

**MNK Boulos attended this session in-world on 25 May 2007. Following is a cleaned transcript of the session (based on SL chat history). More 'SL in (Medical/Health) Education' resources can be found at <http://healthcybermap.org/sl.htm>**

[11:06] Fleep Tuque: Before we begin, we would like to thank our sponsors, without them, none of this would be possible! Our Gold Sponsors are: NMC Virtual Worlds, Firesabre Consulting , Learning Times , Global Kids, Veritas Variscan, My SecondLife Project, Your Second Life Directory: Directory2L.com, Boise State University, ISTE, Packaging & Converting Essentials, KnowledgeWorks Foundation, and Cattle Puppy Productions!

[11:07] Fleep Tuque: Please welcome our next speaker

[11:07] Fleep Tuque: Bill Mosely (RL) Pirate Shipman (SL)

[11:07] Cyndi Uriza: we begin, we would like to thank out sponsors, without them, none of this would be possible! Our Gold Sponsors are: NMC Virtual Worlds, Firesabre Consulting , Learning Times , Global Kids, Veritas Variscan, My SecondLife Project, Your Second Life Directory: Directory2L.com, Boise State University, ISTE, Packaging & Converting Essentials, KnowledgeWorks Foundation, and Cattle Puppy Productions! [11:06] Fleep Tuque: Lagged?

[11:07] Fleep Tuque: Take the floor Pirate!

[11:07] Fleep Tuque: =)

[11:07] Pirate Shipman: ...

[11:07] Pirate Shipman: Hello, and thank you for the opportunity to speak with you today

[11:07] Pirate Shipman: My name is Pirate Shipman, and in RL Bill Moseley

[11:08] Pirate Shipman: I am an adjunct faculty member at Pepperdine University

[11:08] Pirate Shipman: teaching in their Online Masters in Educational Technology program.

[11:08] Pirate Shipman: I also teach computer science full time at the community college level.

[11:08] Pirate Shipman: On a personal note, I'm a father of 5 kids, three of whom are adopted.

[11:08] Pirate Shipman: All are homeschooled, and all have the same love for learning that I do.

[11:08] Pirate Shipman: Today, I'd like to talk with you about the big picture of education in SL.

[11:08] Pirate Shipman: Let me start off with a quick case study from my SL work with Pepperdine.

[11:09] Pirate Shipman: We started with the book, A Whole New Mind, by Daniel Pink.

[11:09] Pirate Shipman: You can see the book and the basic assignment behind me now

[11:09] Pirate Shipman: The book highlights six right-brain aptitudes that are important to develop in today's world.

[11:10] Pirate Shipman: The basic premise is that we need to start focusing more on these areas, and less on the traditional left-brain aptitudes, like logic, etc...

[11:10] Pirate Shipman: My students were challenged to work in small groups and develop interactive...

[11:10] Pirate Shipman: interactive exhibits or installations that represented and communicated those six aptitudes.

[11:11] Pirate Shipman: They were given a 10M platform and a 150 prim limit, but very little else in the way of parameters

[11:11] Pirate Shipman: Here is a picture of the area before construction

[11:11] Pirate Shipman: It is on the shore of Malibu Island

[11:11] Pirate Shipman: They were given a little less than a month to work.

[11:12] Pirate Shipman: In the next few slides, you will see the building progress

[11:12] Pirate Shipman: You'll notice some experimentation with textures

[11:13] Pirate Shipman: This is a shot of the final presentation of their work

[11:13] Pirate Shipman: None of them had used SL prior to the term during which this project was done.

[11:13] Pirate Shipman: Daniel Pink was present for the whole event, and stayed afterwards to discuss the implications of his book for education.

[11:13] Pirate Shipman: This made for a very powerful and personal learning experience for all involved.

[11:14] Pirate Shipman: IF you would like a tour of their work, contact me in-world - I'd be happy to show it.

[11:15] Pirate Shipman: Unfortunately, Malibu Is. is restricted access at this time

[11:15] Pirate Shipman: If you don't mind, I'm going to fly without slides from here.

[11:16] Pirate Shipman smiles

[11:16] Pirate Shipman: I'm hoping to challenge you on an intellectual level rather than wow you with my technical skills.

[11:16] Pirate Shipman: I want to initiate a discussion that I hope to continue in different venues with you all.

[11:16] Pirate Shipman: Perhaps we will have time at the end of this presentation for you comments or questions as well.

[11:16] Pirate Shipman: The idea that is central to this discussion can be phrased quite simply:

[11:17] Pirate Shipman: How should we teach in a virtual world?

[11:17] Pirate Shipman: The answer to this question may not be so simple, but let me take a stab at it.

**[11:17] Pirate Shipman: First, I believe that we need to examine and discuss the strengths and weaknesses of a virtual world.**

**[11:17] Pirate Shipman: Next, we should briefly talk about applicable learning theory.**

**[11:17] Pirate Shipman: The synthesis of those two topics, if I am correct...**

**[11:17] Pirate Shipman: will provide us with a basis for shaping learning environments and activities...**

[11:17] Pirate Shipman: that represent the "best practices" that we are all here for.

**[11:18] Pirate Shipman: So let's start with a look at the strengths and weaknesses of SL, starting with the strengths:**

[11:18] Pirate Shipman: BTW, this is just the tip of the iceberg, I think

[11:18] Pirate Shipman: But still substantial

**[11:18] Pirate Shipman: 1. SL is a spatial experience.**

[11:19] Pirate Shipman: In other words, this virtual world can give us a sense of space and physical scale.

[11:19] Pirate Shipman: Shapes, sizes, movement, and physical relationships take on a deeper meaning here.

**[11:19] Pirate Shipman: 2. SL can be a very immersive experience.**

[11:19] Pirate Shipman: We are able to create scenarios, simulations and other situations...

[11:19] Pirate Shipman: that put us, mentally, in a position to respond as though we were really there.

[11:19] Pirate Shipman: If you spend enough time wandering around this world, you are bound to find these sorts of immersive experiences.

[11:20] Pirate Shipman: I've had the opportunity in the last week alone to go surfing, float in space, and meditate in a Buddhist temple.

[11:20] Pirate Shipman: I'm very interested in the magnitude of the effect that situations in SL have on my mood and feelings in RL.

[11:20] Pirate Shipman: This ability to immerse people in a situation that we can create is a powerful tool.

**[11:20] Pirate Shipman: 3. SL is a social/relational platform.**

[11:20] Pirate Shipman: The personalization of our avatars allows us to engage our own personalities and personas in social relationships.

[11:21] Pirate Shipman: This makes the "us" that engages with others easier to become.

[11:21] Pirate Shipman: In other words, it is a more effective extension of ourselves.

[11:21] Pirate Shipman: because we can shape it to suit our own purpose.

[11:21] Pirate Shipman: SL also provides tools and structure to connect to and communicate with others.

[11:22] Pirate Shipman: Linden Script Language has functions and hooks to develop socially-aware objects.

[11:22] Pirate Shipman: The social aspects of SL touch almost every part of the world.

**[11:22] Pirate Shipman: 4. SL democratizes the ability to create content and learning artifacts**

[11:23] Pirate Shipman: I've heard SL called Web3D several times

[11:23] Pirate Shipman: In this respect, it's really true

[11:23] Pirate Shipman: This is a participatory medium

[11:23] Pirate Shipman: This enables active learning for every student.

[11:23] Pirate Shipman: This is what truly makes SL a unique environment.

[11:23] Pirate Shipman: This levelling of abilities in world supports the concept of teacher and student as...

[11:23] Pirate Shipman: equal (although different) parts of the learning community.

[11:24] Pirate Shipman: Although it is really a result of the marriage of #3 and #4 above, #5 is important enough to specifically mention.

**[11:24] Pirate Shipman: 5. SL has done a very good job of enabling the collaborative development of objects.**

[11:24] Pirate Shipman: Groups, permissions, granular object ownership settings and permissions all help.

[11:24] Pirate Shipman: Building things with others is a concept that is widely supported by learning theory.

**[11:24] Pirate Shipman: 6. SL strikes a good balance between serious inquiry and a playful spirit.**

[11:24] Pirate Shipman: If you're here, then I don't even need to take the time to explain this.

[11:25] Pirate Shipman: Just look around you...

[11:25] Pirate Shipman: When a keynote speaker can show up in an eyepatch or with pink hair (not naming any names..), you know that a playful spirit is alive and well

[11:26] Pirate Shipman winks at intellagirl

[11:26] Pirate Shipman: ...

**[11:26] Pirate Shipman: As great as Second Life is, there are a few things that it doesn't do very well:**

**[11:26] Pirate Shipman: 1. The effective communication of large amounts of data.**

[11:26] Pirate Shipman: The learning and technological overhead is high for this purpose.

[11:26] Pirate Shipman: While some very cool things have been made possible in SL, the sophistication...

[11:26] Pirate Shipman: of the text and data handling capabilities cannot rival that of more traditional electronic media.

[11:27] Pirate Shipman: This doesn't nullify SL as an educational tool - but it should shape how we use it.

**[11:27] Pirate Shipman: 2. The handling of 2D objects is fine, but the combination of 2D with Second Life lacks synergy much of the time.**

[11:27] Pirate Shipman: The picture behind me can't do anything special right now because we are in a 3D world

[11:27] Pirate Shipman: It is still flat

[11:28] Pirate Shipman: and if all I am doing is showing pictures, it is much easier todo so in a web format.

[11:28] Pirate Shipman: ...

[11:28] Pirate Shipman: Aside from novelty and the social boost that every interaction enjoys from SL, activities outside...

[11:28] Pirate Shipman: the scope of the things that SL does really well can often be done as well or better, or at least...

[11:28] Pirate Shipman: with a lower overhead using a different platform.

**[11:29] Pirate Shipman: Sometimes, though, the novelty may be enough.**

**[11:29] Pirate Shipman: That's a decision for an individual instructor though - not a keynote**

**[11:29] Pirate Shipman: So what about learning theory?**

[11:29] Pirate Shipman: I'm not going to bore you with the whole scope of every learning theory that I think applies here...

[11:29] Pirate Shipman: but I do want to share some basic principles that are supported by some of the most important theories in education today.

**[11:29] Pirate Shipman: Essentially, learning happens best when:**

[11:30] Pirate Shipman: (Read: here come some best practices)

**[11:30] Pirate Shipman: 1. Students have ownership and control of their learning environment.**

[11:30] Pirate Shipman: By default, they do in SL

**[11:30] Pirate Shipman: 2. Knowledge is developed by a learning community rather than owned and disseminated by the teacher.**

**[11:30] Pirate Shipman: 3. Students are allowed to contextualize learning experiences within their own experience and identity.**

**[11:31] Pirate Shipman: 4. Students produce artifacts of learning that they can share with the other members of the learning community.**

**[11:31] Pirate Shipman: 5. Students engage in difficult activities that have an element of fun.**

[11:32] Pirate Shipman: This is a concept that is called "Hard fun" by a brilliant man named Seymour Papert

[11:32] Pirate Shipman: IF you have used the computer program LOGO, then you know his work

**[11:32] Pirate Shipman: 6. Students are provided with a context in which to perform or act out their own understanding of the subject matter.**

[11:32] Pirate Shipman: Notice the amount of freedom and choice inherent in these ideas for students

**[11:33] Pirate Shipman: 7. Students are given an opportunity for the creative exploration of the subject matter.**

[11:33] Pirate Shipman: If you are like me, you get excited about SL every time you look at a list like this.

[11:33] Pirate Shipman: SL is quite clearly has the potential to be a powerful educational platform.

[11:33] Pirate Shipman: But I think we all recognize that

**[11:33] Pirate Shipman: Let me pose a few questions, then, about what I have observed related to in-world education:**

**[11:34] Pirate Shipman: Why are so many of our "educational spaces" built like lecture halls?**

**[11:34] Pirate Shipman: Why are there so many educators wanting to know how to bring PowerPoint slides into SL?**

**[11:34] Pirate Shipman: Why, in a recent discussion on an education email list, did so many people agree that the newly launched Paris sim "looked cool but didn't have any \*educational content\*"?**

**[11:35] Pirate Shipman: I think that the term "educational content" implies a teaching strategy that ignores SL's best attributes**

**[11:35] Pirate Shipman: When looked at in the light of best practices in education, many of our RL teaching methods fall short.**

**[11:35] Pirate Shipman: I'm thinking of the lectures, PowerPoint-driven, knowledge-disseminating, students as passive learners ideas.**

**[11:36] Pirate Shipman: The most important question is this:**

**[11:36] Pirate Shipman: How much potential will we have wasted if we allow these methods to become the staple of SL education?**

**[11:37] Pirate Shipman: Now, before you all start throwing your interactive whiteboards at me, let me say this:**

**[11:37] Pirate Shipman: There is a place for these tools and methods, just like there is in RL.**

**[11:37] Pirate Shipman: I'm just hoping to challenge people to use SL as an opportunity to expand their thinking about teaching and learning.**

**[11:37] Pirate Shipman: Use SL as your playground for teaching, and we may even influence RL education in return.**

[11:38] Pirate Shipman: Thank you for your time and your participation in this conference.

[11:38] Spender Voom: ...Applause...

[11:38] Pirate Shipman: I hope it becomes a regular place for us all to connect and challenge each other.

**[11:38] Pirate Shipman: If you would like to contact me, you can also do so through my web site, at [www.bmoseley.com](http://www.bmoseley.com)**

[11:38] Pirate Shipman: Enjoy the rest of the conference!

[11:38] Memetic Projects: very cool.

[11:38] Vickster Volare: fantastic

[11:38] Pirate Shipman: I think we may have a few minutes for Q&A??

[11:39] Perplexity Peccable: Great concepts and presentation!

[11:39] Thursday Xu: excellent!

[11:39] Vickster Volare: you made some really awesome points to make us think!

[11:39] Birdie Newcomb: Wponderful

[11:39] Pirate Shipman: This from the lady in pink

[11:39] Pirate Shipman: "can you compare your experiences with online students here vs other online tools? Have you noticed any distinct signs of increased community?"

[11:39] Smittyguy Torok: will help me sell to the district...

[11:39] BRS Tenk: :!d like a "hard" copy

[11:40] Skyhau Ewing: yeah i would like a hard copy as well

[11:40] Birdie Newcomb: How do the kids collaborate in building?

[11:40] Pirate Shipman: I think that there is a very distinct relational quality to the interactions we have

[11:40] Pirate Shipman: a playfulness, and we gain back a little bit of the missing body language that was lost in text chat

[11:41] Carla Source: will there be transcripts of these session somewhere?

[11:41] Pirate Shipman: But the strengths of SL as a platform that I mentioned are all missing from many text-based tools/platforms

[11:41] Smittyguy Torok: your chat history

[11:42] Pirate Shipman: I believe that there is an audio commentary, and I will happily post the notes to my web site.



[11:42] Lordisildur Beerbaum: at higher education institutions, do you believe that students are willing to take the next step, but faculty members aren't?

[11:42] Pirate Shipman: In some cases, Lord. But I think that we can be evangelists for this platform

[11:43] Sarty Beck: Do you think there is greater interaction in SL than in two way audio/video?

[11:43] Pirate Shipman: There is clearly a learning curve, but I see several initiatives to work around it

[11:43] Pirate Shipman: Yes, Sarty -- Because it is a common creative space

[11:43] Pirate Shipman: and the audio/video is going to get there too

[11:43] Emby Semaphore: Pirate, why do YOU think we build learning spaces that look like lecture halls? Lack of imagination? Fear?

[11:44] Pirate Shipman: eventually, we may be able to project our own facial expressions onto our avatars -- But really - where's the fun in that

[11:44] Pirate Shipman: ?

[11:44] Pirate Shipman: Emby - Habit -- And because nobody has given us "permission" to color outside the lines

[11:45] Pirate Shipman: But the shape of our learning spaces drastically affects how people relate to one another

[11:45] Intellagirl Tully: Pirate: what advice do you give educators who are trying to fight the impulse to over structure in SL

[11:46] Pirate Shipman: At what time will the hook come and pull me off stage?

[11:46] Rhiannon Chatnoir: boo

[11:46] Pirate Shipman: 12?

[11:46] Scarlett Qi smiles

[11:46] Pirate Shipman: Good Q, Intellagirl - I'd say start by playing

[11:46] Pirate Shipman: Or hold class in different location that aren't "class places"

[11:46] Pirate Shipman: Observe and reflect on the interactions

[11:47] Pirate Shipman: have a discussion while skydiving

[11:48] Pirate Shipman: I think that changing the way we teach will take a lot of trial and reflection for all of us

[11:48] Pirate Shipman: sometimes, the trial part happens, but the reflection is rarely sufficient

[11:48] Pirate Shipman: any other Q's?

[11:48] Cyndi Uriza: Thank you Pirate

[11:49] Pirate Shipman: ok, great - thanks for coming everyone.

[11:49] Pirate Shipman: hope to continue the discussion

[11:49] Wainbrave Bernal: Pirate: do you think that organized Communities of Practice would be useful for helping us to be more systematic in our practice/reflection?

[11:50] Pirate Shipman: For sure - In fact, my students at pepperdine are working on such a project as we speak - I'll be announcing more on it soon.

[11:50] Fleep Tuque: OK folks, we're ready to wrap up and begin prepping for the next round.

[11:50] Fleep Tuque: Thank you so much Pirate!!

[11:50] Pirate Shipman: You bet Fleep

[11:51] Scarlett Qi: Thank you Pirate! Really interesting!

[11:51] BRS Tenk: Yes, thanks Pirate

[11:51] Claudia Linden: hi pirate. heard/saw your talk on SLCN TV

[11:51] Fleep Tuque: Ok we'll take a short break here

[11:51] Intellagirl Tully: Yeah Pirate!!! Well done!

[11:51] Fleep Tuque: In the meantime, let me send my well loved reminders:

[11:51] Fleep Tuque: Again a reminder to all who have just arrived - please remove all animation overrides, jewelry, HUDs, and any other prims - we expect a full capacity crowd and we appreciate your help!

[11:51] Pirate Shipman: ah, cool. I will send you those descriptions you asked for this weekend.

[11:51] Pirate Shipman: see you later