and direct observation. The next session or iteration is adapted in light of these comments and we then see how the next group of students do. There is more individual variation across students of course, but what comes out of this is a deeper understanding of process rather than outcome. We can find out how students learn rather than if they have learnt.

I think that qualitative pedagogical techniques such as Action Research are valuable in the sense that in immersive learning environments we need to embed ourselves as teachers and get involved in the process of understanding. Traditional VLEs lack this engagement. We cannot just set up a learning environment and step back from it. That is why the role of teacher or lecturer is vital in this process. By fostering the learning experience we can utilise the virtual world to produce amazingly effective teaching. Assessment is part of the process because we reflect on what is happening and can change it there and then. The impact comes from the interaction with both the content and each other in this process. It is a qualitatively different form of learning and so cannot be easily compared with non-Second Life methods.

Is Second Life better than 2D web-based virtual learning? Not yet, it is too early to say. Will it be better? Yes, almost certainly, because the interactions are richer, the content easier to provide, the platform cheaper, the students can be engaged more readily, the technology is more efficient, assessment is easier, playful learning is afforded and tailored environments can be constructed for specific learning outcomes. In short, multi-user 3D learning environments are here to stay and offer a new way of thinking about the individual processes involved in our students acquisition of knowledge and skills.

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**Tony Sant, Hull University**  
**SL: Not Merlin**

I can see why it's not easy to formulate the question you're after.

One way you could possibly quantify impact is to first qualify it by speaking to ask may people as possible who could contribute to the eventual measurement. So, for example, rather than just speaking with me to get a snapshot from the University of Hull @ Scarborough you could/should also contact other lecturers and especially the students involved in our SL activities.

Also, longevity may be a part of what impact is really all about. That is to say, how long do people keep doing whatever it is they do in SL? Is it just a few weeks or a couple of months until the novelty wears off?

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**Maged Kamel Boulos, University of Plymouth**  
**<http://sl-sexualhealth.org.uk/?p=77>**  
**SL: MB Chevalier**

SL has its parcel traffic metrics/user tracking tools like any other more conventional Web-based system. You would measure the impact (depending on specific contexts/subject matters) like you would do for any more conventional Web-based or digital (e.g., CD/DVD-ROM) system; surveys, focus groups and interviews are among the tools + the more quantitative automatic usage metrics.

“Measuring” the “impact” is very tied to the subject you are using SL for, AND the way you are using SL to serve this subject, plus other factors like audience profiles, etc. Hence I would avoid saying that one would be measuring the impact of SL in education in general, or comparing SL with the flat Web. A bad production or movie should not be taken as evidence that the motion picture/cinema has no impact or is all bad, just because some producer doesn't know how to use it properly.

Also in addition to the points mentioned in my first reply to you concerning this question, I would also include course outcomes/exam results and effect on drop-out rates (esp. in distance learning courses) among the evaluation tools/metrics. But everything should be interpreted with a grain of salt (you might be measuring 'production quality' or 'fitness for purpose' of the specific instance at hand, rather than SL (or the flat Web) as a tool). And quantitative metrics alone are not a very useful measure; a popular site is not necessarily one that users have found (later, after visiting) useful!

For some SL metrics tools, check out:

<http://www.second-labs.com/>

<http://www.mayarealities.com/>

<http://www.code4software.com/VTracker.aspx>

<http://www.slmetrics.com/>

[N.B.: In SL, users can frequently zoom into some object and even fully interact with it at a distance (Client menu > untick 'Limit Select Distance' and tick 'Disable Camera Constraints'). In such cases a parcel's visitor counter/sensor would be useless, as it would fail to count this type of usage/interaction with content on the parcel. But individual objects on the parcel can

be designed to have their own scripts for logging such interactions that involve touching or clicking the object at a distance (but still not simple 'zooms into' the object).]

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**Ian Truelove, Leeds Metropolitan University**  
**SL: Cubist Scarborough**

Not sure if this is what you are after, but there are couple of ways that SL has had an impact on our students.

The first is to do with their personal development. The whole thing about identity and creating a character to explore aspects of yourself is often a profoundly significant thing for SL users. The evidence for this can be seen in the growing confidence of students. Hard to attribute to SL maybe, but alongside other 'coaching' type support, SL can be a significant tool for personal development.

The other main thing is around user generated content. My art and design students can make stuff in SL that would be impossible to do in RL. They don't have to rely on workshops and technicians, and they don't have to worry so much about budgets and the health and safety police. They can rapidly prototype ideas and accelerate their 'learning by doing', by doing more in a shorter space of time.

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**Maria E Toro-Troconis, Imperial College London**  
**SL: Kuky Tibbett**

I think that's an issue difficult to measure quantitatively.

I'd suggest asking users first of all how they are delivering teaching and learning in the 3D world, then why they're using it that way and then what are the main differences found in using this Multi-user Virtual Environment.

It's a difficult one to assess I'm afraid.

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**Daniel Livingstone, University of Paisley**  
**SL: Buddy Sprocket**

In my case virtual environments themselves were part of the topic of study, so questions of measuring the impact do not really apply.

However, I see wide variation in how people use SL for supporting teaching, and this will need taken into account in studies. This, and subject specific issues, will make general statements on the impact of virtual worlds in learning challenging to formulate.

A number of studies which compare the effect Second Life or other virtual worlds have on learning against traditional or other ways of enriching learning would provide the best evidence for or against - but such studies are generally costly and difficult. Not quite as good, but any class using Second Life can get feedback from students on how they think it supported learning or otherwise affected their studies.

Such feedback will, however, be affected also by how effectively SL is used within the course!

Driven in part by my current reading - Neil Postman's The End of Education...

Other impacts of SL can be in areas that are less directly measured - whether the use of virtual worlds genuinely helps drive the creation of active and involved learning communities, communities that perhaps live on beyond the university taught course. If it succeeds in this, then that will be a significant impact - but again not one that is easily measured.

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**Cheryl Reynolds, University of Huddersfield**  
**SL: Four Bailey**

That's really interesting - these are just the kinds of questions that are concerning me at the moment. I'm struggling to find a way to measure the impact of SL on the MSc group I've been working with. As I see it, in terms of learning theory, there are two main metaphors that can be used to describe learning - acquisition metaphors and participation metaphors (Sfard, A. (1998). On two metaphors for learning and the dangers of choosing just one. Educational Researcher, 27(2), pp. 4-13.)

So we could seek to assess the impact either by trying to measure the amount of knowledge / degree of understanding the students had acquired, or we could look at the quality of their interactions in world to try to see if learning was apparent in what they'd said. I'm thinking of trying to use a combination of the two.

For the participation metaphor, I've kept transcripts of all of our classes to date and need to identify criteria by which I might evaluate them.

For the acquisition metaphor, I'm planning to do two things:

1. arrive at a series of questions that seeks to establish whether the students have undergone any cognitive change as a result of their SL activities to date
2. conduct a study using a model of Marx's base and superstructure that I've built in world - my plan currently is to ask participants to answer questions about Marx's ideas before the activity to establish a baseline, then give half the students a written account and half a learning activity using the in world model, then ask them to answer the questions again to see how effective the two different methods have been

My problem might be that our official use of SL for the MSc course has now finished so the participants will need to be volunteers - I might struggle to get a large enough group of them to make the study viable. Also the difficulty of identifying matched pairs of participants will be a real problem, especially since the pool is so small. So I might end up not trying to have a control group at all and just giving all the participants the in world learning activity. If you're interested in being a participant in the study, that would be wonderful, or if you know of others who might be willing to take part...

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**Sheila Webber, Sheffield University**  
**SL: Sheila Yoshikawa**

Trying to come up with "proof" about how SL is better than some alternative way of teaching is rather dubious in my view. Educational interventions aren't like experiments in chemistry, in that there are many more variables: there is also the ethical issue which means that I think it would be undesirable and unethical to have a "control" and "experimental" group - particularly



if you started out with the hypothesis that one educational approach was likely to have better outcomes than the other (students in the control group might rightly ask why they were being disadvantaged)

I would say that the activity should be evaluated as an educational intervention, and from that perspective the evaluation may be qualitative rather than quantitative. It will also depend on what your goals are for the activity.

I would imagine that most people are seeing it as way of \*enhancing\* learning and teaching, rather than making it more efficient, so that quantitative measures would become even more inappropriate.

In the case of my class, there are the usual indicators:

- students' performance in assignments (one of my assignments requires activity in SL for completion)
- students' attendance
- informal observation and feedback
- standard student evaluation questionnaires that we use for every class

In addition, since CILASS sponsored the island, I'm also doing a sort of action research exercise with it with CILASS' help:

- articulating my goals: partly these are the same as goals for the students' learning in the module concerned, but I also want to increase engagement with the class, including engagement with theory and models. This is also part of an overarching goal to engage our undergrad students more with the discipline through their BSc programme. I have redesigned the module to incorporate more time on models of information literacy and information behaviour, as well as changing an element of the assessment and incorporating induction and activity in SL into the overall class design. I also have personal development goals, and goals to do with dissemination as part of the CILASS programme. I had an interview (recorded and noted) with someone from CILASS at the start in which I talked about this.
- documenting and reflecting. The nice thing about SL is that it is easier to make a record of what happens - so I have got photos and transcripts. I am also starting to use an electronic portfolio on MOLE (Sheffield's name for its WebCT VLE). I'm going to copy this into my portfolio too!
- getting student feedback through (probably) focus groups. This may be a task which is carried out by the CILASS student ambassadors.
- getting feedback from others in the teaching team about SL, its part on the module and impact on student learning.

The aim would then be to work with the CILASS person to analyse the data and thus evaluate the extent to which I'd achieved the goals I'd wanted with the students and for myself. The next stage would be to identify further enhancements as indicated by the action research.

Sorry, that was a bit long winded, but if we are talking about enhancing learning then talking about quantitative "objective" proof is a bit of a red herring in my opinion. Quantitative indicators might be: improved student retention, improved student marks, improved "scores" in student feedback.

However it still has to be approached with caution as there may be other changes (as with my class) associated with incorporating SL, not to mention that you get a different cohort of students every year, so identifying what was caused by SL and what by other variables may not be straightforward.

I suppose I could have done "quantitative" before/after surveys (Do you think info literacy is cool: a) yes b) no c) don't know d) what's information literacy) but this would be pretty meaningless (it might just mean that I'd made a convincing case of selling it to them, or that they knew which side their 2.1 was buttered, rather than real buy-in) and certainly not more "objective" than e.g. a focus group.

Interesting that there seems to be this pressure to justify SL whereas VLEs were, so to speak, rammed down our throats.

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**Glynn Skerratt, Staffordshire University**  
**SL: Glynn Gundersen**

From an 'impact' viewpoint, SL is new and it might have benefits ... and it may provide us with ideas for other [more appropriate] new technologies & things to do or to use in the future.

Upsides:

- Free to participate
- Exciting & novel
- Collaborative - social interaction of friends/groups - similarities with and link to Facebook etc.
- It's what's expected by students these days

and downsides:

- Hardware issues - video cards, connectivity when accessing remotely
- Ownership issues - 3rd party running The Grid
- Learning curve - for some students and many tutors
- In-world distractions, distractions...distractions..
- Is it just another technology desperately seeking an ALT application?

There are obvious possibilities for recreating [although the word recreation is an over-simplification of what is likely to be possible or even appropriate] what might otherwise be cost prohibitive or resource intensive RL events or facilities. I'm thinking here of maybe a field visit to some (possibly remote) location that could be simulated in SL...or maybe a crime scene house scenario that could be simulated. It remains to be seen whether SL provides sufficient flexibility and scope for such an exercise or whether a purpose built simulation would be more appropriate. SL would be (probably much) cheaper but there may be too many variables [see downsides above] that offset this.

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**Manuel Frutos-Perez, University of the West of England**

As with all "e" things measuring the impact of using SL won't be straight-forward and the data collected might not be all that accurate.

The issue is that in order to measure impact properly you need a control group that gets a similar experience without the "e" element. This is often either not possible in an educational setting or gets affected by too many other variables that invalidate the data. Furthermore, the introduction of significant "e" activity into a course of programme of study normally comes on the back of a wider curriculum re-development, so again, it is difficult to separate the impact of the new curriculum from the impact of the "e" element in isolation.

Having said that, one can nevertheless infer areas where SL could have an impact in educational terms. We are investigating some areas where we can see that SL could add value to the student experience:

- research students: typically research students are socially isolated as they don't normally belong to a cohort in a traditional sense and what they study is so specific that doesn't lend itself to exchanges. We are looking at the possibility of using SL as a place to provide a "home" for research students. A place where they can find research resources, where they can meet with other research students and interact informally. The possible impact of such a virtual space is that it will help reduce that natural isolation that research students endure.
- cognitive disabilities: many programmes of study nowadays have an emphasis in group work. Students with certain cognitive disabilities such as ASD might find it difficult to engage with group work activities because of the social aspects of such work. SL might be able to provide with a virtual space where group work can be conducted and be more accessible for students with cognitive disabilities.

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**Scott Chase, Strathclyde University**  
**SL: Scooter Gaudio**

Your question is a good one, and I'm not sure I really have an answer. I've only just started with my first class in SL (3 weeks), so it's a bit early to tell what the impact might be (especially since the class "Design (in) Virtual Worlds" is predicated around the use of a virtual world, rather than the use of SL as an alternative pedagogical platform).

If you're thinking specifically about seminars/tutorials, I suppose one obvious metric would be the quantity and quality of communications generated in and around SL as opposed to some other method (e.g. face to face class tutorials). Particularly since it's well known that students who may be reluctant to speak up in a face to face class session are sometimes more active in online seminars using text chat tools.

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**Pauline Randall, Elmwood College**  
**SL: Liz Ferlinghetti**

Interesting question! I think that measuring the impact of such things as seminars/tutorials is quite a difficult one. I would be inclined to ask the students in this case. As the end users they probably have a better opinion on this!

I'm starting work on an educational project in SL and we will be looking at retention of knowledge as a key measure of success or not.

I think it depends very much on the use of SL. Some uses are going to be difficult to measure against existing methods of education simply because the environment is so different. I'm trying

to discourage people from using SL to replicate something that can be done faster/better/more effectively using other methods. I'm seeing quite a few examples of people using SL in ways that don't make sense (load up the client to run a PowerPoint slide show?) and it is almost as though the need to be in SL is overriding the sensible thought of what it is actually good for.

Mind you, I see that with other Web 2.0 technologies, what I call 'oh we don't have a Wiki, we'd better get one' syndrome!

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**Mike Hobbs, Anglia Ruskin University**  
**SL: Austin Thatcher**

We have just started to promote the Anglia Ruskin Island within our University, so there is not much wider impact as yet. So far the main area of impact has been in teaching computing based courses.

We are just finishing a module called 'Virtual World Environment Applications' which gives students a deeper perspective on the enabling technology by getting them to create an application in Second Life that communicates to an external database over an internet connection. By using the facilities of Second Life the students get a much better idea of how distributed applications can be put together.

Here are some thoughts on the impact on the teaching environment and student learning

- The 'technology' effect - SL provides a superb platform to build complex, networked and interactive applications. Ideal for enabling students to create complete applications without getting bogged down in details.
- The 'audience effect' - Since anyone within the group, and even visitors to the Island, can use the student applications it means they are aware of having to design for external users from the start. This helps overcome a common problem with student projects that work well for the individual who built them but fail to take account of the wider audience of users that may not have intimate knowledge of the application.
- The 'team' effect. Each student can see what the others are doing and even interact with their projects as they are developed. This facilitates peer to peer learning, testing, evaluation and reflection.

None of these are unique to SL but it would be hard to reproduce them in such a seamless environment.

We have also used SL as a meeting area using text, voice and on one strange occasion a mixture of both. Although voice is good for chatting a text based meeting does focus on the issues more and creates its own minutes. We noticed that in meetings where there are a mix of seniorities an SL meeting tends to be much more relaxed.

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**Crispin Dale, Wolverhampton University**

The Digital Media project which is using our island (Kriti Island) is going to attempt to look at each level of the undergraduate programme in a slightly different way. At level 1, a module on Understanding New Media with no less than 140 students, and runs along seminar and lecture lines. Given the constraint of student numbers and the accessibility of the technology for such

numbers the tutor is considering running a lecture with everyone on the theme of Virtual Worlds, Emerging Technologies and following up with a seminar with a ¼ of the group in SL and a 'control' seminar so to speak with another ¼. At level 2 the tutor will then be looking at a blended learning approach in 3 sessions of a module, with a single cohort of 30. At level 3 the tutor will be creating a parallel Degree Show with some students and a live event to run concurrently with the Private View at the School of Art and Design at the University of Wolverhampton.

In our Drama/Theatron SL project the tutor will run some sessions on the use of IT in general, looking at programs such as Vectorworks and Wysiwyg which are commonly used in the industry for stage and lighting design. The tutor will then make some comparisons between the use of hands-on design tools such as these and the more exploratory, contextual work that can be done through SL. The group will probably be then split into SL users and those using the more traditional approach to scenography. Comparisons will then be made between the working methodologies and the actual artefacts produced by each group with written evaluations from each student concerned. Students will maintain a blog throughout their design process so on a week-by-week basis there will be some way of evaluating the efficacy of using SL as a teaching tool.

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### **Peter Twining, Open University**

We have looked at three different sets of metrics:

1. Engagement
2. Second Life skills (which may 'map on to' real life skills)
3. Knowledge age skills

The schome-NAGTY Teen Second Life Pilot Final Report contains some info about this.

<http://kn.open.ac.uk/public/document.cfm?docid=9851>

We are now starting to focus more on the knowledge age skills aspect of things - check out

[http://schome.open.ac.uk/wikiworks/index.php/Knowledge\\_Age\\_skills](http://schome.open.ac.uk/wikiworks/index.php/Knowledge_Age_skills) and it looks pretty certain that we will be using the P21 Framework in the next phase of our work.

[http://schome.open.ac.uk/wikiworks/index.php/Knowledge\\_Age\\_skills#The\\_Partnership\\_for\\_21st\\_Century\\_Skills\\_2007\\_-\\_the\\_P21\\_Framework](http://schome.open.ac.uk/wikiworks/index.php/Knowledge_Age_skills#The_Partnership_for_21st_Century_Skills_2007_-_the_P21_Framework)

We are also starting to think about peer assessment of knowledge age skills - one of the things we want to explore is the extent to which there is any correlation between peer-peer subjective ratings of knowledge age skills and assessments made by staff using a more rigorous/explicit set of criteria. We have started developing a profiling tool - <http://www.schome.ac.uk/profiles> - this is very new - only been there a few days - and still needs a lot of work before we start actually using it!

Early days yet - and important to remember that in our case at least we are interested in the learning that takes place within the context of the Schommunity wiki, forum and Schome Park (i.e. not looking at Second Life in isolation but as one part of a richer network of media/tools).

## 2. “Assessing SL for learning”: discussion

The Eduserv Foundation facilitated a meeting, on their island in Second Life (), for further discussion on this issue. This took place on 23<sup>rd</sup> January 2008 at 4pm, and lasted some 90 minutes.

The question put to the meeting was: “How can the use of SL to engender learning best be assessed?”

The transcript of the meeting is available in a separated and colour-coded format online: <http://sleeds.org/chatlog/?c=219>

Alternately, the raw transcript is reproduced here:

[8:03] Art Fossett: ok, i think we'll start  
[8:03] Art Fossett: welcome to eduserv island  
[8:03] Art Fossett: thanks to all for coming  
[8:04] Art Fossett: we're going to keep this meeting relatively unstructured overall, but we've asked you to prepare short introductory statements, so for that bit at least, i'm going to try and chair things  
[8:04] Art Fossett: as you know, we've asked john to carry out a series of snapshots  
[8:04] Art Fossett: snapshots of sl educational use  
[8:04] Art Fossett: for the first it was a simple - this is what is happening - kind of snapshot  
[8:05] Art Fossett: for the next two we've asked him to think about impact - what impact is use of sl for learning and teaching having  
[8:05] Art Fossett: hence his email questions to most of you  
[8:05] Art Fossett: thanks for your responses so far  
[8:05] Art Fossett: very useful  
[8:05] Art Fossett: in my mind we have two questions to answer  
[8:06] Art Fossett: firstly, does it make sense to ask "what impact is SL having?"  
[8:06] Art Fossett: if so, how can we begin to measure that impact , qualitatively or quantitatively  
[8:06] Art Fossett: so, the purpose of today is to help us think about those kinds of issues  
[8:06] Rosie Luna: We should think of MUVES other than Second Life. For some students learning in a protected space will be preferable. For some closed (semi-closed) systems are a negative.  
[8:07] Art Fossett: ok, fair point  
[8:07] Art Fossett: what i want to do now...  
[8:07] Art Fossett: is ask each of you to put forward your position statement  
[8:07] Art Fossett: please start by giving your institution and name  
[8:07] Art Fossett: and try to be as brief as possible  
[8:08] Art Fossett: i'll ask each of you by name  
[8:08] Art Fossett: ok?  
[8:08] Art Fossett: is everyone happy with that  
[8:08] Glynn Gundersen: OK :)  
[8:08] Wanderingfictions Story: yep  
[8:08] Austin Thatcher: 'k  
[8:08] Sheila Yoshikawa: ok

[8:08] Art Fossett: ok, milton  
[8:08] Andy Ginsberg: yes  
[8:08] Milton Broome: Sure,  
[8:08] Cubist Scarborough: k  
[8:08] Art Fossett: do you want to start  
[8:08] Silversprite Helsinki: Milton: you have the floor  
[8:09] Milton Broome: My SL name is Milton Broome in real life I'm Simon Bignell at University of Derby.  
[8:10] Milton Broome: Do you want me to say more?  
[8:10] Art Fossett: yes, please - but as brief as you can  
[8:10] Milton Broome: ok  
[8:10] Milton Broome: In real life I am Simon Bignell a Lecturer in Psychology at University of Derby in the UK. I teach a range of Psychology modules both to campus-based and distance learners. I am currently running a funded project that is evaluating teaching and research in Second Life. The research element is investigating the effectiveness of the platform to enhance the real-life social/communication skills of people diagnosed with high-functioning Autism and Asperger's Syndrome. Our project 'Blended Learning Revisited: An Exploration of Undergraduate Experiential Learning in 3D Virtual Environments.' is taking a group of Psychology Undergraduates into SL to further improve their Psychology Skills and investigate the feasibility of teaching in 3D Virtual Worlds.  
[8:11] Silversprite Helsinki: Cool. Sheila - you have the floor.  
[8:12] Sheila Yoshikawa: ok, I teach at Sheffield uni and have been working with a small 1st year class in SL. If we are talking about assessment of student learning then the facile answer is that we should use whatever is appropriate to the learning outcomes and the approach to teaching. In terms of course evaluation, I think that we shouldn't feel pressured to concentrate on quantitative measures. A couple of us mentioned action learning. There is already literature about assessment and evaluation... Also if there is more of a quantitative push on people in the USA I think we should resist just following with that.  
[8:12] Sheila Yoshikawa: um, is that the sort of thing you wanted ;-)  
[8:12] Silversprite Helsinki: Mmmm, interesting; yes - that's it.  
Clive Pro - you have the floor.  
[8:12] CDB Barkley wonders if we are assessed on our intros ;-)  
[8:12] Clive Pro: ok  
[8:12] Silversprite Helsinki: (Other people - have your position paralled up please; thanks :-)  
[8:12] Clive Pro: here we go  
[8:13] Clive Pro: Clive Gould HE PAL ICT Bromley College of F&HE  
[8:13] Clive Pro: At Bromley College we have been undertaking development in SL in two areas:  
[8:13] Clive Pro: 1) A free interactive in-world tutorial exhibition to help you learn Linden Scripting Language in a fun and interactive environment. This is supported by an in-world reading room and bookstore.  
[8:13] Clive Pro: 2) A virtual learning trial with many innovative approaches and access to comprehensive free teaching materials and resources to help you learn a wide variety of programming languages.  
[8:13] Clive Pro: Also about to start a project involving database work with HND students between rl and sl  
[8:14] Clive Pro: ok that's it  
[8:14] Silversprite Helsinki: HND students; cool. Rosie Luna - you have the floor.

[8:14] Rosie Luna: In RL I am Shirley Williams from the University of Reading. We have a small fund from the University to set up Community of practice to look at how the MUVes (such as SL) could be used by our uni. I also am involved in 2 EU projects: MUVEnation and LLL3D. We need to think about how we are going to evaluate success before we run an event/project.

[8:14] Art Fossett: MB next please

[8:14] MB Chevalier: thanks

[8:14] MB Chevalier: MB - MNK Boulos, Senior Lecturer in Health Informatics, Univ of Plymouth, and project lead of the Sexual Health SIM: <http://sl-sexualhealth.org.uk/> and the popular 'Second Life in Medicine and Health' Newsmedia and Research Watch resource:

<http://healthcybermap.org/sl.htm> -- My position statement: <http://sl-sexualhealth.org.uk/?p=77>

[8:15] Art Fossett: Wanderingfictions...

[8:15] Wanderingfictions Story: I'm Denise Doyle from the University of Wolverhampton. I'm a Senior Lecturer in Digital Media at the School of Art and Design. And here you see my avatar, Wanderingfictions Story who is 18 months old.

[8:15] Wanderingfictions Story: In May 07 I gained support from the University to fund an island for educational research and also research to support my PhD (studying at SMARTlab Digital Media Institute, University of East London). Kriti Island was created in August 2007 (please feel free to visit).

[8:15] Wanderingfictions Story: In this coming semester I will be exploring the use of the island across the 3 levels of the undergraduate Digital Media programme (450 students). In particular we will be using Kriti (and SL) as an Imagining space for a module Character and Environment. So, the development of the student.s avatars will be an important aspect of their experience and exploration there.

[8:15] Wanderingfictions Story: I was very interested in a number of Simon Bignell.s reflections, particularly the idea around using the .space. of SL as a way of conceptualising in 3D and the Action Research approach to assess the impact of SL in an educational context. It made sense to me. And thanks for the contribution, Simon.

[8:15] Wanderingfictions Story: thats it:-)

[8:16] Art Fossett: buddy

[8:16] Buddy Sprocket: Daniel Livingstone, University of the West of Scotland (formerly Paisley). Working on Eduserv project which is looking at integrating web-based and SL for elearning with Sloodle. <http://www.sloodle.org/>

[8:16] Buddy Sprocket: In my day job, I also teach a course 'Collaborative Virtual Environments' - hence I'm more using SL (and other environments) as an object of study rather than using it to enhance teaching of another subject

[8:17] Buddy Sprocket: But I'm working now on getting a Sloodle pilot going, which will be looking at assessing the impact of sloodle/sl

[8:17] Buddy Sprocket: hopefully :-)

[8:17] Art Fossett: ok, thanks

[8:17] Art Fossett: scooter

[8:17] Scooter Gaudio: I'm Scott Chase, Senior Lecturer in Architecture at the University of Strathclyde, where I teach and research design computing. I'm currently running the university's pilot project in SL, teaching an upper level class 'Designing (in) Virtual Worlds', so the SL metaverse is really the subject of the class. We're been underway only a short time and have yet to hold any class sessions completely in-world.



[8:17] Andy Ginsberg: andy pulman web team leader at school of health & social care at bournemouth university currently running a low cost 1 year test project on use of sl for health education opportunities

[8:17] Scooter Gaudio: One of the aspects of SL that interests me is as an environment for collaborative design. I teach a class on building information modelling where the students use integrated 'traditional' CAD technology for group projects. I also have some involvement with the SL Wikitecture project, which attempts to use SL technology for group design work. Although this is not part of my SL class' group project, I could see this being a useful platform for comparison in the future (where collaborative design is the common point, but comparisons of effectiveness could be teased out based on issues such as communication and building tools).

[8:18] Art Fossett: cubist

[8:18] Cubist Scarborough: I'm Ian Truelove, Principal Lecturer at Leeds Met. I teach on the art & design courses, and look after the Second Life stuff. I'm also part of the 'Habitat' project with Oxford and KCL which has just received funding to look at user generated content and social presence in virtual worlds, mainly Second Life, but also OpenSim and DarkStar/MPK20.

[8:18] Cubist Scarborough: Through the Habitat project, we are hoping to evaluate how useful VWs are for enhancing 'learning through doing' (for blended learning), as well as examining how well it helps distance learners to feel a sense of social presence.

[8:18] Cubist Scarborough: The project has just started, and we have a 2 day JISC event starting tomorrow with a focus on evaluation, so I might be a better able to answer the main question posed for this session next week.

[8:19] Cubist Scarborough: That's it.

[8:19] Art Fossett: :-)

[8:19] Art Fossett: thanks

[8:19] Art Fossett: austin

[8:19] Austin Thatcher: Mike Hobbs from Anglia Ruskin University (hope to see you all at MML 08 -:) )

[8:19] Austin Thatcher: SL is a particular virtual space . not a one size fits all but I think there are three aspects that work well:

[8:19] Austin Thatcher: the technology effect - 3D platform for building stuff and networking the audience effect . showing what you do to a public audience the team effect . seeing what others are doing and working together

[8:19] Austin Thatcher: All these are good for computing students where we've been using SL up to now.

[8:20] Graham Mills is Online

[8:20] Austin Thatcher: We've had a got at a Group project acitivity and database/php/SL link up module

[8:20] Art Fossett: ok, thanks

[8:20] Art Fossett: four

[8:20] Austin Thatcher: thats it

[8:20] Art Fossett: ty, four, over to you

[8:21] Art Fossett: ok, glynn

[8:21] Glynn Gundersen: thx

[8:21] Glynn Gundersen: afternoon everyone...

[8:21] Glynn Gundersen: Hi - I'm Glynn Skerratt from Staffordshire University. I have a couple of projects running in SL this year...involving learners in some basic research about the \*use\* of SL as part of their learning activity and anotherlooking at using SL as a tool to deliver feedback. I think that measuring the effectiveness of

T&L is a very complicated area - what metrics to use, how to effectively capture and interpret data etc. etc. Surely what matters is whether SL makes any sort of positive contribution to the overall learning experience for some/most/all learners and whether, on balance, that contribution is currently cost-effective [if you'll forgive the term]. We're therefore faced with the usual process of asking the learners what they think and attempting to interpret the information objectively. I'm open to new ways of capturing information but, aside from *\*involving\** the learners in the assessment and review process (as opposed to simply asking them to fill in post hoc happy sheets) I'm not sure that SL c

[8:21] Four Bailey: sorry is it my turn?

[8:21] Glynn Gundersen: ...cries out for anything substantially different...

[8:21] Art Fossett: yes, four, fire away

[8:21] Four Bailey: ok Cheryl Reynolds - University of Huddersfield - using SL with a group of MSc Multimedia in Education students - using it for conferencing and to explore the pedagogical affordances of SL. Currently embarking on some research into whether they can learn new concepts effectively through participating in SL activities. I've built a 3D representation of Marx's 'base and superstructure' theory and will be assessing participant's knowledge on the subject prior to and after a learning activity in SL that uses the model. I'm interested to see if the 3D affordances of SL add anything to the ease with which students grasp the new concept and also to its memorability....

[8:22] Art Fossett: lul, we are hearing people's position statements (brief ones) do you have something prepared?

[8:22] Art Fossett: lulu

[8:23] Art Fossett: andy, you ready?

[8:23] Andy Ginsberg: sorry jumped the gun earlier ! im andy pulman web team leader at school of health & social care at bournemouth university currently running a low cost 1 year test project on use of sl for health education opportunities

[8:23] Andy Ginsberg: details here

<http://andyp.edublogs.org/category/hsc-in-second-life/>

[8:23] Art Fossett: ok

[8:23] Art Fossett: graham?

[8:24] Graham Mills: Ooops -- late AND didn't do my homework

[8:24] Art Fossett: ok, np... we'll go into open discussion in a mo

[8:24] Art Fossett: not?

[8:24] Graham Mills: Hoping to get students to build vehicles mimicking slime mould amaeobae

[8:24] Graham Mills: (typo)

[8:25] Art Fossett: shale?

[8:25] Shale Bing: I I'm Shale from Edinburgh Uni Management School. We are developing management games in Second Life.... good for things involving interaction, not so good for other educational uses.

[8:25] Shale Bing: IS that ebough for now?

[8:25] Art Fossett: sure

[8:25] Not Merlin: I'm Toni Sant, lecturer in performance & creative tech at the University of Hull's School of Arts and New Media on the Scarborough Campus. Most of our work on SL in the last six months has been about exploring what we can do in SL. We planning a theatrical performance in May and an arts and design student showcase in April. Meanwhile we've also had a group of students on a module called Psychology of Internet Behvaviour look into the performance of online selves in SL. There's more about most of this at

<http://www.mediaperformance.org.uk> -- so far we've done very little on actual impact...but we'll hopefully get to that eventually.

[8:25] Art Fossett: CDB

[8:26] Art Fossett: thanks not

[8:26] Art Fossett: CDB?

[8:26] CDB Barkley: Not from around here (here= U.K.) ;- ) I am CDB Barkley and unlike the New Yorker cartoon from the 1990s, in Second Life \*everyone\* knows I am a dog. In RL, I am Alan Levine, VP of Community and CTO with the New Media Consortium (NMC, <http://www.nmc.org>).

[8:26] CDB Barkley: NMC is a membership organization of more than 250 colleges, museums, and research centers supporting the use of technology for learning and creative expression.

[8:26] MB Chevalier: do u have relation with the 3D Medical Visualization project, also at Univ of Edinburgh (Vue) with RCSEd, Shale

[8:26] CDB Barkley: We've been exploring SL for 2 years as part of a broader initiative of virtual worlds, running events, conferences, discussion groups, and providing resources for educators, plus an arm of our organization that does builds for higher education and renting out of smaller parcels. We've created our own Orientation experience aimed at educators and students. Our work is stored at <http://sl.nmc.org/> We have some new projects underfoot with Wonderland and OpenSim.

[8:26] CDB Barkley: I can only build plywood cubes in SL and have more interested in the social interaction, community building, networking potentials. Am dabbling with web scripting stuff.

[8:26] CDB Barkley: Assessment of learning is a bit distant from my realm of expertise. The places SL seems to exceed the most are the constructive, creative activities, which seem best assessed by some rubric of qualitative review of say objects created, machinima, essays written outside of SL, photos, etc. I'm not sure the feasibility of quantitative data being collected or being even close to meaningful. SL not nearly the ubiquitous platform as the web, but that's not necessarily bad

[8:26] Shale Bing: Only that they have a presnece near ours....

[8:27] MB Chevalier: thanks!

[8:27] CDB Barkley done pasting

[8:27] MB Chevalier: :)

[8:27] Art Fossett: ok, has anyone been missed?

[8:27] Lulu Minnelli: I think it has to be about the engagement of students- a straight lecture is the same in SL or RL but if you can say take the students to visit the virtual Sistine chapel whilst talking about the real thing this adds something that you could not get in RL I think the salamander project is going in the right direction matching resources and pedagogies and creating a directory of good practice

[8:27] Art Fossett: thnx to all

[8:27] CDB Barkley: Impressive array of snapshots

[8:28] Art Fossett: apologies for slightly slow and painful start... but it's useful to hear people's positions

[8:28] Art Fossett: i'm happy to go into open discussion from this point onwards

[8:28] Art Fossett: it may get slightly chaotic... but i can live with that

[8:28] Buddy Sprocket: (apologies, forgot to prep mine in advance, but think it was about right!)

[8:28] Silversprite Helsinki: To everyone: has anyone been (formally) asked by their institution, peers or funders to "prove" that using SL "works"?

[8:29] Glynn Gundersen: nope

[8:29] Rosie Luna: Yes

[8:29] Clive Pro: no

[8:29] Andy Ginsberg: no

[8:29] Austin Thatcher: no

[8:29] Graham Mills: no

[8:29] Cubist Scarborough: Not yet.

[8:29] Wanderingfictions Story: Not yet...

[8:29] Art Fossett: and what would your response be if you were

[8:29] Shale Bing: no

[8:29] Rosie Luna: EU funding always wants evaluation WP

[8:29] Milton Broome: Partially.

[8:29] Scooter Gaudio: No

[8:29] Wanderingfictions Story: similar to the responses emailed around!

[8:29] MB Chevalier: not really

[8:29] Austin Thatcher: I'm OK as it is now part of a couple of modules so it is a learning resource

[8:29] Not Merlin: no

[8:29] Sheila Yoshikawa: well, there is the idea that Infolit iSchool (island) can provide "proof of concept" but the evaluation is essentially qualitative

[8:29] MB Chevalier: EU is about exploitation and potential (serious) impact

[8:30] MB Chevalier: they are not purely research-minded

[8:30] Rosie Luna: We need to think about how we are going to evaluate success before we run an event/project.

[8:30] Austin Thatcher: Can anyone \*prove\* a lecture is a worthwhile activity?

[8:30] MB Chevalier: \*research

[8:30] Sheila Yoshikawa: also there is the "proof" of the students completing their assessment

[8:30] CDB Barkley: That's the external sort of view... internally, we have some desire as well for the sake of improvement

[8:30] Sheila Yoshikawa: ;-)

[8:30] Cubist Scarborough: Our external examiners gave our SL activities a good write up. I'd point to that.

[8:30] Rosie Luna: Assessing the impact of using SL/MUVEs is difficult. A lot of the earlier adopters are dedicated teachers, who would do a good job if asked to teach in a barn.

[8:30] MB Chevalier: that's great!

[8:31] Art Fossett: lol

[8:31] MB Chevalier: chat delay

[8:31] Rosie Luna: So we need a better plan on how to evaluate

[8:31] Silversprite Helsinki: Sheila and others mentioned the "Action Learning" approach - anyone want to say more about this?

[8:31] Buddy Sprocket: similarly, if students opt-in, you might get the students who'd learn even if the teacher forgot to turn up

[8:31] MB Chevalier: ...ext examiner gave... < that's great!

[8:31] Rosie Luna: Yes

[8:32] Sheila Yoshikawa: um Silversprite - what sort of thing do you want ;-)

[8:32] Not Merlin: it's hard to evaluate RL activities appropriately in many cases so it shouldn't be a surprise that the same goes for SL

[8:32] MB Chevalier: agree

[8:32] CDB Barkley: I'm not sure if you hear this in the UK, but in the US I hear time and time again that while teachers are excited about SL, young students really are not enthralled

[8:32] Silversprite Helsinki: Sheila: whatever you've got.

[8:32] Cubist Scarborough: We are familiar with action learning. It's what our students have been doing in the studios for years.

[8:33] Rosie Luna: agree with CDB

[8:33] Cubist Scarborough: We have good mechanisms for managing and assessing this.

[8:33] Art Fossett: @CDB yes, i think we hear that hear as well

[8:33] Wanderingfictions Story: were you asked how you evaluated the impact of your SL activities by the External Examiners, Cubist?

[8:33] Graham Mills: @CDB That's what I'd expect

[8:33] Cubist Scarborough: Well,

[8:33] Sheila Yoshikawa: In terms of action research approach - I think Simon and I said something about this in the report

[8:33] Milton Broome: I think we can prove it by producing evidence but that this is not sufficient. There must be a change in the way we think about the learning interaction first. Action Research is one way to develop out these platforms as we go but the attitudes of the students are the critical factor I feel. One must win hearts and minds first. That is why the 'image' of the platform is critical. It's changing slowly for the best I feel.

[8:33] Cubist Scarborough: I just showed the externals what we had been doing

[8:34] Cubist Scarborough: and they raved about it in their report

[8:34] Cubist Scarborough: it helped to give them a face to face tour

[8:34] Sheila Yoshikawa: it's the action research cycle of identifying something for improvement in your approach, reflecting, planning changes, getting feedback in various ways, reflecting on that and then so on

[8:34] Cubist Scarborough: otherwise I don't think they would have got it

[8:34] Cubist Scarborough: it

[8:34] Buddy Sprocket: mmm externals don't always have time for that... perhaps a discipline thing

[8:35] Rosie Luna: also not really externals job

[8:35] Buddy Sprocket: our externals usually expect to mainly look at paper

[8:35] Sheila Yoshikawa: sorry that was very crude - in terms of evidence, you would have your own reflections, colleagues' views, student views - collected through diaries, interviews, observation, focus groups etc plus evidence created through the intervention itself

[8:35] Rosie Luna: they are about "quality"

[8:35] Cubist Scarborough: Ours like to look at artifacts mainly, so it was no problem grabbing half an hour

[8:36] Sheila Yoshikawa: I think in terms of "impact it's worth remembering that "powers that be" can be as persuaded by something emotionally or from a sense of gain, as much by logical evidence

[8:36] Silversprite Helsinki: Sheila: yes, very much.

[8:36] Glynn Gundersen: speaking as an external...they are like MPs and teachers...come in all shapes and sizes with all sorts of outlooks and agenda...

[8:37] CDB Barkley: and little direct experience here?

[8:37] Cubist Scarborough: The reason I was showing the externals was because I see SL as a future graduate destination, so they need to help us to address issues with assessment etc.

[8:38] Wanderingfictions Story: what do you mean, Cubist? Future graduate destinations?

[8:38] Sheila Yoshikawa: Getting externals involved does sound good: sometimes they aren't given access to all the virtual/online manifestations of a class - or don't have time to investigate them

[8:38] Cubist Scarborough: My graphics students will get jobs in Second Life

[8:38] Cubist Scarborough: eventually

[8:38] Wanderingfictions Story: ok

[8:38] Cubist Scarborough: maybe

[8:39] Sheila Yoshikawa: i also see the knowledge of virtual worlds as being a selling point for information managers and librarians

[8:39] Glynn Gundersen: Pl. bear in mind that an external's view does not necessarily reflect a student's view...or necessarily denote something that significantly improves \*learning\*

[8:39] Art Fossett: does it make any kind of sense to measure very mundane things like numbers of students in-world, hours spent in-world, that kind of thing?

[8:39] Sheila Yoshikawa: so there is an employability issue there too

[8:39] Art Fossett: does anyone do this?

[8:39] Clive Pro: not yet but i'm about to

[8:39] Glynn Gundersen: Art - we do it for standard VLE engagement

[8:40] Clive Pro: looking for ideas

[8:40] Austin Thatcher: not yet but sonds good to get some data

[8:40] Rosie Luna: We need to consider that not all students will want to engage in Second Life/MUVEs . how do we deal with them?

[8:40] Art Fossett: agreed

[8:40] Wanderingfictions Story: my avatar animaation is stuck on typing!!!

[8:40] Milton Broome: The need for the platform drives it. So in education the learning technology should follow the requirement for it. We are seeing a lot of unneeded technology and a lot of people doing the same kinds of 'toe in water' research. The students will drive the pedagogy, we should listen to them, in my opinion. If they engage with learning materials it doesn't really matter what 'bells and whistles' you dress it up with. The point is the technology (Second Life) should always support and not take centre stage if we are talking about learning relationships.

[8:40] Buddy Sprocket: I used blogs and wikis as additional elements of work which were more easily reviewed - but I did not measure time in world

[8:41] Austin Thatcher: I got students to review their experience as part of their assessment

[8:41] Art Fossett: more easily reviewed in what sense - counting?

[8:41] Clive Pro: good idea

[8:41] Sheila Yoshikawa: We have some SL scheduled in normal contact time, but outside that - should we need to measure it any more than any other learning?

[8:41] Sheila Yoshikawa: mode of learning

[8:41] Lulu Minnelli: agree with Milton should not be the technology driving the agenda

[8:41] Buddy Sprocket: Blogs and wikis are quite good for seeing how much input has been made over a period of time

[8:41] Silversprite Helsinki: Austin: review their experience: do say more ...

[8:41] Peregrine Juneau: And what did they say, Austin? Were they positive about the experience of learning in SL?

[8:41] Buddy Sprocket: if students try and do it all in the last week, it shows up quite clearly...

[8:42] Austin Thatcher: they had to do a blogg and write a report on how well they found SL for group work

[8:42] Art Fossett: @buddy understood

[8:42] CDB Barkley: It is a problem that there is no "versioning" to see growth, change over time, like a wiki nd a blog can provide

[8:42] Sheila Yoshikawa: what do you mean exactly CDB?

[8:43] CDB Barkley: The things we create and do in Sl can be ephemeral

[8:43] CDB Barkley: They may not even be there in the future

[8:43] Austin Thatcher: SL is a bit like RL - you need to read a newspaper to find out whats going on, not wander about across the world

[8:43] Milton Broome: If it takes a student over 20 per cent of their allocated class time to interface with the VLE or Platform (Second Life) we shouldn't be using it. The waste of time spent trying to get to grips with another 'environment' for learning is incredible. We certainly lose our no digital natives along that route.

[8:43] CDB Barkley: And thus, unless one is not deliberate to document, you dont have its evolution

[8:43] MB Chevalier: u can measure specific interactions with objects/time spent accessing/browsing specific objects in a SIM, but all of this requires complex scripting to be added to each individual object you would like to track this way

[8:43] Art Fossett: so any impact presumably translates into something else?

[8:44] Sheila Yoshikawa: but CBD some of the development is, so to speak, personal - as difficult to reflect on and document in RL as in SL

[8:44] Art Fossett: @MB and doesn't necessarily tell you anything about impact anyway?

[8:44] Sheila Yoshikawa: and with objects - you could subject different versions...

[8:44] CDB Barkley: @Sheila agreed

[8:44] Not Merlin: I'm thinking about the role of longevity in all this

[8:44] Rosie Luna: A number of case studies I have seen are for very small classes and issues of scalability needs to be addressed.

[8:44] Not Merlin: take the use of PPT as an example

[8:44] Rosie Luna: Impact on few is usually good

[8:45] Not Merlin: and think back 5 years

[8:45] MB Chevalier: some experts have argued there are no 'digital natives' and 'multitasking generation': [http://www.celda-conf.org/keynote\\_Kirschner.pdf](http://www.celda-conf.org/keynote_Kirschner.pdf) (Dec 07)

[8:45] Not Merlin: then think back 10 years...and even 15, if you can

[8:45] Not Merlin: thanks for that link MB!

[8:45] Sheila Yoshikawa: I agree Rosie - and particularly there are technical barriers in my uni - but it can also be a stimulus for rethinking large-class teaching

[8:45] Rosie Luna: @MB there is a different in general across generations

[8:45] Austin Thatcher: Hmmm I still think that there are those that really take to it and those that are put off by the learning curve

[8:45] Austin Thatcher: non natives by any other name

[8:46] Buddy Sprocket: re: digital natives: there are connotations and some ideas about digital natives that are quite wrong IMHO

[8:46] Art Fossett: @austin anti-virtual worldists?

[8:46] Rosie Luna: @Shelia - how do you mean?

[8:46] Sheila Yoshikawa: re: natives - I think that this is overplayed ...

[8:46] Austin Thatcher: not anti just not so bothered to get to grips with it

[8:46] Art Fossett: yes, agreed

[8:46] Art Fossett: ok

[8:47] Wanderingfictions Story: I have one anti - SL student. She was very worried that she would have to take part

[8:47] Sheila Yoshikawa: @Rosie - for example moving away from a lot of all-class plenaries to group working on tasks, some of the tasks facilitated in SL, for example

[8:47] Graham Mills: Why?

[8:47] Wanderingfictions Story: I had to reassure her that she didnt

[8:47] Sheila Yoshikawa: @rosie but it does require rethinking LT&A strategy

[8:47] Wanderingfictions Story: She said she didnt agree with the space!

[8:47] Graham Mills: Why?

[8:47] Rosie Luna: @Shelia - does that take a lot of your time?

[8:48] Buddy Sprocket: (lol my biggest problem was getting students to do blogs. sl was OK, blogs they really didnt like)

[8:48] Wanderingfictions Story: I think she found it difficult to express what her feelings were about SL

[8:48] Austin Thatcher: @Buddy - me too

[8:48] Rosie Luna: @buddy - blogs could be another discussion - I resorted to bribing

[8:48] Clive Pro: so blogs aren't a good idea?

[8:48] Sheila Yoshikawa: @Rosie - yes, to be honest it can - I'm actuallythinking of a large (400+ student class) that doesn't use SL but does take that approach, at Strathclyde Uni

[8:49] Buddy Sprocket: They worked in end, but students were not keen

[8:49] Rosie Luna: @buddy - bribe = small mark - very effective

[8:49] Austin Thatcher: @ Clive good idea but require students to do some work ;-)

[8:49] Art Fossett: i asked about use of mundane metrics earlier on... do we have a sense overall of what a set of 'impact' metrics might look like

[8:49] Art Fossett: does that question even make sense?

[8:49] Cubist Scarborough: I've had more success with picture blogging

[8:49] Sheila Yoshikawa: @Rise, Buddy - blogs yes, agreed!

[8:49] Scooter Gaudio: @buddy: I wonder if the anti-blog thing may be partially due to students' discomfort with writing; e.g. we're a very visual/building course

[8:49] Cubist Scarborough: It's easy to send a postcard.

[8:49] Not Merlin: i think we're coming to my point about longevity :-)

[8:49] Graham Mills: SL great for pix

[8:49] Four Bailey: I think SL has been like no other app that I've introduced to students in terms of how they respond to it - form extreme enthusiasm to open hostility - not sure why it eleicits such strong reactions... - has anyone else found similar?

[8:49] Cubist Scarborough: My lot arn't very read/write



[8:50] Austin Thatcher: @art time spent in SL is a first indicator - I use it to see how people are getting on with work on the moodle VLE

[8:50] Milton Broome: About 80 per cent of those who try Second Life never come back. We lose them in the orientation stages when they come to Second Life off their own back. This must say something about the learning curve required to navigate the world. Imagine a child that cannot move or communicate with those around them The frustration is one of ability in interaction with the communication tools, not one of motivation. Blogs are the same but easier for our students.

[8:50] Graham Mills: @Four: what's the ratio?

[8:50] Rosie Luna: @Milton I have found it very difficult to run events when there are beginners on their own, the best beginner event was when we were in a lab together.

[8:51] Austin Thatcher: @Milton a lot depends on expectation in SL it is mostly DIY unlike online games

[8:51] Sheila Yoshikawa: @Art - metrics - yuck - currently having to haul together our Annual Review of Learning and Teaching - not keen on metrics

[8:51] Four Bailey: fairly even I'd say Graham

[8:51] Milton Broome: Yes, student centred and semi-structured works best.

[8:51] Cubist Scarborough: We're hoping to look at the orientation thing with Habitat. CBT's session on this was really useful (I read the chatlog)

[8:51] Buddy Sprocket: @rosie: for sure, I start with everyone logging in from same room

[8:51] Austin Thatcher: @Rosie Blended learning was definately the most productive

[8:51] Art Fossett: @sheila :-)

[8:51] Graham Mills: @Four -- that's better than I'd expected!

[8:51] Sheila Yoshikawa: @Rosie etc. I did teh first sessions f2f in labs, worked well for socialisation as well

[8:52] Four Bailey: : ) - multimedia and e-learning students for the most part so not a random sample...

[8:52] Milton Broome: We should also consider the utility of Second Life for Distance Learners.

[8:52] Sheila Yoshikawa: and it was a compulsory activity so people couldn't opt out but no-one expressed problems

[8:52] Four Bailey: it's the hostile responses that intereste me - it's like they're angry that you've takne them there...

[8:52] Cubist Scarborough: Iv've had good experiences with real students in labs, and bad experiences with everyone at home.

[8:52] Sheila Yoshikawa: I do think you need to prepare people, let them talk through the issues

[8:53] Rosie Luna: @milton - MUVES have plenty of potential for lifelong learning

[8:53] Austin Thatcher: @Shelia - f2f is often used to start before going to distance

[8:53] Four Bailey: they don't get this mad about Blackboard...

[8:53] Art Fossett: perhaps they should ;-)

[8:53] Rosie Luna: hould we be comparing with Virtual Learning Environments (e.g. Blackboard)?

[8:53] Wanderingfictions Story: @ Four - do you have any observations on that?

[8:53] Sheila Yoshikawa: oh, actually they don't get as EMOTIONAL about Blackboard etc but they can react critically, as can we

[8:53] Austin Thatcher: and as for WebCT ...

[8:54] Four Bailey: just anecdotal - wandering about exploring it further though...

[8:54] Sheila Yoshikawa: I think we should compare with all learning environments - I find it more comparable to f2f

[8:54] Graham Mills: @Sheila: true

[8:54] Glynn Gundersen: Colleagues....forgive me...but it seems that we are talking an awful lot about impact but not really addressing anything about \*measuring\* it...

[8:54] Art Fossett: are there ways of evaluating impact of vles that could be applied here?

[8:54] Sheila Yoshikawa: evaluating it in terms of how it can contribute to learning experience in a unique way

[8:54] Cubist Scarborough: In terms of evaluation, I've just read this doc as part of my JISC homework:  
<http://www.jisc.ac.uk/media/documents/programmes/digitisation/SixStepsHandbook.pdf>

[8:54] Art Fossett: @glynn yes, agreed

[8:55] Cubist Scarborough: It's a really useful framework for evaluation in general. Well worth a read.

[8:55] Silversprite Helsinki: Has anyone thought of (or used) any innovative methods of SL assessment/measurement that haven't been mentioned yet?

[8:55] Rosie Luna: Maybe we need a study of students and their reactions to a variety of technologies (JISC have done one) but including MUVES

[8:55] Austin Thatcher: My view is that it should provide an extra dimension to f2f not just a distance tool

[8:55] Sheila Yoshikawa: i think that there's a wide literature on evaluating educational interventions, not just of VLEs

[8:55] Art Fossett: in the sense of 'how do we know that vle/sl/xxx makes learning better?'

[8:55] Rosie Luna: @Cubist - the JISC evaluation course is good

[8:55] Sheila Yoshikawa: I mean obviously there's a lit, but I mean it can be relevant

[8:55] Rosie Luna: butr you need it early in the project

[8:55] Austin Thatcher: One problem is measuring like with like - 'ownership' is key in SL but minimal in many other environments

[8:55] Milton Broome: The point for me is "Why should we be doing this in a virtual world?" The answer I feel is that it is VIRTUAL. It's not real and so we can exploit both time and space and physics and our preconceptions about how learning should take place. Is Academia ready for that though? We can evaluate it and produce 'evidence' of effectiveness but it only has to be 'as good as what we have already' to justify it. It doesn't have to be better.

[8:55] Art Fossett: @austin, explain

[8:56] Glynn Gundersen: exactly Art....my point is that this is a complex area in RL...no more and no less in SL I'd suggest

[8:56] Rosie Luna: Evaluation has to be planned early

[8:56] Sheila Yoshikawa: Milton, I agree

[8:56] Cubist Scarborough: Luckily, we have an evaluator on the project. I hope to learn from him

[8:56] Rosie Luna: @Cubist - I think we share project team members - KCL is on our EU projects

[8:56] Austin Thatcher: @Art students have their own avatars their own places to go their own experience - its really outside the classroom

[8:57] Kuky Tibbett: We'll be running a trial in Imperial College in March aiming to compare the learning gains between participants in two

comparison groups given the same Respiratory Emergency case in an interactive e-module and using game-based activities in the 3D Respiratory Ward in Second Life.

[8:57] Art Fossett: @austin ok, understood, thanks

[8:57] Cubist Scarborough: @Rosie - StevenW?

[8:57] Four Bailey: good point Milton - our physical teaching environments are built on old technology - e.g. in the past our only transcription method was blackboards chalk and notepads so classrooms were laid out thei the teaceher at the front etc. - we're hyde bound by that old model still - but not in SL....

[8:57] Rosie Luna: @Cubist - yes

[8:58] Art Fossett: @kuky over what time period?

[8:58] Milton Broome: There's several innovative examples of effectiveness on my Blog <http://milton-broome.blogspot.com/>

[8:58] Sheila Yoshikawa: in RL we are stuck with lots of classrooms which are built for transmissive approaches to teaching - SL is refreshing in comparioson

[8:58] Art Fossett: (sorry about the layout of this room then! :-) )

[8:58] Four Bailey: @Sheila indeed

[8:59] Kuky Tibbett: 4 months

[8:59] Art Fossett: i tried making it more circular - but you all sat on one side ;-)

[8:59] Sheila Yoshikawa: @Art - but discussions and so forth still have their place ;-)))

[8:59] Art Fossett: yup

[8:59] Not Merlin: i also think this group is too big. sorry! :-)

[8:59] Cubist Scarborough: Not all teaching environments are built for chalk and talk. You should see the state of our studios. They are built for mucking about in.

[9:00] Not Merlin: i've found this all quite interesting

[9:00] Andy Ginsberg: it would be good if there was a central repository of case studies with details of any evaluation held somewhere which people could access rather than everybody doing their own thing in their own silos....

[9:00] Sheila Yoshikawa: @cubist perhaps people in other disciplines are aspiring to a studio-like environment...

[9:00] Kuky Tibbett: that'd be useful

[9:00] Rosie Luna: @Andy - good case studies do need collecting

[9:00] Art Fossett: hopefully john's/silversprite's snapshot will move us in that direction

[9:00] Milton Broome: That's a nice perspective. Mucking Around. Play is how we learn best. When a person feels freed-up to play (expressively) they can really learn. I like that.

[9:00] Cubist Scarborough: I think there is a lot to be learned from the studio based approach

[9:00] Wanderingfictions Story: in Rl in Art Schools the studio is under threat for many subjects, like Digital Media

[9:01] Rosie Luna: @Andy they also need anaylsing for best practice

[9:01] Cubist Scarborough: It's not the exclusive domain of the art student any more

[9:01] Sheila Yoshikawa: Just to start a completely new thread - at the moment I can't say I'm a fan of the NSS - BUT that has questions that could be asked of the experience in SL

[9:01] Cubist Scarborough: Maybe SL gives others a taste of waht we have enjoyed all along

[9:01] Glynn Gundersen: If we are trying to understand the benefits/advantages/opportunities for learning in SL how are we

intending to demonstrate it - apart from by heresay, opinion, bias and gut-feelings?

[9:01] Buddy Sprocket: re mucking about - for my last class, i gave them an almost empty area. I prepared nothing. Some liked the chance to experiment, some were thrown by the lack of structure.

[9:01] Art Fossett: silversprite asked about novel approaches to assessment just now - any answers? anyone doing anything in this space in-world?

[9:02] Clive Pro: sorry have to go now - thanks everyone :-)

[9:02] Sheila Yoshikawa: bye

[9:02] Glynn Gundersen: @ Art ..yes

[9:02] Art Fossett: @clive thanks

[9:02] Not Merlin: thank you all.

[9:02] Cubist Scarborough: The point about mucking about is that we have ways of managing and assessing this type of learning that might be useful for others venturing into this area

[9:02] Not Merlin: i must be going too.

[9:03] Art Fossett: @all we are coming up to the 60 minute mark - so i'm expecting that some of you will want to leave - we're happy to keep going for another 30 minutes if people want to - but will draw things to a close at that point

[9:03] Buddy Sprocket: @ cubist : that might be nice to have!

[9:03] Silversprite Helsinki: (Admin point: will try and re-send the spreadsheet with details of attendees either later today or tomorrow. We've had substantial teccie problems here [in RL Bath] this afternoon).

[9:03] Art Fossett: @not thanks

[9:03] Rosie Luna: @art got to go - will there be a transcript?

[9:03] Sheila Yoshikawa: What I'm doing isn't really novel - reflecting on experience and analysing adta collected in SL - but the context was an inquiry based approach

[9:03] Sheila Yoshikawa: data

[9:03] Cubist Scarborough: Success of SL can be evaluated from the quality of the products produced by the students who have mucked about.

[9:03] Art Fossett: @rosie thanks and yes

[9:04] Rosie Luna: ciao everyone

[9:04] Art Fossett: @cubist - true, but what about when SL is just used as collaboration/discussion forum?

[9:04] Austin Thatcher: @cubist but is that just a reflection on the quality of the student?

[9:04] Cubist Scarborough: Bye Rosie

[9:04] Sheila Yoshikawa: bye Rosie

[9:04] Wanderingfictions Story: Cubist - Do you see much relationship to the work your students do in the studio and the wokr they do in SL?

[9:04] Cubist Scarborough: I've not really used SL for that much

[9:04] Scooter Gaudio: it's all about added value or quality

[9:04] Glynn Gundersen: @ Cubist...depends on what you're doing in SL

[9:04] Milton Broome: We've seen the over assessment of our school children weaken the teachers ability to be creative and spontaneous within the class. We shouldn't be assessment driven, it is important of course but that isn't the point. The point is to smile whilst learning. To live and to learn as the Open University say.

[9:04] Sheila Yoshikawa: @Art - what I mentioned is the assessment related to discussion and interview

[9:04] Cubist Scarborough: Oxford are dealing with that bit.

[9:05] Cubist Scarborough: @ Wnader - It's starting to happen

[9:05] Lulu Minnelli: For me the advantage of SL over other web technologies is the sense of prescence - makes communication more meaningful whether social or work based

[9:05] Andy Ginsberg: thanks for a very interesting discussion bye everyone....

[9:05] Art Fossett: @andy thanks

[9:05] CDB Barkley: Sorry must go, early in work day here. Great discussion, enjoy the drinks and "bear meat pate" ;-)

[9:06] Art Fossett: @lulu - i agree

[9:06] Silversprite Helsinki: CDB: Am 800 miles away from the open tin of "bear meat pate", and it was so rank I swear I can smell it from here :-)

[9:06] Milton Broome: lol

[9:07] Sheila Yoshikawa: Just to mention the NSS again - that does actually have questions to do with being stimulated and enthusiastic - and that is such an influence on how a dept is viewed (I mean the results of the NSS) so it seems to emndiorse the idea that asking students' about their perceptions and their opinions about impact on them is valid

[9:07] Wanderingfictions Story: @ Cubist - well that must be something that can be looked at quantatively? As well as qualitatively

[9:07] Silversprite Helsinki: Open floor: does anyone have any issues (impact or related) that haven't been raised so far?

[9:08] Cubist Scarborough: @ Wand - It can. It's tricky, but the right learning outcomes, clearly defined, with a big emphasis on formtive feedback and assessment - it's do-able

[9:08] Glynn Gundersen: There seems to be significant confusion about how we actually \*measure\* learning in RL...so finding any definitive answer for SL experiences will be a real challenge :)

[9:08] Lulu Minnelli: i am looking at emotional impact of interaction in Sl has anyone done any work on this or had any thoughts?

[9:08] Buddy Sprocket: no-one (I think) has raised the ideas of comparitive studies... which are not easy to set up

[9:09] Glynn Gundersen: @ Buddy - which is the placebo then? :)

[9:09] Milton Broome: The Impact on our students is more than could be assessed. If we are using a new paradigm to teach them with we may just need a new means of assessing them too.

[9:09] Austin Thatcher: @siversprite - a list of what we think we should measure

[9:09] Buddy Sprocket: :-)

[9:09] Kuky Tibbett: I'm looking at game-based learning activities, has anybody talked or raised any issues in relation to this?

[9:09] Milton Broome: I'm working on some comparitive research at the moment.

[9:09] Art Fossett: kuky is doing some comparative work i think??

[9:10] Lulu Minnelli: Have to go to RL meeting thanks everyone

[9:10] Sheila Yoshikawa: @Buddy I think getting meaningful comparison is difficult - if you were doinfg something in 2 environments you'd probably idealkly do it 2 different ways, so if you do it the same way in both you are probably biasing from the start

[9:10] Cubist Scarborough: Sorry folks - I gotta go. Really enjoyed this session. Look forward to seeing you all again at some point.

[9:10] Buddy Sprocket: Milton: specifically for aspergers?

[9:10] Buddy Sprocket: see you cubist

[9:10] Sheila Yoshikawa: and there are a lot of possible variables...

[9:10] Art Fossett: @cubist thanks

[9:10] Cubist Scarborough: Cheers....

[9:10] Buddy Sprocket: lots and lots.  
[9:11] Wanderingfictions Story: My computer is telling me I need a break! Thanks for a great discussion - lots to think about  
[9:11] Kuky Tibbett: Yes, we're aiming to compare learning gains between participants in two comparison groups  
[9:11] Austin Thatcher: SL is not alone in being hard to measure - surely this covers a lot of web2 technology?  
[9:11] Milton Broome: No, for pedagogy. Looking at i) in second Life, ii) in VLEs, iii) in class. But it's a messy subject to look at. The previous points are all correct about parity.  
[9:12] Art Fossett: @austin agreed  
[9:12] Wanderingfictions Story: Thanks everyone. Bye for now.  
[9:12] Kuky Tibbett: Once group will access an e-module on a Respiratory Emergency case and the other will play a game in a virtual Respiratory Ward  
[9:12] Sheila Yoshikawa: bye  
[9:12] Art Fossett: @wanderingfictions thanks  
[9:12] Milton Broome: My research with Autism and Asperger's Syndrome is another project.  
[9:12] Buddy Sprocket: I'll have to go soon also - will the chatlog be posted?  
[9:12] Buddy Sprocket: thanks milton  
[9:12] Kuky Tibbett: what is it about Milton?  
[9:13] Art Fossett: @buddy yes  
[9:13] Art Fossett: presume people are happy to have transcript made public??  
[9:13] Sheila Yoshikawa: yes Art  
[9:13] Austin Thatcher: sure  
[9:13] Glynn Gundersen: yep Art  
[9:13] Scooter Gaudio: ok  
[9:13] Silversprite Helsinki: As someone who's done lit reviews on "games in learning", there have been problems with impact measurement and assessment there. One thing that bugs advocates of games in learning is that the most useful aspects of that technology are things that are difficult, or impossible, to measure.  
[9:13] Kuky Tibbett: yes, sure  
[9:14] Art Fossett: i'm tempted to start to wrap things up  
[9:14] Art Fossett: any final points people want to make?  
[9:14] Austin Thatcher: @Silversprite - OK that's the question all we need is an answer  
[9:14] Glynn Gundersen: Arguably...the actual amount or extent of \*learning\* is impossible to measure  
[9:14] Sheila Yoshikawa: Silversprite, therefore we perhaps need to challenge the requirement for "objective metrics" if they aren't meaningful - but not always easy  
[9:14] Milton Broome: I've got two projects at the moment both on EducationUK Island. One is with blended learning and assessing the effectiveness of Second Life, the other is looking at the communication skills of people with high-functioning Autism and Asperger's Syndrome in Second Life.  
[9:14] Buddy Sprocket: I've got to go too... thanks for putting this together art+silver  
[9:15] Buddy Sprocket is Online  
[9:15] Kuky Tibbett: Thanks Milton  
[9:15] Art Fossett: @buddy thanks  
[9:15] Buddy Sprocket is Offline  
[9:15] MB Chevalier: sorry had wireless problems here at work

[9:15] MB Chevalier: thanks for this meeting--see u later  
[9:15] Art Fossett: @mb thanks  
[9:15] Graham Mills: @Sheila: I certainly don't think there's any one-size-fits-all metric  
[9:15] Milton Broome: Thanks Art and thanks Silversprite. A really productive meeting.  
[9:16] Sheila Yoshikawa: yes, thanks to you both  
[9:16] Scooter Gaudio: Thanks Andy & John  
[9:16] Kuky Tibbett: Thank you all, sorry I was late  
[9:16] Art Fossett: ok, we'll call it a day.  
[9:16] Art Fossett: thanks to everyone for attending...  
[9:16] Graham Mills: Thanks, Art, Silver  
[9:16] Austin Thatcher: lots of food for thought thanks  
[9:16] Art Fossett: we'll post transcript and think about how we might take this area forward  
[9:16] Glynn Gundersen: Thanks to you and Bear-pate man for organising it  
[9:16] Art Fossett: :-)  
[9:17] Kuky Tibbett: Thanks, bye  
[9:17] Art Fossett: @kuky bye  
[9:17] Glynn Gundersen: bye all...  
[9:17] Scooter Gaudio: thanks, bye all  
[9:17] Art Fossett: @glynn bye  
[9:17] Four Bailey: sorry I've been in a workshop with students at the same time as trying to attend the conference - will I be able to review as transcript of the bits I missed, ART?  
[9:17] MB Chevalier is Offline  
[9:17] Austin Thatcher: cheers all - bye  
[9:18] Four Bailey: bye Austing : )  
[9:18] Graham Mills: Bye all  
[9:18] Four Bailey: Bye Graham  
[9:18] Sheila Yoshikawa: Bye

### 3. Useful online resources

#### Locations in Second Life

Eduserv Island: <http://slurl.com/secondlife/Eduserv%20Island/154/31/30>

#### Blogs

Eduserv eFoundations: <http://efoundations.typepad.com/>

Shale Bing: <http://shalebing.blogspot.com/>

Simon Bignell: <http://www.miltonbroome.com/>

Julia Gaimster: <http://elearningartanddesign.blogspot.com/>

John Kirriemuir: <http://www.silversprite.com/>

Daniel Livingstone: <http://learninggames.wordpress.com/>

Peter Miller: <http://tidalblog.blogspot.com/>

Andy Powell: <http://artfossett.blogspot.com/>

Sexual Health sim in SL: <http://sl-sexualhealth.org.uk/>

Glynn Skerratt: <http://direstraits.blogspot.com/>

Barry Spencer: <http://shimmer-island.blogspot.com/>

Ian Truelove: <http://iantruelove.blogspot.com/>

Sheila Webber: <http://adventuresofyoshikawa.blogspot.com/>

#### Other resources

Eduserv Second Life: <http://www.eduserv.org.uk/foundation/sl>