Opener #8. Alternate Reality Learning (Online Massive Gaming, Simulations, and Virtual Worlds; e.g., Second Life)

The Learning World is Open

LDS Church to purchase Utah State University, rename it BYU-Logan, Cache Valley Insider, April 1, 2013


The Vulcan Approach to Education is On The Horizon, Jarl Jonas, The EvoLLLution, March 25, 2013

http://www.evolllution.com/distance_online_learning/vulcan-approach-education-horizon/#comments

What did Jean-Luc Picard say?

That's right, Engage!

Winky Dink and ... Bill Gates?, Bob Greene, March 31, 2013, CNN


A girl uses her "Winky Dink" drawing kit to draw on a TV screen as they watch the 1950s kids program.
How Might Video Games Be Good for Us?, Jane McGonigal, October 15, 2012, BQO (Big Questions Online)
https://www.bigquestionsonline.com/content/how-might-video-games-be-good-us

10 Terrific iPad Apps for Toddlers, August 2, 2012, Mashable, Allegra Tepper
http://mashable.com/2012/08/02/ipad-apps-toddlers

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**Fibonacci Final Four? Math March Madness coming, Greg Toppo, March 26, 2013, USA Today**

- ALEXANDRIA, VA — At 3:59 p.m. on a recent Thursday, Joseph Park entered a high school computer lab, threw off his big blue backpack and began what to many would look like a hellish online math test. A few minutes later, an underclassman named Robin Park (no relation) rushed in, grabbed a chair across the room and tackled the same nine questions.
  - A closer look at their computer screens revealed a digital scoreboard at the top. On one side was the combined average score of Joseph and Robin, on the other the score of four students in Indiana.
  - Joseph and Robin, a senior and freshman, respectively, at Thomas Jefferson High School for Science and Technology, were piloting a curious piece of software that someday could change how students feel about academics. Its creator wants to build NCAA bracket-style competitions in every subject, pitting class against class, school against school and, someday, nation against nation.
  - On the Thursday afternoon last month, the Indiana students narrowly beat Joseph and Robin, the two Thomas Jefferson students. Both boys answered seven of the nine problems correctly.
  - Kelley hopes to offer Interstellar this fall to 1,000 high schools, which would pursue a place on a 64-team bracket. It’d be offered for free at first, but he’d eventually charge $5 to $10 per student per season.

**Top brain scientist is ‘philosopher at heart’, Elizabeth Landau, CNN, March 31, 2013**

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Top brain scientist is ‘philosopher at heart’, Elizabeth Landau, CNN, March 31, 2013
http://www.cnn.com/2013/03/31/health/boyden-brain-map/index.html?hpt=hp_c1

Ed Boyden: A light switch for neurons, TED, March 2011
http://www.ted.com/talks/ed_boyden.html

Why we’re making a map of the brain, July 2011, TED
http://www.cnn.com/2012/02/19/opinion/jones-map-brain

Ed Boyden: A light switch for neurons, TED, March 2011
http://www.ted.com/talks/ed_boyden.html
Cyber-Anatomy
http://www.cyber-anatomy.com/
email: tom.nicknish@cyber-anatomy.com or Skype: oatnick

S. Korea. Medical University - BYOD
Moving from lecture-centered to student interaction centered model
Developed local evaluation rubrics

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Education Ecosystem

- PERCEIVED VALUE
- VALUE ALIGNED - TEACHER/ PARENT/ SCHOOL LEADER/ STUDENT
- MOTIVATE ALL CONSTITUENCIES
- ANSWERS "WHY?"
- IGNITE PASSION
- EFFECTIVE AGENT 
- ENABLING AGENT
- TECHNOLOGY
- CONTENT
- TEXTUALIZED
- APPLICABLE
- SHARABLE / REPLICABLE

Continue to evolve
SimCity

Massive Multiplayer Online Games (MMOGs)

Second Life
(business, law, education, English, medicine)

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(business, law, education, English, medicine)

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April/May 2011
Dr. Monica Rankin’s class
UT Dallas, Cuban Revolution
http://www.youtube.com/watch?v=qcQMf1kp98

December 24, 2010:
Social Networking Gaming
CityVille 16.8 million daily users, FarmVille’s 16.4 million. CityVille
61.7 million monthly users, FarmVille 56.8 million users. Mashable.

Augmented Reality, May 17, 2011:
USA Today, Edward Baig, Augmented reality has
total potential to reshape our lives.
(e.g., ZooBurst, Craig Kapp, NYU, pop-up books)
Verily Tan, Recollections from R685, Fall 2011.
http://vimeo.com/33090590

University of Texas: 50 Islands, Nov 2009
http://archive.treet.tv/metanomics-campus-life
Guilds in *World of Warcraft* or other MMOGs have such a strong presence in players’ lives that they frequently talk about their guilds as homes or families, even though most of the players may have never met one another face to face and could not recognize each other in person. Understanding the richness of the experience of play and the complexity of problem solving that occurs in guilds and around games, leads us to what we feel may be one of the most pressing issues for the 21st century.

How do people learn how to create and participate in networks of imagination and how can our theories of learning adjust to account for this rich and powerful phenomena? We cannot answer this question adequately by looking solely at game mechanics, player culture, or discourse communities. We need to look at virtual worlds as space that embody both the physical and virtual simultaneously, as spaces which allow for, and even demand, and imaginative bridge between the two.

Communities such as guilds or external web sites structure the meaning of activity within the game world. They also serve as the primary conduit of information between and among players, determining what has value and providing contexts for puzzle solving, organization, and social and task interaction.

February 20, 2013


Entering into a virtual world, then, is quite different from a typical game. Where traditional games have clear (even if complicated) narratives, the ability to stop, pause, and restart, and a set of rules which guide narrative progression, virtual worlds are persistent and ongoing. They cannot be paused or repeated. What happens in virtual worlds have persistent consequences and effects.

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In World of Warcraft, learning in conversation is event-driven with no planned curriculum. It is spontaneous, erratic, serendipitous, and contextual.

However, the situated curriculum comprises a sequence of tasks for students to complete with appropriate instruction as the student engages in the tasks. In WoW, learning in conversation is driven by small events such as players asking questions or receiving advice during play.

A goal of this paper is to point out the presence of emotion in learning conversations, to focus beyond the informational content of the conversations, and to suggest emotion as an important topic for future research.

- Through interviews with Acquaa, Coldnight, and other players we documented that the learning conversations that took place actually affected their ability to play, teaching them to play more effectively.

A surprising finding from our research was the emotionally inflected discourse in many learning conversations. Not every learning conversation involved emotion, but the drama, humor, and intimacy in conversations were unmistakable.

The zone of proximal development is generally taken to imply the acquisition of deeper understandings, new ways to integrate and make coherent concepts and ideas. It appears to us that the zone of proximal development is also about motivation and support as Vygotsky hinted.

The responsiveness players experience as they get fast answers to questions is part of what creates a supportive environment for learning. This seems to us to be part of the emotional aspect of the ZPD—positive encouragement, the avoidance of frustration, and a sense of moving forward.

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<table>
<thead>
<tr>
<th>Traditional schools</th>
<th>Future schools</th>
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<tbody>
<tr>
<td>50 minute classes</td>
<td>Four hour periods</td>
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<tr>
<td>Subject specific context</td>
<td>Interdisciplinary themes</td>
</tr>
<tr>
<td>Classrooms for 30 students</td>
<td>Areas for 90 to 120 students</td>
</tr>
<tr>
<td>Age-based groups based on yearly cohorts</td>
<td>Continuing individual learning paths</td>
</tr>
</tbody>
</table>

Table 4: Comparison of current and future schools from Ween Veen (2004).

Figure C54: Savannah being played by students. Source: Fotokapsel.
Myst (literacy ages 9-11)
http://www.jisc.ac.uk/media/documents/programmes/elearninginnovation/gamingreport_v3.pdf


Figure 1. 1985 Submarine Attack Center Design Prototype Evaluation. Navy personnel and contractors collaborate during design sessions before construction. These meetings save time.

Figure 2. Second CAC being used to evaluate a submarine attack, under wartime scenarios. Engineers, scientists, and fleet must have the ability to lay in a zone. This is to bring the realness of a problem into the design phase and possibly save money earlier, producing an overall improved product.

Figure 3. Information Flow inside the Virtual CAC Virginia Virtual Attack Center.

Navy Requirements for a Virtual Concept of Operations Exercise Environment

Figure 4. Virginia CAC inside the QwikTinPlates Trainer Virtual World.


1. Scaffolding

2. Problem-Driven Activities

3. Exploration

4. Context

5. Interaction

6. Agency

7. Learning Through Doing

8. Pause to Reflect

9. Learning through Failure

10. Adaptivity

11. Character

12. Engagement

![Image of a person working on a laptop]

**DON'T JUST WISH FOR A GREAT 2013,**

**MAKE IT SO.**

![Image of a character from Star Trek pointing finger]