BP Learning Delivery Scenario – Language Learning in Second Life

Project iCoper, Work Package 5

When describing a best practice for learning delivery, please use this template so that we have a common structure for the WP 5 delivery D5.1.

I. Facts about the described Learning Delivery Scenario (LDS) as Best Practice (BP)

Name of the Best Practices Learning Delivery Scenario:

- “Talkademy”

Name of the institution responsible for it: Talkademy e.V. and IBM Austria

Name of the main responsible person (if known): Klaus Hammermüller

Mail-contact main responsible person (if known): klaus.hammermueller@ibm.at

Links with further information about the described BP LDS (e.g. Website where the LDS can be accessed, publications or other relevant information): http://www.talkademy.org

Your name: Sebastian Kelle

Your organization: Open University of the Netherlands

Your eMail-Address: sebastian.kelle@ou.nl

Your Website: www.ou.nl

Remark:

To get a clear picture of the BP LDS that you describe please note, that:

- Only a “real best practice” of an LDSs should be posted
- The BP scenario should have already been realized
- The target group of your description in the sense of “the reader” is an INSTRUCTOR who should be able to decide whether the LDS would make sense for him to use it for his content and his students/class participants. The LDS can be a scenario used in higher education, in school or in a professional learning environment.
II. Brief Description of the Learning Delivery Scenario (LDS) as Best Practice (BP)

1. Since when do you conduct your BP LDS or – if you don’t conduct it yourself but know it in detail – please describe since when this scenario has been realized:
   - Since: ~ september 2007

2. What is the main aim of the BP LDS that you describe:
   - Language training

3. Please describe in ONE sentence the organizational context of the BP LDS (e.g. German business school focused on finance with 15,000 students from 40 nationalities):
   - Talkademy is a registered non-profit association with the aim of providing language training making use of Web 3D immersive media, in this case Second Life.

4. How is the BP LDS embedded into the organizational context:
   - As a stand-alone solution (Y/N): Y
   - As an integrated solution (Y/N):
     and why did you select your solution:
     Creates language immersion in distance learning while blending informal and formal environment

5. Which department/faculty uses the BP LDS (e.g. department of economics, …):
   - 
   and why do they use it:
6. Please try to classify the BP LDS by naming, which of the listed forms fits best to it:

- Personal Learning Environment (PLE): yes, according to personal preference
- LMS based Learning Environment: -
- Social Network based Learning Environment: yes, informal
- Content Broadcasting based Environment: possible
- Mash-up Learning Environment (e.g. based on iGoogle): -
- Other: simulated classroom

7. In case the BP LDS is based on a common learning delivery environment or technology (e.g. Clix, Moodle, Slidestar, Facebook, …) please name your choice and give a brief comment why did you chose it:

- sloodle (can be used to synch SL content with moodle)

8. Please describe briefly the BP LDS architecture (explanatory images are welcome!):

- Tree based curricular architecture. From a central entry point, different classrooms can be accessed, according to subject (which language), and skill level.

9. Please describe briefly the didactical / learning design approach (e.g. blended learning, peer group learning, …) of the BP LDS:

- sequential, curricular learning design with the possibility to encapsulate informal social learning cues (peer based practice, group work assignments etc.). Different pedagogic methods can be put to use, like in world-game play (quiz etc.), job interview training, and role-play in general.

10. Please characterize the BP LDS in highlighting its main:

   a. Strengths:
• language immersion, location independence, social functions

b. Weaknesses:

• requires a working second life installation and a respective user account. Second life client requires frequent updating, a high bandwidth connection and medium-high system resources. It is necessary to learn how to navigate in the SL web3d environment.

c. Opportunities:

• scalability

d. Threats:

• depending on operation of a single company, that operates the delivery media (Linden Labs).

11. In terms of educational/technical support, how many and which kind of people are involved in managing the BP LDS:

• 5-10

12. Now, please give a brief summary of the instructors’ overall BP LDS acceptance:

a. Which instructors are the heavy users and why:

native speakers of the respective languages

b. Which instructors don’t participate and why:

?
c. What seem to be the main influence factors of your instructors’ BP LDS acceptance (e.g. easy to use, usefulness, …):

enthusiasm about new media, requirement of distance learning solutions while upholding f2f-like immersion.

d. What seem to be the main influence factors of your instructors’ LDS refusal (e.g. feeling of anger, …):

technical overhead, depending on web3d client mastery. System crashes.

13. What are the consequences of the instructors’ BP LDS acceptance/usage (e.g. instructors are more satisfied, students are more successful, …):

better learning outcome through language immersion and interactivity

III. General Remarks/Comments and Attachements

Please describe your own opinion why you have chosen this BP LDS as relevant for iCoper:

The learning delivery method presented in this BP LDS is successfully carried out using different pedagogic methods that would normally only be able to be used in a real life scenario. At the same time, since operating in a VR environment, the possibility of integrating digital media seamlessly into the environment is given for the instructor, but also in terms of user generated content.
Please attach further documents about the BP LDS if available:

http://www.talkademy.org/

In case of any questions, please contact

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