

A Cover Sheet

Cover Sheet for Proposals			
Name of Capital Programme: Users and Innovation			
Next Generation Technologies and Practice Phase 2 Please tick ONE BOX ONLY, as appropriate			
<input type="checkbox"/> a) Small-scale pilots <input checked="" type="checkbox"/> b) Large-scale institutional demonstrators			
Name of Lead Institution: University of Oxford			
Name of Proposed Project: Habitat: real learning in virtual spaces			
Name(s) of Project Partner(s): Leeds Metropolitan University, King's College London			
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Length of Project: 15 Months			
Project Start Date: 1 January 2008		Project End Date: 31 March 2009	
Total Funding Requested from JISC: £170,535			
Funding Broken Down over Financial Years (Apr–Mar):			
Apr07 – Mar08		Apr08 – Mar09	
£31,884		£138,651	
Total Institutional Contributions:			
Outline Project Description			
<p>The Habitat project will take an innovative approach to encouraging creative online collaboration in Multi-User Virtual Environments (MUVEs). The project is a response to user needs and requests and builds upon an existing body of research in the field of collaboration in immersive environments. Habitat will experiment with a number of MUVE platforms and extrapolate the lessons learnt, both technical and pedagogical, to the wider community. The project will generate solutions to the challenges of teaching, learning and collaboration in MUVEs. These solutions will be primarily in the form of guidelines, models and exemplars but will also be supported by the development/appropriation of software tools and services in and surrounding the MUVEs themselves.</p>			
I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)	YES		
I have read the Circular & associated Terms & Conditions of Grant at Appendix B (Tick Box)	YES		

B FOI Withheld Information Form

We would like JISC to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website.

We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification

Please see <http://www.ico.gov.uk> for further information on the Freedom of Information Act and the exemptions to disclosure it contains.

Habitat: real learning in virtual spaces

C Appropriateness and Fit to Programme Objectives and Overall Value to the JISC Community

Introduction

1. The Habitat project is a partnership between the University of Oxford, Leeds Metropolitan University and King's College London. It will take an innovative approach to encouraging creative online collaboration in Multi-User Virtual Environments (MUVES). MUVES have considerable educational potential and have been generating interest with a number of institutions over the last 12 months¹. Habitat will experiment with a number of these platforms and extrapolate the lessons learnt, both technical and pedagogical, to the wider community. The project will generate solutions to the challenges of teaching, learning and collaboration in MUVES. These solutions will be primarily in the form of guidelines, models and exemplars but will also be supported by the development/appropriation of software tools and services in and surrounding the MUVES themselves.
2. The project has evolved from six months of collaboration and discussions within and around the JISC Emerge community². As an integral part of this process the ideas in this project have been discussed with the user community and the other stakeholders. The Habitat project team has used the Users and Innovation Development Model (UIDM) as a guide for structuring the activities of this project. The team has already carried out activities in Stage 1 of the UIDM, including a user needs analysis, a stakeholder analysis and brainstorming ideas for technical and pedagogical solutions for providing MUVES within HE institutions and supporting students and tutors to use them. Additionally the project team has engaged with a number of the activities outlined in Stage 2 of the UIDM. This project intends to focus its activities on Stage 3 of the UIDM and will also look to work at Stage 4 to develop a sustainability strategy for the outputs of the project.
3. The project is committed to adopting an open standards approach and has therefore decided to use the open source MUEVE OpenSim³ as the principle platform for project activities. The lessons learned in OpenSim will be carefully extrapolated to act as guidelines and models that will be relevant to any MUEVE. To bring perspective to this aspect of the project, Habitat will also work with two additional platforms: Linden Lab's Second Life⁴ and Sun Microsystems' Darkstar⁵. MUVES are on the cusp of breaking away from proprietary solutions and entering the open source field. Habitat will encourage this transition and will influence the development of OpenSim in the context of teaching and learning.
4. To ensure sustainability beyond the project funding, the project activities will be embedded in the teaching and learning activities of two of the partner institutions. The following project outcomes will also be of wider value to the JISC community:
 - Technical guidelines for setting-up and managing MUEVE environments
 - An instantiation of an open source MUEVE for use by the community
 - Models for the pragmatic management of teaching in MUVES
 - Exemplars of practice and case studies regarding the use of MUVES for teaching and learning
 - Identification of gaps in the functionality provided by MUVES and the development of tools to bridge these gaps
 - Contributing to the e-learning framework by documenting the combination of services used for the project, including addressing issues of interoperability
 - A commitment to contribute to, and forge links between, other JISC-funded projects such as the Phoebe Pedagogic Planner and, if funded, the *Preview* and *Design Patterns* projects

¹ July 2007 "snapshot" of UK Higher and Further Education Developments in Second Life. John Kirriemuir, Eduserv Foundation. Available online at: <http://www.eduserv.org.uk/foundation/sl/uksnapshot072007>

² http://www.jisc.ac.uk/whatwedo/programmes/programme_users_and_innovation/emerge.aspx

³ http://opensimulator.org/wiki/Main_Page

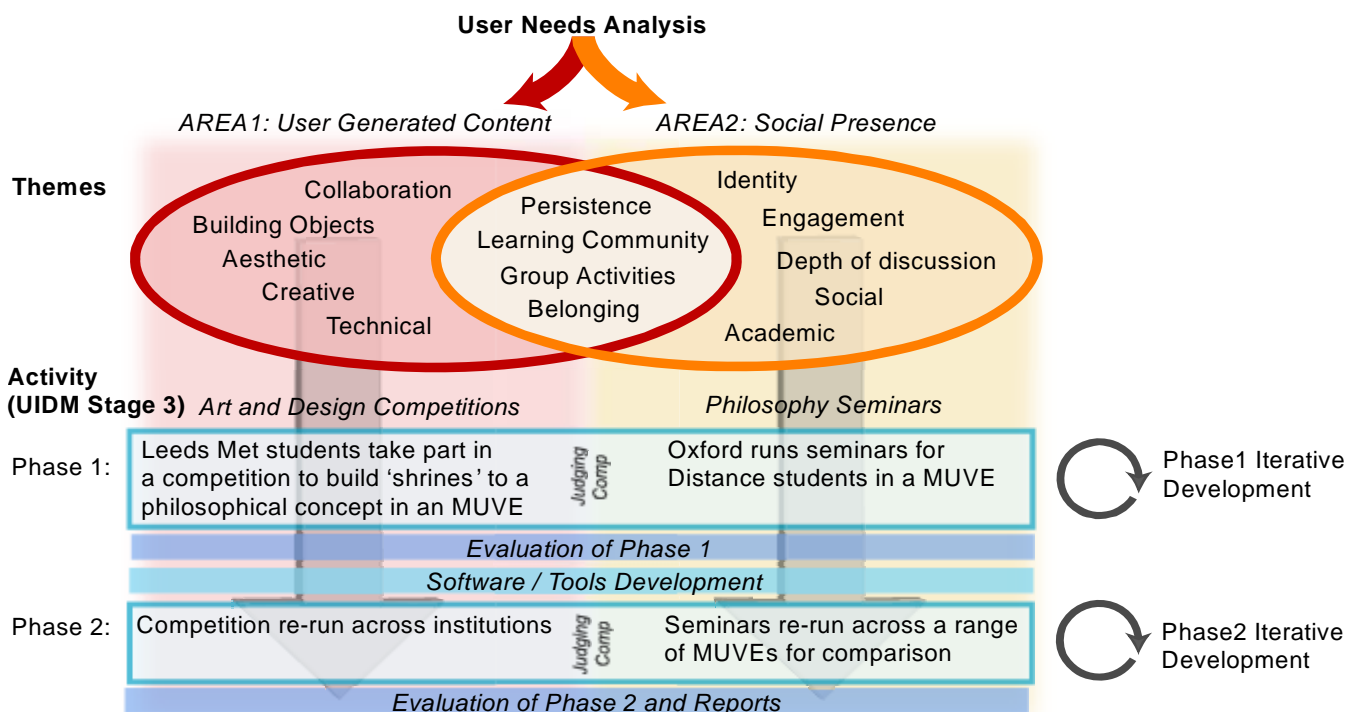
⁴ <http://secondlife.com/>

⁵ <http://research.sun.com/projects/dashboard.php?id=168>

D Quality of Proposal and Robustness of Workplan

Project Overview

5. The project has its foundation in a number of themes that have arisen from analysis of our users' needs⁶ (UIDM Stage 1). These themes map into two main overlapping areas from which the projects activities flow. Our primary stakeholders and users are integral to these activities.



(See Appendix C for a detailed description of the Area 1 and Area 2 activities.)

Workplan

Workpackage	Activity	Deliverables
Workpackage 1: Project Management and Dissemination (Lead by David White)	<ul style="list-style-type: none"> Project planning and financial management Negotiating consortium agreement Dissemination (see page 7) Engaging with the Emerge and JISC community Report Writing Arranging project and Cross-project meetings (Including, 3 meetings with the Preview and Design-Patterns teams, if funded.) 	<ul style="list-style-type: none"> Project plan Website and blog Social repository for tagged project outputs Quality assurance and risk management plan Dissemination plan Interim and final reports to JISC
Workpackage 2: Requirements Analysis (Lead by David White) UIDM Stage 2	<ul style="list-style-type: none"> Further review and testing of current MUVES (technology and practice) Further consultation with users (including orientation workshops with key stakeholders) Set-up of MUVE platforms for Phase 1 pilots 	<ul style="list-style-type: none"> Report on MUVE technology and good practice Updated User Needs Analysis Competency matrix for MUVE users (students through to tutors)

⁶ See Appendices A and B for the User Needs Analysis that generated the project themes.

Workpackage 3: Phase 1 Pilots (Lead by Ian Truelove and David White) UIDM Stage 3	AREA 1: (Ian Truelove) <ul style="list-style-type: none"> • Design and promote competition for Leeds Met Students⁷ • Develop documentation for users and developers • Run and judge the competition 	<ul style="list-style-type: none"> • Plan of Phase 1 pilots • Documentation for users and developers
	AREA 2: (David White) <ul style="list-style-type: none"> • Arrange/plan philosophy seminars in OpenSim • Develop documentation for users and developers • Support/run seminars in OpenSim • Contributing to AREA 1 competition 	
Workpackage 4: Phase 2 Pilots (Lead by Ian Truelove and David White) UIDM Stage 3	AREA 1: (Ian Truelove) <ul style="list-style-type: none"> • Adjust the competition format • Promote the competition across institutions • Run and judge the cross-institutional competition 	<ul style="list-style-type: none"> • Plan of Phase 2 pilots • Revised documentation for users and developers based on Phase 1 evaluation
	AREA 2: (David White) <ul style="list-style-type: none"> • Arrange/plan philosophy seminars in Second Life and Darkstar • Support/run philosophy seminars in Second Life and Darkstar • Contributing to art & design competition judging 	
Workpackage 5: Systems / Tools Development (Lead by Dave Cormier) UIDM Stage 3	<ul style="list-style-type: none"> • Day-to-day developments reacting to user needs during Phases 1 and 2 • Liaising with the OpenSim open source development team • Building simple and complex hybrid artifacts/tools to facilitate MUVE users (in both OpenSim and Second Life) 	<ul style="list-style-type: none"> • Development plan and rational report • Service usage model • Prototype OpenSim learning platform and supporting documentation
Workpackage 6: Evaluation (Lead By Steven Warburton) UIDM Stage 3	Phase 1 <ul style="list-style-type: none"> • Observing and gathering data from Phase 1 pilots (transcripts, screen capture, interviews) • Assessing data/developing models⁸ • Recommendations for Phase 2 (development and management) 	<ul style="list-style-type: none"> • Evaluation plan • Phase 1 evaluation report • Phase 2 evaluation report (including pedagogical models that are effective in MUVES)
	Phase 2 <ul style="list-style-type: none"> • Observing and gathering data • Assessing data/developing models • Recommendations for embedding at institutions 	
Workpackage 7: Project report and consolidation. (Lead By David White) UIDM Stage 4	<ul style="list-style-type: none"> • Writing final report: Guidelines for the use of Multi-User Virtual Environments • Facilitating the embedding of MUVE use in appropriate institutional contexts • Organising final conference/online exhibition 	<ul style="list-style-type: none"> • Conference/exhibition demonstrating project outputs (online or f2f) • Report summarizing the key findings from the project including recommendations and guidelines for how MUVES can be adopted and sustained

⁷ See Appendix D for the draft competition brief.

⁸ Including continuous liaison and feedback to the project management team and committees, including the periodic generation of reports, which will include suggestions for incremental improvements to project processes and fine-tuning of the project approach. These evaluation reports will be used as the basis for critical and self reflexive review of progress, processes and emerging results by the project consortium that will form part of the agenda of each face to face project management meeting.

Timetable

Task	2008												2009			
	Q1			Q2			Q3			Q4			Q5			
1) Project Management																
2) Requirements Analysis																
3) Phase 1 pilots																
4) Phase 2 pilots																
5) Development																
6) Evaluation																
7) Project report																

Measures of success

6. The following will be used as measures of success for the project:
- Number of final entries submitted to the art & design competition as a percentage of entrants
 - Successful collaboration in-world between art and design students
 - A greater sense of engagement and depth of discussion by the philosophy students compared with similar activities undertaken in a conventional VLE
 - Evidence of students successfully using an open source MUVE
 - Guidelines and exemplars for teaching and learning using MUVES that are widely applicable
 - The take-up of MUVES as part of the standard curriculum by the institutions involved in the project

Methodology and Evaluation

7. The project will use a form of 'Appreciative Enquiry' tied to the UIDM model to gather and assess data. The team will collect screen captured videos and transcripts of activities and a sample of students and the tutors will be interviewed after each activity. The team will also look into the possibility of using '4D' tracking technologies to monitor activities in MUVES across time⁹. The outputs from the analysis of the data and interviews will be used to inform the next round of development and guidelines before re-running the activity in question following the iterative steps of the UIDM.
8. Habitat will focus primarily on the user experience. The project will explore these new worlds with students and assess at every stage what can be done to improve, scaffold and enhance the user experience while avoiding the pitfall of pre describing that experience. An informal feedback loop between the students and the project team, powered by simple Web 2.0 technologies, will allow the UIDM cycle to be run a number of times during the length of the project. A range of technologies will be used to support this process.
9. Essentially there will be four separate evaluation activities split between the two areas (i.e., Phases 1 and 2 of the art and design competition; and Phases 1 and 2 of the philosophy seminars).

Phase 1 – formative evaluation

The primary objective of the Phase 1 pilots (in both cases) will be formative in nature. The outputs from this evaluation will help define the structure and emphasis of the Phase 2 activity and will inform what structures (organisational and pedagogical) need to be put in place. This will in turn inform what technical development is undertaken to support these structures and to remove barriers.

Phase 2 – summative evaluation

The primary objective of the Phase 2 evaluation will be summative in nature. The outputs from this evaluation will be used to complete the key project outputs.

10. The evaluation methodology will be based a range of quantitative and qualitative methods including:
- data and usage logs from the online platforms
 - screen captures and video recordings of sessions
 - user workshops and focus groups
 - expert reviews
 - structured interviews

⁹ Social diffusion patterns in three-dimensional virtual worlds, Borner and Penumarthy 2003.

11. All of Habitat's evaluation activities will be discussed with associated projects in the U&I strand as well as with the members of the Emerge community. We would look to the community to offer feedback and perspective on all our project activities.

Technological Approach

12. In planning this project the project team has reviewed the range of current MUVE technologies and identified the benefits and constraints of the two main candidates (see Appendix E). Based on this analysis the team decided to use OpenSim for the control and ongoing interoperability afforded by an open source solution and Second Life for dissemination and ubiquity.

Prototyping (UIDM Stage 2)

13. A number of tools that support teaching and collaboration in MUVES have already been prototyped by the project team including:
- Various user-generated in-world text creation tools
 - Flickr browser
 - An in-world Flickr picture blogging tool (<http://www.eyefood.co.uk/sl2flickr/>)
 - A browser for displaying content from Leeds Metropolitan University's art and design portfolio tool
 - Twitterer attachment (as demonstrated at a special NMC teachers buzz event, hosted by Graham Hibbert)
 - Markerboard tool for in-world drawing and note taking
 - Synonym cloud generator to enhance brainstorming sessions

Screenshots of these tools can be seen at:

<http://www.flickr.com/photos/cubistscarborough/sets/72157602140338393/>

14. The Habitat team has also been experimenting with the OpenSim platform and has been working with the current version (0.4) to assess its suitability and maturity for the project. Through these efforts the project team has already secured an open source MUVE environment to work with.

Project Management

15. The Habitat project will be managed by David White following the JISC Project Management guideline¹⁰. To ensure the project runs smoothly:
- Each workpackage will have distinct milestones and closely defined deliverables.
 - Responsibility for each workpackage will be assigned to a named team member.
 - Face-to-face project meeting will be held every three months for the key project team members. (Where possible project meeting will take place adjacent to other meeting to reduce travel costs.)
 - Software development will be 'ticketed' in a 'Trac' system.
 - The team will use a Google group for communication between team members and will use Skype and OpenSim/Second Life for online meetings.
 - The team will use the 'Google Docs and Spreadsheets' service to collaborate on documentation and to share the drafting of documentation/reports with JISC.
16. One of the initial project management tasks will be to draft a consortium agreement between the project partners to formalize the management arrangements and decision making processes for the project. As part of this process the project team will establish an advisory group. The project team plans to form an advisory group from the following members of the community: Diane Carr (London Knowledge Lab), Hugh Denard (KCL), Lawrie Phipps (JISC), Andy Powell (Eduserv) and Daniel Livingstone (University of Paisley). These individual have been contacted prior to the submission of this bid.

Risk Analysis

Risk	Probability (1 low - 5 high)	Severity (1 low - 5 high)	Score (PxS)	Action to prevent/manage risk
Possible technical barriers for some students	4	3	12	Workshops for participants and ongoing expert support. Availability of technical expertise in the project team

¹⁰ http://www.jisc.ac.uk/proj_manguide

Lack of interest in the art and design competition or the philosophy seminars	2	5	10	Running of a pilot and good promotion of the main competitions
Too much interest in the art and design competition	2	4	8	Cap number of entries at a level that can be fully supported by the project team
Use of a proprietary platform (Second Life) over which the project team have no general control over (updates, down time, introduction of new charges ¹¹ etc.)	3	2	6	Using a range of platforms, including an open source platform, to retain flexibility
Lack of maturity of open source platforms, specifically OpenSim	3	4	12	Putting aside development time and budget to work with the OpenSim platform. The project plan is flexible enough to shift emphasis to an alternative MUVE if necessary
Speed of open source development outstrips the project's ability to react	3	3	9	The project may choose to freeze updates at key points to keep a stable environment for project activities
Short time scale: minor slippage in the project timeline may have a big effect on the overall project	3	4	12	Review project progress in June 2008 and plan scale of Phase 2 activities accordingly

IPR

17. If this proposal is funded, any information gathered during the course of this project, which is not already in the public domain, and all project reports and other deliverables will be deemed to be the property of the partner institution that has generated it. The ownership of any IPR in any information generated by consultants will be outlined in consultancy agreements issued by The University of Oxford. Notwithstanding where existing open-source software that is the intellectual property of a third party is incorporated into any software produced by the project, that existing software will remain governed by the intellectual property rights as previously claimed by that third party. However, all project outputs will be made available, free at the point of use, to the UK HE and FE community in perpetuity and will be disseminated widely by the partner institutions in partnership with JISC.
18. Any software developed in the project will be open source and comply with JISC's Open Source Software Policy. The project will use OpenSim, BSD licensed server software written to work with the open source Second Life viewer (which is released under a GNU General Public License, version 2.0). Where possible project outputs will be licensed under Creative Commons. The project will liaise with the JISC U&I management team to assess which outputs of the project are most appropriate to share and, where appropriate, how these outputs should be licensed.

Sustainability

19. Throughout the project, the team will be working towards a sustainability strategy for the project's outputs (Stage 4 of the UIDM). Areas to be considered will include technical guidelines for installing a MUVE (or the provision of appropriate spaces within a MUVE) as well as user-centered guidelines including training for teaching and IT support staff and support for students. Models for managing and running pedagogical activities in MUVES will be available and relevant beyond the timescale of the project. Any learning materials, case studies and staff development materials resulting from the project will be deposited in Jorum.¹²

¹¹ For example, Second Life has recently introduced VAT charges for EU residents.

¹² <http://www.jorum.ac.uk/>

20. Both the art and design competition and the philosophy seminars emerge from real user needs and will run alongside existing curricula. It is expected that, if successful, these activities will be embedded into ongoing practice beyond the timescale of the project. The 'shrines' created by students in the art and design competitions will be moved to a public area in Second Life for future students to view and learn from. The project team has good links with Tayzia Abattoir, a Second Life curator who has organized exhibitions on the NMC campus¹³ for team members in the past. The project team will seek to exhibit the output from the art and design competition in a manner that gains maximum exposure in Second Life.
21. The Habitat project will deliver an instantiation of an open source MUVE that will be available to the University of Oxford, Leeds Metropolitan University and, if appropriate, other members of the Emerge community. This will be available for ongoing MUVE activities beyond the timeframe of the project.

E Engagement with the Community

22. The Habitat project has resulted from the project team's involvement in the JISC Emerge community of practice during the last six months. The project team gained the following benefits of membership to the Emerge community:
 - Found partners with similar interests, in particular partners who are early adopters of innovative technologies who were willing to be involved in a large scale demonstrator project.
 - Gained a wider perspective on the possibilities and user demands for MUVEs and a greater understanding of MUVE technology that has been discovered, developed and piloted by others.
 - The opportunity to align with other potential projects in related areas.
 - The time to formulate a relevant and innovative project which involves the users at every stage.
 - The chance to consider the motivation of potential users of MUVEs and to design a project which is most likely to engage them and produce outputs that can be integrated into institutional practice.
23. During this time, team member have engaged in a variety of activities at Stages 1 and 2 of the UIDM. This includes:
 - **Observations:** Ian Truelove and Graham Hibbert observed a group of students who chose to use Second Life to fulfill a design brief for a community art project and David White observed a learning community in World of Warcraft over a six month period. These observations were used to identify key issues surrounding the use of MUVEs.
 - **User Needs Analysis:** The project team engaged with a wide range of potential users of MUVEs to identify real user needs. The following three key user groups were identified to be involved as primary stakeholders in the Habitat project: art and design students with a desire to work collaboratively to develop 3D user-generated content; philosophers who wanted to use a MUVE to gain a greater sense of shared space and social cohesion than that afforded by a traditional VLE; and art and design lecturers who wanted to support their students to use MUVEs for design projects, including providing their students with appropriate tools to work in this new environment. The team also drew from the Second Life Educators email list, a secondary source, to gather a wide range of user needs. Further details of the findings of the user needs analysis and the implications of these findings for the project are provided in Appendices A and B.
 - **Stakeholder Analysis:** The project team conducted a stakeholder analysis to identify key groups and their interests in the project. One of the criteria for selecting project partners was that they represented the major stakeholder groups. This includes lecturers, tutors and IT support staff (primary stakeholders) and institutional and community representatives (secondary stakeholders). The project team also hopes to engage with tertiary stakeholders through its dissemination activities. For example, the project team plans to liaise with David Mossley, Information Manager and Subject Coordinator for the HE Academy's subject centre in philosophy and religion, to draw out the national implications of the project's work with regard to teaching philosophy.
 - **Brainstorming:** Many discussions took place in and around Emerge meetings to generate ideas and suggest solutions. This project has arisen from this process.
 - **Prototyping:** The project team has already developed a number of tools to support teaching and collaboration in MUVEs. (Further details are provided in the 'technological approach' section on page 5.)

¹³ <http://sl.nmc.org/>

Dissemination

24. Dissemination will be ongoing throughout the life of the project. The project team is committed to engaging with JISC and the wider community to disseminate information about the Habitat project and make available project outputs beyond the funding period of the project. The project team plans to continue their participation in the Emerge community and hope to gain useful feedback from community members at all stages of the project. The deliverables of the project will be disseminated via the appropriate channels in discussion with the JISC programme manager and in discussion with the Emerge support project.
25. The project team plan to undertake the following dissemination and community engagement activities:
- The project team have allocated 20 days for attending JISC programme meetings and for keeping up-to-date and collaborating with other JISC-funded projects, including:
 - Attending and presenting at Emerge project events
 - Attending and presenting at relevant JISC meetings
 - If funded, working closely with the *Preview* and the *Design Patterns* projects to align project deliverables and share project outputs.
 - Linking with associated projects working with MUVES, including:
 - Dave Cormier's *A Living Archives*, project which is creating historical spaces for Canadian students
 - The *Sloodle* project¹⁴, which is working to bridge the gap between the traditional VLE and the Second Life MUVE
 - The Eduserv-funded *Learning From Online Worlds*¹⁵ project, based at the London Knowledge Lab, which is exploring possible pedagogical practices in immersive worlds
 - The *Teheatron* project, a collaboration between Coventry University and the King's College London Computing and Humanities Department
 - Presenting at national and international conferences: Members of the project team are regular speakers at conferences in the UK, Europe and North America. The project plans to present its work at 3-5 major conferences during the lifetime of the project.
 - Blog/social repository: This project team will establish and regularly contribute to a blog to communicate project activities. The Habitat blog will be syndicated, when appropriate, via associated blogs such as the Emerge community blog, the TALL blog and Dave Cormier's Educational blog. In addition to this, the Habitat project will aggregate relevant MUVE information from the web and will post project outputs in a social repository that will allow interested parties to respond and discuss.
 - Posting appropriate project outputs in relevant social network/Web 2.0 sites e.g., Flickr, YouTube, Slideshare and Google video, this will be done following consultation with the JISC Programme Manager. These outputs will be drawn together and given context in the blog/social repository mentioned above.
 - Contributing to existing MUVE educational communities, for example, the Second Life Educational Discussion (SLED) mailing list.
 - Liaising where the national press: The project team expects to receive interest in the project's activities from the national press such as the Guardian Education supplement and the Times Higher Education Supplement. Members of the project team have experience of working with journalists from these publications and hope to disseminate the project outputs through them. The project team will liaise with the JISC Programme Manager regarding any press coverage.
26. To ensure that the project outputs are made available beyond the funding period of the project, the project team will:
- Place appropriate project outputs in Second Life, for example the 'shrines' developed as part of the art and design competition, and deposit case studies and staff development materials developed during the course of the project in Jorum.
 - Contribute to the e-Framework for Education and Research through the submission of a Service Usage Model to detail the services used in the project (Second Life, LSL, php, Sloodle, OpenSim, Darkstar etc.) and identify the interoperability requirements for building an application for teaching and learning from these services.
 - Host the project website for a minimum of three years beyond the end of the project ensure project outputs continue to be available.

¹⁴ <http://www.sloodle.com/>

¹⁵ <http://learningfromsocialworlds.wordpress.com/>

F Budget

27. The budget below outlines how funds will be spent over the lifetime of the project. All project partners are committed to investigating the use of technology to enhance the learning experience of their students and expect to gain the following institutional benefits from their involvement in the project:

- Members of staff involved in the project will gain valuable staff development and will be better able to advise their institution on matters relating to MUVes.
- Participation in the project will establish or enhance the institutions' reputation for leading developments in MUVes and will help justify the funding already provided by the institutions to support islands in Second Life.
- The cross disciplinary and cross platform nature of the project will help inform a wider debate within the partner institutions about providing or scaling up of the institution's commitment to MUVes.

28. In recognition of the benefits the project partners expect to receive from the project, the partners propose to make an institutional contribution of £51,727 towards the cost of the project.

Directly Incurred Staff	April 07– March 08	April 08– March 09	TOTAL £
D. White, Project Manager (G8, 44) - 0.45 FTE	£5,946	£24,792	£30,738
M. Manton, Learning Technologist (G8, 43) - Y1 0.05 FTE, Y2 0.1 FTE	£642	£5,338	£5,980
D. Balch, Developer (G7, 36) - 0.2 FTE	£2,073	£8,634	£10,707
I. Truelove, Researcher (G8, 43) - 0.2 FTE	£2,476	£10,201	£12,677
G. Hibbert, Researcher (G8, 41) - 0.2 FTE	£2,329	£9,595	£11,924
S. Warburton (ALC4) - 0.12 FTE	£2,500	£7,500	£10,000
M. Pérez-García (32 days)	£3,688	£8,113	£11,800
M. Alexander (10 days)	£1,250	£1,250	£2,500
Total Directly Incurred Staff (A)	£20,904	£75,423	£96,326
Non-Staff	April 07– March 08	April 08– March 09	TOTAL £
Computer hardware & software	£0	£4,244	£4,244
Conference fees	£0	£2,122	£2,122
Consultancy fees	£4,114	£26,554	£30,668
Workshop expenses	£0	£1,994	£1,994
Consumables/postage/other costs	£144	£869	£1,013
Publications	£0	£530	£530
Travel & subsistence (meetings & conferences)	£2,266	£7,002	£9,268
Total Directly Incurred Non-Staff (B)	£6,524	£43,315	£49,839
Directly Incurred Total (A+B=C) (C)	£27,428	£118,738	£146,165
Directly Allocated	April 07– March 08	April 08– March 09	TOTAL £
Staff: N. Warren, Senior Administrator - Y1 0.15 FTE, Y2 0.5 FTE T. Box, Administration Assistant - 0.15 FTE	£2,748	£6,762	£9,510
Estates	£2,419	£10,454	£12,873
Directly Allocated Total (D)	£5,167	£17,216	£22,383
Indirect Costs (E)	£10,158	£43,556	£53,714
Total Project Cost (C+D+E)	£42,753	£179,510	£222,262
Amount Requested from JISC	£31,884	£138,651	£170,535
Institutional Contributions	£10,868	£40,859	£51,727
Percentage Contributions over the life of the project	JISC 77%	Partners 23%	Total 100%

G Previous Experience of the Project Team

David White: *Principal Investigator/Project Manager* (Co-Manager, Technology-Assisted Lifelong Learning, University of Oxford)

David has over 10 years experience in the hybrid area between online educational media and academia. He was the principle investigator for the JISC-funded SPIRE project, and has recently been studying 'guild' culture in the massively multi-player game 'World of Warcraft'. He intends to draw on the findings of this research to inform the Habitat project and to use his proven project management experience to lead the project.

Ian Truelove and Graham Hibbert: *Art and Design Specialists and Second Life developers* (Senior Lecturers, Undergraduate Art and Design Programme, Leeds Metropolitan University)

Ian Truelove and Graham Hibbert will draw on their experience of writing and delivering project briefs as part of their usual academic role to manage and support Area 1 of the Habitat project (art & design competitions). Ian and Graham will launch, manage and assess the art and design pilots, providing inductions and support as necessary. Building on the success of their developments on the LeedsMet, LeedsMet FAS and Emerge sims, Ian and Graham will develop the learning space to facilitate the competition, creating and adapting the MUVE environment and its integration with web technologies in response to user engagement.

Dr Steven Warburton: *Evaluator Lead and Workshop Coordinator* (ICT and e-Learning Manager, Associate Learning and Teaching Coordinator, School of Law, King's College London)

Steven is involved in developing, evaluating and monitoring the deployment of a range of tools that support elearning. Steven has considerable experience of using qualitative (case study, survey, interview, focus group) and quantitative data handling and analysis techniques and will lead the evaluation activities of the Habitat project.

Dave Cormier: *OpenSim expert/Evaluator* (Consultant)

Dave has spent the last few years immersed in the various ways of blending community values and educational models online. He is the manager/contributor to several online communities of educators and has presented on topics as various as rhizomatic educational models and the technical specifications of a distributed virtual research environment. His current focus is on using MUVES to support meaningful user experiences in collaboration with a cocktail of other Web 2.0 tools. Dave will lead on OpenSim development for the project.

Dr Michael Gardner: *Darkstar consultant* (Deputy Director of Chimera and Director of the Digital Lifestyles Centre, University of Essex)

Michael is currently working with Sun Microsystems on developing a mixed reality lecture room based on the Darkstar platform. He will provide this platform for the project and contribute to the evaluation activities.

Marianne Talbot: *Philosopher and Online tutor* (Consultant).

Marianne Talbot has 22 year's experience of teaching philosophy at Oxford University and is currently the part-time Director of Studies in Philosophy at the Department for Continuing Education. Marianne will be run the MUVE-based philosophy seminars and consult on the philosophy aspects of the art and design competition.

Marion Manton: *Learning technologist/Online Pedagogy Expert* (E-learning Research Project Manager, Technology-Assisted Lifelong Learning, University of Oxford)

Marion has over nine years' experience as a learning technologist, acting as a bridge between pedagogy and technology. She has led several research projects including the JISC-funded Phoebe Pedagogic Planner and Isthmus projects. Marion will assess and model Habitat's pedagogical activities.

David Balch: *Web 2.0/MUVE Developer* (Senior Web Developer, Technology-Assisted Lifelong Learning, University of Oxford)

David has over eight years' professional experience in web development and has a successful track record as a software developer developing tools for the JISC-funded WCKER and Phoebe Pedagogic Planner projects. David will oversee the 2D online developments (project website, Web 2.0, MUVE support etc.). He will also act as the day-to-day manager of MUVE-related software developments.

Margarita Pérez-García: *Evaluation Specialist* (King's College London)

Margarita Pérez-García is a researcher in education science. She is currently coordinating several European projects on digital identity and reputation, online job search user behaviour, social directories, social sectoral libraries, social technologies in education and ePortfolios. Margarita will coordinate the Habitat project's evaluation activities.

Mark Alexander *MUVE developer* (King's College London)

Mark, currently studying Law at KCL, has previously worked as a Software Engineer, for IBM and has completed two major projects in Second Life. Mark will contribute to project's MUVE development activities.

H Supporting Letters

Letter of Support from the University of Oxford

24 September 2007

JISC Executive
Northavon House
Coldharbour Lane
Bristol BS16 1QD



**UNIVERSITY
OF OXFORD**
DEPARTMENT FOR
CONTINUING
EDUCATION

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Dear Sir/Madam,

Re: JISC Circular 02/07: Capital programme call for projects: Next Generation Technologies and Practices call

I am writing to express the Department's support for the *Habitat: real learning in virtual spaces* project proposal submitted under the Users and Innovation area of the JISC Capital Programme call for projects.

The Habitat project will take an innovative approach to encouraging creative online collaboration in Multi-User Virtual Environments (MUVES). The project will generate solutions to the challenges of teaching, learning and collaboration in MUVES. These solutions will be primarily in the form of guidelines, models and exemplars but will also be supported by the development/appropriation of software tools and services in and surrounding the MUVES themselves.

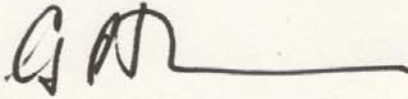
This project addresses a key objective in the University's Corporate Strategy¹ to: "foster innovation, best practice, and value for money in the use of ICT in teaching, learning and research across the university." (Academic and student services strategy VI(d)).

Oxford is constantly striving to improve the learning experience of students and looking at ways the University can provide high quality, innovative learning opportunities to support the needs of students. In particular, the Department for Continuing Education, through its dedicated Technology-Assisted Lifelong Learning (TALL) unit, is committed to investigating the use of technology to better support the learning needs of part-time and distance learning students.

¹University of Oxford Corporate Plan 2005-6 to 2009-10:
<http://www.ox.ac.uk/gazette/2005-6/supps/corporate.pdf>

I strongly support the innovative approaches being investigated in the Habitat project and believe that the output of this project will make a valuable contribution to enhancing the experience of part-time and distance learning students. I therefore fully endorse the Department's role as lead partner for this project.

Yours faithfully,

A handwritten signature in black ink, appearing to be 'G P Thomas', followed by a long horizontal line extending to the right.

Dr G. P. Thomas
Director



leeds metropolitan university

Office of the
Pro-Vice-Chancellor

Old School Board
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JISC
Northavon House
Coldharbour Lane
BRISTOL
BS16 1QD

26 September 2007

Dear Sirs

JISC Circular 02/07: Capital Programme Call for Projects

Leeds Met is keen to be engaged in the next tranche of JISC-supported activities outlined in Circular 02/07.

We have a high reputation for our practice in assessment, learning and teaching. Our Assessment, Learning and Teaching Strategy 2005-8 contains focused targets intended to re-energise the curriculum to continue to meet our students' needs fully. Amongst our priorities are efforts to foster a supportive learning environment and rebalance practice to improve formative assessment and feedback to students. In all this activity, we seek to make the best use of information and communication technology and are investing substantial funds to this end. Section 1 of our 'Priorities: 2007-8' document identifies seven different action points which emphasise increasing the take-up of technology-enhanced learning and supporting staff to adopt best practice in this area. Together they amount to a significant expansion of our activity and should lead to notably improved experiences for students. JISC funding would allow us to expand further what we are doing.

'Habitat' is one of the bids covering different kinds of initiatives with which we wish to engage. Whether or not Leeds Met is the lead institution, each bid has our full support. In every case, you will see that we are contributing in kind to the proposed project. In several instances, the bid has arisen from, or been improved by, the involvement of our staff in JISC's Users and Innovation community, 'Emerge'.

I am confident that, if funded, we will carry out the proposed activity conscientiously and effectively, delivering the declared outcomes and ensuring that they are fully embedded in our future developments. We would, of course, also participate in the expected JISC programme-level activity and share project results with the wider HE and FE communities.

I look forward to hearing the result of this application in due course.

Yours faithfully

Professor Sally Brown
Pro-Vice-Chancellor
Professor of Higher Education Diversity in Learning and Teaching
Leeds Metropolitan University

Letter of Support from King's College London

**Office of the
Principal**

Professor PJ Whitfield
Professor of Parasitology
and
Vice-Principal (Students)

James Clerk Maxwell Building
57 Waterloo Road
London SE1 8WA
Tel 020 7848 3984/3983
E-mail phil.whitfield@kcl.ac.uk



University of London

From: Professor Phil Whitfield
Title: Professor of Parasitology and Vice-Principal (Students)
Institutional/Professional address:
King's College London
James Clerk Maxwell Building
57 Waterloo Road
London
SE1 8WA

Date: 1 October 2007

To:
David White
Technology-Assisted Lifelong Learning
University of Oxford
Department for Continuing Education
Ewert House
Summertown
Oxford OX2 7DD

Dear David

Re: JISC Project Bid 'Habitat: real learning in virtual worlds'

I am writing to confirm that should the project proposal to explore the affordances of multi-user virtual environments for learning and teaching settings, made by the University of Oxford in response to the JISC Circular 02/07, be successful, King's College London is fully committed to working with the University of Oxford to deliver the project within the role identified for us as a joint project partner.

Our institution is active in the development and implementation of innovative online learning programmes from a variety of perspectives that include bended to distance learning approaches. The College supports the aims of the JISC call to identify, develop and promote a consistent approach towards next generation environments for learning, teaching, research and administration in order to enhance the practice of individuals in institutions in a variety of roles including learners, teachers, researchers and administrators.

Yours faithfully

Professor Phil Whitfield



www.kcl.ac.uk

I Appendices

Appendix A: Key Findings of User Needs Analysis

Users (primary stakeholders)	Findings	Implication for the project
Leeds Metropolitan University, art and design students	Students chose to use Second Life as a tool to fulfill a design brief. This brief ran as a component of a larger community arts project, focusing on the development of an allotment community. One group of students worked on a real-life allotment, and a second group worked on a virtual allotment in Second Life ¹⁶ .	MUVEs, such as Second Life, provide an innovative option of collaborative building and seem to be a natural fit for aesthetic disciplines such as art and design, architecture, fashion etc. where student/user generated content in formats other than basic text is central to learning activities.
Leeds Metropolitan University, art and design lecturers	Keen to facilitate learning in MUVEs by supporting students to use the MUVE effectively by planning structured teaching sessions and providing appropriate tools for students to build 3D content.	To encourage the wider adoption of MUVEs for teaching and learning, academic staff need technical support to provide a stable and reliable MUVE platform in which to work, and support to develop appropriate new tools. There is also a requirement for pedagogical guidance on how to plan and design suitable activities for this new environment.
University of Oxford, online philosophy tutor	The Director of Studies in Philosophy for Oxford University's Department for Continuing Education approached David White wanting to use Second Life or an equivalent system MUVE to host seminar sessions with her students. She has had a lot of success running online distance learning courses in the Moodle VLE encouraging both learning and socializing to ensure that students feel that they 'belong' to a group of learners and feel engaged with the course material. This included running a 'Christmas Party' in a discussion forum last year. More generally, feedback from students on a range of online courses at Oxford points towards the relevance of MUVEs for distance learning.	The immersive nature of MUVEs facilitates a greater sense of cohesion among a cohort of students. The sense of 'presence' that many claim to feel in these environments could bring a new depth to online discussions. More importantly a sense of community is a major factor in student motivation and thus retention in distance learning. MUVEs have the potential to impact this.
University of Prince Edward Island, A <i>Living Archives</i> project	<i>A Living Archives</i> is an integrated history project blending f2f time in traditional archival environments with an online VRE and MUVE. Through the initial stages of the project's development, the project encountered two critical problems in choosing a MUVE in order to be able to serve user needs effectively. These included the need for flexibility with the server (control of user data, IP and exportability on all user content) and the need for reliability for the client (cross platform and stable). The solution to these two critical needs has been the OpenSim project, which allows the server side to be hosted locally, and uses the excellent open source Second Life client.	This project is one stage ahead of the Habitat project in terms of the UIDM model. The Habitat project team hopes that Dave Cormier's insights from the <i>A Living Archives</i> project will alert the project to possible pitfalls and opportunities in good time. The <i>A Living Archives</i> experience of the OpenSim platform will also give Habitat a head-start in the use of this open source MUVE for the UK HE community.

¹⁶ <http://gadcommunity.blogspot.com/2007/05/allotment-in-2nd-life.html> and <http://www.flickr.com/photos/cubistscarborough/sets/72157602132033888/>

<p>Research investigating the collaborative communities that form around the Massively Multiplayer Online game <i>World of Warcraft</i> (WoW)</p>	<p>A study of individuals using WoW over a six month period became the basis for ten principles that underpinned the formation of communities of players who supported each other through the game. Activity in these games represents the leading edge of online collaboration, appropriating a range of tools and services in and around an immersive environment.</p>	<p>The collaborative efforts of the community of learners in WoW and the sophistication of their collaborations was significantly higher than most 'traditional' elearning and sets a new goal for those of us attempting to facilitate the 'next generation' of elearning. One of the reasons why the community in WoW was successful was because of the opportunities an immersive environment afforded them. The Habitat project will use the ten principles that came from this research (see Appendix F) as a guide to planning and development.</p>
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Appendix B: User Needs Analysis from Secondary Sources

MUVE user needs analysis generated from the SLED list archives

SLED is the **Second Life EDucators** mailing list. It is international in terms of audience and is composed largely of academics, teachers and technologists engaged both with the educational use of Second Life and wider debates on the future of MUVEs in education generally. It is extremely active with 3,695 (reported by Claudia Linden, 01/08/07) subscribers and an average of 40 postings per day (May 2007 figures).

Key findings from a **textual analysis** of the SLED mailing list for 2007 show:

In general, the educators on the list broadly create a consensus of opinion around a number of core issues that include:

- the increasing number of tools and technologies that are being used and adopted by both teachers and students independently to facilitate their work in MUVEs, in this case mainly Second Life;
- the recognition of institutional pressures to explore and exploit emerging technologies such as Second Life;
- the lack of experience and skills within the teaching body to not only use these new emerging technologies but also the inability to adapt their teaching to make best use of these tools. These concerns revolve around the three recurring themes that have been identified below, which are communication (including self identity and presence); collaboration and cooperation; and assessment.

Category	Description	Needs
1. Communication	<p>Many existing tools have been described within the list, which have been used by educators to facilitate their teaching. They fall into three broad categories that include:</p> <ol style="list-style-type: none"> 1. Content organisation tools 2. Content delivery tools <ul style="list-style-type: none"> • 1-way delivery • 2-way delivery 3. Communication tools (2-way) <ul style="list-style-type: none"> • structured communications • unstructured communications 	<ol style="list-style-type: none"> 1.1 More possibilities for utilising a wider range of media types and media delivery mechanisms 1.2 Linking dynamically to existing information sources in 2D environments: <ol style="list-style-type: none"> 1.2.1 Static html pages 1.2.2 Wikis, blogs and social libraries 1.2.3 Databases holding extant resources e.g. library systems 1.2.4 Linking to existing web-based styles and formats 1.2.5 Images and textures, especially to texturise a prim by dynamic calls 1.3 Scripts that can built on web orientated languages e.g. Java, JavaScript, Flash, Ajax 1.4 Improvements in the immersive space represented by SL. Preventing the breaking of the sense immersion by switching between 2D and 3D spaces when for example using a web browser to navigate existing 2D information spaces
2. Collaboration and cooperation	<p>One area under dispute on the list is that of the need for text based production/co-production tools activities in-world. There is a strong feeling that these tools are redundant when maturing social 2D tools such as Google Docs are available.</p>	<ol style="list-style-type: none"> 2.1 Co-scripting 2.2 Co-building 2.3 Allowing the system to establish workflow for identified tasks. This includes levels, milestones, responsibilities, and status such as draft and finished 2.4 Automated or intelligent objects that can form part of object to object interactions
3. Assessment	<p>Any discussion of collaborative work invariably raises the issue of assessment.</p>	<ol style="list-style-type: none"> 3.1 Possibility for an automated evaluation system that can be dynamically linked to existing institutional systems and records e.g. student record databases 3.2 After-action review i.e. space for formative feedback and evaluation, critical self awareness, meta-cognitive skills and peer review

Selected comments from the SLED list archives to illustrate the textual analysis

- “A wiki in-world seems to me to be redundant - that's why we work on computers that can run multiple applications simultaneously.”
- “I can see the potential for interesting uses of "browser on a prim", particularly if those web pages had ways of affecting and being affected by the prim they are sitting on. After all, if you are effectively including a browser in the SL client, there is no reason you should be limited to HTML & CSS. It should be possible to include hooks back into LSL, and provide some interesting programmatic interfaces to SL. I imagine that if people could create behaviors in SL by programming the interface on their web page --in their web programming language of choice - it would open the door to interesting services in SL. It might also provide ways of reinterpreting some of those more traditional applications in interesting ways.”
- “Personally I would also like to see the option to render HTML notecards and, probably more importantly, HUD-based dialogs, in both cases using a subset of HTML with code stored in-world. I suspect that imported texture-, hover- and XY-based text won't go away immediately as they fulfill a need for those without a server-based solution. As far as I can make out, the web texture proposal, while technically fairly undemanding, does not rank highly at present and no Lindens appear to be working on it.”
- “If you want to create something that people can work on collaboratively and that would move beyond just displaying a website these applications should be coded in a certain manner. And even then, I do think that you should ask yourself the question of what the added value of doing this in Second Life is. My personal opinion; working with for example Google Docs would be much easier and quicker to do with a browser with the addition of a chat application (IRC or whatever) or Skype. For more creative stuff (for example making a texture from within Second Life) I do see potential for having web apps in Second Life.”
- “I'd second EI's idea of a collaborative scripting environment. It is really annoying for a newbie scripter not being able to get rapid feedback from a mentor. Everything else is within common sight except the thing that's causing the problem, i.e. the script!”
- “I understand Jeremy's and others' arguments about HTML on a prim, but for those without multiple monitors, launching to external web browsers completely breaks the immersion. I don't want to recreate the rich repositories of information I have on my website in-world just to preserve the continuity, nor do I want to edit a billion objects and scripts to link out to those resources, I want them available in-world just as they are, and dynamic so if my website links change, I don't have to change all those objects and scripts in-world too. I want to be able to access all of my web apps while I'm sitting at my desk in-world without flipping around to multiple windows.”
- “Uploading textures for text based displays is a drag, a resource hog on my machine, a pain to edit, and expensive even at \$10L a pop when buying linden dollars is under heavy scrutiny for accounting purposes. Text needs to be easier all the way around, IMO, and allow web functionality.”
- “If collaborative in-world text production is what you're aiming for, we'd be better off if someone designed a native, in world collaborative space that would take advantage of the fact that SL is a place and not just a document.”
- “Actually, when I am in SL, I tend to go full screen and get immersed in the environment--it's the only app that I do that with. That is one reason I might actually like these things [html on a prim] actually in world at times--not an extremely compelling one, but there it is--a "why.”
- “Let's say I'm teaching German in world using all the approaches, techniques and tools that make SL such an innovative and stimulating environment. Now let's also acknowledge that there are no great dictionaries in SL at the moment - babler and all the rest use the crude 'sledgehammer to crack a nut machine translation method'. However, there are excellent dictionaries online in the form of searchable webpages. Why on earth would I not have a little browser 'prim' sitting alongside all my other SL resources in my innovative teaching space-- this would allow for instant access to a top quality online dictionary - could be used in all sorts of innovative and collaborative ways - and would not break the immersion.”

- “I am relatively new to the list and to SL. I have a classroom in Eduisland II. My room is for drop-in learners that I hope to attract through by website and through fall courses offered at the University of Texas. I can't force students to come in, but I would like to provide educational opportunities if they do come. I would like activities other than reading signs on the wall or viewing websites.
 - I would like to place true-false or multiple choice questions into my SL classroom. Are there any objects with scripts available that will do this? I would like access to the scripts so I can add my own questions and responses, and also to figure out how it is done.”

- “a few categories (html on a prim)
 - Text design on a prim (using html) (non interactive)
 - Html on a prim (pull from web like mobile web, but simplified to just base html and css) (interactive)
 - Web on prim (pulled from cached/security verified db) (non- interactive)
 - Web on a prim (pulled from the web like mobile web) (interactive)
 - Web plus plugins on a prim. (web+plugins... java, flash, shockwave, video, etc.) (big dreams)

- “My concern is not military in nature - it's when everyone is trying to figure out how to make SL "stronger, faster, harder" for education when, in fact, it's really good right now for doing "collaboration, reflection, and creativity". Sure, it could improve, but let's make the improvements along those lines.”

- <http://clarkaldrich.blogspot.com/2007/05/top-ten-missing-features-of-second-life.html>
 “But when people talk about it as a platform for Educational Simulations, I am less excited. In fact, here are my list of top ten missing features from Second Life:
 1. Support for a good scripted story
 2. Support for After action reviews (AARs)
 3. Heads up display (HUD) to support specific learning goals, as opposed to navigation.
 4. Interfaces that map to real world actions (see directing people in an educational sim: a case study in balancing "open-ended" with helpful)
 5. The modeling of, and giving participants the ability to create their own, functional Work Processes (see entry Work Processes, and list of descriptors around work processes)
 6. Dynamic AI Characters, with which participants can repeatedly try new behavior to see how they react (see artificial intelligence (AI) player/agent: more patient than real people) and interesting computer controlled, scriptable units in general for a player to influence (see list of attributes of units)
 7. Levels (see examples of levels and specifically developing skills in the simulation: why computer games could be so relevant) and tasks (see list of tasks: because learners can handle more than one thing at a time) and milestones
 8. Dynamic systems, with interacting primary variables and secondary variables tied to Actions
 9. Supporting mentor/supervisor/guides
 10. Any direct support of Big Skills or Middle Skill (in a way that is richer than real life).”

Appendix C: Detailed Description of Project Activities

AREA 1: User Generated Content

Phase 1 (Pilot Competition) (UIDM Stage 2 and 3)

The project aims to explore this area by running a pilot competition with Leeds Metropolitan University's first year undergraduate art and design students. The competition has been chosen as a suitable format to ensure that the students are genuinely motivated when working in the MUVE and avoid false outputs from 'press-ganged' subjects. Leeds Metropolitan lecturers Ian Truelove and Graham Hibbert will act as 'champions' for the competition within their degree programme. The competition will initially be promoted to around 120 first year students studying on the BA(Hons) Graphic Arts & Design course. Entries to the competition will be assessed as part of students' portfolio of work for the academic year, which ties Habitat directly into the curriculum.

This part of the Habitat project will be run initially in OpenSim to give the project team the control they need over the environment and to provide an initial private 'Sandbox' for the students to work in. As the induction phase progresses, participating students will be introduced to Second Life and develop their building skills on the Leeds Metropolitan Second Life island. The actual project brief will be introduced at this point and will be executed on Leeds Metropolitan University's Second Life island. The move from OpenSim to Second Life will act as a useful comparison between the current state-of-the-art in open source and proprietary MUVEs. It will also enable greater dissemination of the project's output as a wider community will have access to Second Life. At the end of the project a selection of students' work will be exhibited on the Emerge project's Second Life island.

The competition will ask students to build a shrine to a philosophical idea or concept. The design of the competition will encourage students to work collaboratively and will highlight the technical, organisational and pedagogical advantages and challenges that the students face when using an MUVE to create 3D user-generated creative content. The 'shrines' that are created will form some of the material for the philosophers to discuss in Area 2 (see below). The philosophy students taking part in Area 2 of the project will be encouraged to be judges for the art and design competition to facilitate cross-disciplinary learning and contacts.

The Habitat project will support the art and design students by running workshops¹⁷ in OpenSim and Second Life and by having experts on hand in-world and face-to-face. Habitat also hopes to provide a number of in-world tools and extra-world supporting services to aid the students in their efforts. As this form of the competition will be part of the art and design degree course the students will of course have the support of their tutors (Ian and Graham) as they would for any other course project.

Phase 2 (Inter- Institutional Competition) (UIDM Stage 3 with an iterative cycle to earlier stages)

Habitat will evaluate the Phase 1 pilot competition and use it as a guide for running a larger scale competition across multiple institutions. The evaluation of the pilot will also inform the development and configuration of the in-world and extra-world tools and services that are employed to facilitate the students taking part.

This inter-institutional competition will encourage cross-institutional collaborations and will highlight the issues and advantages of collaboratively building in dispersed teams. If appropriate, Habitat will use OpenSim for the inter-institutional competition and move final entries to Second Life. However, the final choice of MUVE platform will depend on the maturity of OpenSim at this stage of the project.

AREA 2: Social Presence

Phase 1 (Pilot, Initial Sessions) (UIDM Stage 2 and 3)

The project will explore the use of MUVEs for facilitating and supporting online philosophy seminars. This form of interaction is less complex than that of the art and design competition and so we hope that this will entail less technical barriers, allowing the project to concentrate on pedagogical and social issues. The students involved in this pilot will be distributed around the world and will lead by Marianne Talbot, Director of Studies in Philosophy for Oxford University's Department for Continuing Education (OUDCE). Students of this pilot will be adult learners who have previously attended one or more of OUDCE's short (10 week) undergraduate level 1 online courses in philosophy. They will have experience of interacting and debating online in a traditional VLE but not necessarily have any prior experience of using MUVEs. The initial pilots of these seminars will take place in OpenSim and where they cross-over to the art and design competition in Second Life.

Phase 2 (Further Sessions, Different Platform) (UIDM Stage 3)

These seminars will not require the ability to build objects in-world. As such, they represent a form of activity that could be undertaken in MUVE platforms which don't have object building facilities. Habitat hopes to run a second phase of the philosophy seminars in the Darkstar platform. However, this will depend on the willingness

¹⁷ See Appendix G for the workshop format.

of the participants to experiment with a range of technologies. Part of the evaluation process will be to assess the impact of the MUVE on online discussions. The forum-based discussions in the standard OUDCE online courses will be used as a baseline for this part of the evaluation. It is also hoped that some of the Philosophy students will be involved in judging the inter-institutional version of the art and design competition.

Appendix D: Draft Competition Brief for the Art and Design students

Course BA(Hons) Graphic Arts & Design, Leeds Metropolitan University

Module Title and Reference GAD 1.4 - Studio Projects

Credit Rating 15

Curriculum Content

The module expands and augments the student learning experience of module GAD 1.2. According to a given brief students undertake a practical project within the studio context. They are encouraged to creatively interpret, research and develop the brief through the appropriate use of processes, procedures and materials, and to demonstrate the resolution in visual form.

Aims

The module aims to:

- Develop the student's ability to work to a brief and meet deadlines.
- Develop the student's awareness and understanding of the range of approaches within graphic arts and design.
- Enable the student to further develop their personal organisation skills in a studio context.
- Enable the student to further develop their application of techniques, processes and materials.

Learning Outcomes

On successful completion of the module the student is able to demonstrate:

- a developing ability in working to a brief and meeting deadlines.
- an increasing awareness and understanding of the range of approaches within graphic arts and design.
- a developing ability in the application of techniques, processes and materials.
- a developing ability for personal organisation within the studio context

Assessments

Students are assessed on the presentation of the outcome of the brief. The criteria for the assessments are:

- The creative response to and meeting the deadline for the brief
- The demonstration of awareness and understanding of the range of approaches within graphic arts and design
- Ability in the application of techniques, processes and materials
- The ability for personal organisation within the studio context

Pre-requisites

None

Key Skills

The key skills covered in the module are; 1, 4, 5, 6, 7, 8.

Learning and Teaching Strategy

- The brief
- Tutorials
- Studio and workshop practice
- Group discussion
- Student feedback

Study Support

- Studios
- Workshops
- Technical facilities
- Learning support services

Project

- Project launch: 3 March 2008
- Project deadline: 11 April 2008

A Shrine to Philosophy

You should now have completed your induction into OpenSim and Second Life. Your task for this project is to build a shrine to a philosophical idea or concept. You may work alone or with others to create this shrine. You will be allocated an 8m x 8m plot on LeedsMet island. If you decide to collaborate, you may combine your plots. Bigger plots may offer greater opportunities.

Details of the thinking behind the shrine, including a brief description of the philosopher or philosophy and a list of team members and their roles, must be provided within each plot. This may be in the form of a graphic or via a note-card giver.

Work will be assessed against the module assessment criteria as evidenced by individual contributions to the building of the Shrine. Individual contributions to collaborative work will be determined by the creator/owner name of individual objects, and through the documentation of individual progress on the course e-portfolio tool.

You must check that you have clearly stated your Second Life name in your profile section on the course e-portfolio tool.

The deadline for submissions is 11 April 2008. There is no special submission process for this project. Work will be assessed in situ.

There will be a special prize for the team with the most successful Shrine.

Appendix E: Comparison of Benefits & Constraints of the Second Life and OpenSim MUVes

Platform	Benefits	Constraints
Second Life	<ul style="list-style-type: none"> • Free for anyone to use (though many in-world items cost money) • Relatively stable • Habitat project partners already own spaces in Second Life that can be used for project activities • Large potential community • Good for dissemination • Good building tools • Widely known • SL client viewer is open source 	<ul style="list-style-type: none"> • Proprietary code base • Institutions and users have no control over updates or changes to the platform • Difficult to manage user accounts/access rights • Institutional users have no control over up/down times • Users have no control over IP issues (see Terms of Service agreement released 17/09/2007)
OpenSim	<ul style="list-style-type: none"> • Open source • Users can influence the developers (http://bug.openseconlife.org/my_view_page.php) • Easy to build with • Users of Second Life will find it easy to pick-up • Can import/export objects to Second Life (the start of MUVE interoperability) • Institutions can control the installation of the platform • Institutions can manage user accounts closely • Uses the relatively stable Second Life client • Will be able to use the recently announced open source version of the Second Life server http://taotakashi.wordpress.com/2007/09/14/linden-lab-reveals-the-future-of-second-life/ • Will be one of the leading players in the first wave of truly open source MUVes with Second Life levels of functionality. 	<ul style="list-style-type: none"> • Currently in Alpha release • Current not fully stable • Closed communities • Requires an IT infrastructure • Not as mature or 'polished' as Second Life

Appendix F: 10 principles for facilitating communities in MUVES

The following 10 principles for facilitating communities in MUVES were derived from ethnographic research on the 'guilds' that form in and around the Massively Multiplayer Online game 'World of Warcraft':

1. There should be shared or mutually supported goals
2. Members need to be able to control the presentation of their identity
3. There has to be a smooth learning curve
4. The MUVE should be part of a larger ecology of services
5. There should be flexible grouping systems
6. Members need to feel a sense of ownership
7. There should be an opportunity for roles to emerge
8. There have to be frequent opportunities to generate and exchange capital
9. There should be a combination of structured and 'free' activities
10. Members need to feel they have influence within their community and over their environment

Further information is available from:

<http://tallblog.conted.ox.ac.uk/?p=64> and <http://tallblog.conted.ox.ac.uk/?p=45>

SECOND LIFE WORKSHOP OVERVIEW

Margarita Pérez-García & Dr. Steven Warburton

- This workshop can be organised in one of the following formats:
 - As one unique workshop, with morning and afternoon session (\pm 4 hours);
 - As two independent workshops (\pm 2 hours each);

- **Workshop aims**

The aim of this workshop is to introduce participants to immersive 3D environments from a practical perspective and to stimulate critical inquiry into the possibilities that massive multi-user virtual environments (MUVEs) offer learning and teaching practice. The workshop is divided into two sessions. The first session of the day will introduce participants to Second Life as a particular genre of MUVE and orientate participants in-world through a set of people and object based interactions and activities. The second session will focus on a series of activities that will help participants develop a critical set of tools for understanding the role that these environments might play in the field of education, and in particular distributed learning. The participants will be equipped with basic knowledge to be able to explore and discern for themselves the value of immersive worlds and be able to respond to what many commentators foresee as one the next major technologies to impact upon the educational process.

By the end of the day, the two groups will have constructed a rubric for assessing the key dimensions of these environments and stimulate group discussions around some identified key issues:

- critically appraisal of the limitations and possibilities for MUVEs;
- pedagogical approaches and scenarios for use;
- technical realities;
- political, societal, ethical and economical dimensions of the use of MUVEs in education.

Pedagogical approaches that we will be examining in the field of formal and informal learning settings include:

- situated and authentic task based learning;
- experiential learning;
- learning by doing and problem based learning;
- game based learning: simulation and role playing;
- transformative learning (with a focus on language and intercultural issues).

- **Workshop target audience**

- Morning session: the first session of the workshop is addressed to practitioners who are new to Second Life and wish to discover and explore the potential of MUVEs for education.
- Afternoon session: the afternoon sessions is addressed to practitioners who are already Second Life denizens and wish to explore and build pedagogical scenarios and educational artefacts for teaching and learning in-world. Practitioners from the first session will be able to participate in the second session of the workshop.

- **Workshop requirements**

- Morning session: facilitators strongly advice the use of a personal computer during the session. For an optimum use, it is necessary to download and install the Second Life client and check beforehand the compliance with its technical requirements. Participants who do not have a personal computer can access the workshop, but not participate in in-world activities. However they can share the visualisation experience with an equipped participant.

- Afternoon session: facilitators strongly advice the use of a personal computer during the session. Participants should be Second Life denizens and have a basic knowledge about communicating via chat and IM, moving in-world, using camera controls, teleporting and landmarking as well as basic knowledge of the use of the inventory. Participants who do not have a personal computer can access the workshop, but not participate in in-world activities. However they can share the visualisation experience with an equipped participant. Basic knowledge on creating primitives will facilitate participants' experience.

- **Workshop structure**

- *Morning session (2 hours): **See, Be, Move in-world!***

At the end of this session, and supported by a team of mentors, participants will be able to explore, navigate and interact in the 3D main grid of Second Life, through the following key themes and individual and collective activities:

- Me, myself, I: getting a second life;
- Improving user experience: controlling view and movements in-world;
- Building pathways: locating people places and objects, teleporting and landmarking;
- Let's play in-world: person to person, person to objects and objects to object interactions.

- *Afternoon session (2 hours): **Education beyond the hype!***

At the end of this session, and supported by a team of mentors, participants will develop a critical view of what does and what does not work in-world through a set of cooperation and simulation based activities:

- Pedagogical approaches and learning scenarios for MUVES;
- Being teacher-learner: 3 activities to experience in-world learning:
 - co-operation via building quests
 - simulation via improvisation matches
 - discussion and debate within argumentative spaces
- Assessing real learning scenarios in distance education;
- Putting it all together: a final discussion that will be open and pick up on elements that have emerged during the day, but which is expected to capture issues around the following questions and themes:
 - Real life to second life: what does and does not appear to work?
 - Which pedagogical approaches seem to be the more appropriate for teaching and learning in-world? Why?
 - Representations: social capital and social presence: from F2F in real world, through electronic mediated distance to virtual F2F and embodiment in-world
 - How to build communication channels between Internet and second life (integrating RSS, blogs, video streams, audio)?
 - What value can we see for broader agendas around intercultural activities and citizenship?
 - Is this technology mature enough? What are the next stages in development and how does the educational community engage?

- **Workshop capture and dissemination**

Communication around the workshop will be done via facilitators' blogs where participants will have access to the workshops presentations and materials, a set of bibliography and resources, the transcription of the chat during the public activities held in-world (i.e. the improvisation match and the debate in the argumentative spaces) and the snapshot and photos taken during the workshop.

Appendix H: CVs of Key Project Staff

DAVID WHITE

david.white@conted.ox.ac.uk

PROFILE

- Digital media consultant, developer and researcher, with excellent management skills.
- Extensive experience of the cross-over areas between academia, teaching, online technologies and elearning.

CURRENT OCCUPATION

Co-manager of Technology Assisted Lifelong Learning (TALL) University of Oxford.

GRADUATE / POSTGRADUATE STUDIES

B.A. (Hons) Time Based Media - First Class Honours.

M.A. European Film and Cinema – First Class.

Faculty of Art, Media and Design, University of the West of England, Bristol.

EXPERIENCE

- Management of production and development teams.
- Lead researcher on a range of academic / technical projects including.
 - 2006-2008 JISC funded Isthmus project: Higher Education elearning and Web2.0
 - 2005-2006 JISC funded SPIRE project: Informal sharing and collaboration online.
- Academic and vocational teaching.
- A range of online production and development skills.

Consultancy, research and development for a wide range of convergent platforms: Immersive Online Environments, Virtual Learning Environments Interactive TV, Broadband / Narrowband Web, CD-ROM.

PROFESSIONAL POSTS

2005- Senior Development Manager, TALL, University of Oxford

2003-2005 Head of Web Development, TALL, University of Oxford

2002-2003 Technical Production Co-ordinator, BBCi, Bristol.

2001-2003 Senior Lecturer, University of the West of England, Bristol.

1998-2001 Freelance Media Consultant / Developer.

1997-1998 Senior Trainer, MEDIAworks, Bristol.

1996-1997 Digital Media Developer, Cursor Graphics, Bristol.

TEACHING EXPERIENCE

Senior Lecturer, University of the West of England:

- 'Digital Media' MA
- 'Time Based Media' BA
- 'Film and European Cinema' MA
- 'Sound Production' PGDip

CURRICULUM VITAE

NAME:

Ian Truelove

CURRENT POSITION

Senior Lecturer, Leeds Metropolitan University

Level 3 coordinator, BA(Hons) Graphic Arts & Design.

Technology Enhanced Learning coordinator, School of Contemporary Art & Graphic Design.

QUALIFICATIONS

Masters by Research

Post Graduate Certificate in Research Methodology

BA(Hons) Graphic Design

BTEC OND Graphic Design

APPOINTMENT HISTORY

1998 – Present Senior Lecturer, Leeds Metropolitan University

1995 – 1998 Principal Technician

1992 – 1995 Senior Technician

1992 – 1992 Systems Analyst

TEACHING ACTIVITIES

Level 2 BA(Hons) Graphic Arts & Design.

Personal tutor. Specialist area: Digital media.

Level 1 BA(Hons) Graphic Arts & Design.

Lab-based IT teaching and project work.

MA Graphic Arts & Design

Personal tutor.

COURSE/CURRICULUM DEVELOPMENT ACTIVITIES

BA(Hons) Graphic Arts & Design

Member of course development team.

Level 3 coordinator.

I.T. co-ordinator

MA(Hons) Graphic Arts & Design

Member of course development team.

RESEARCH ACTIVITIES AND INTERESTS

Multi-user virtual environments. Bioinformatics & Data visualisation. 3D visualisation.

Research related websites:

<http://www.iantruelove.com>

<http://www.sleeds.org>

<http://www.flickr.com/photos/cubistscarborough>

PUBLICATIONS AND OTHER OUTPUTS

OTHER PUBLICATIONS

Art & Education article.

Second Life News Network Publication for Second Life Community Convention 2007

'wecandrawit.com' Pick of the week, Creative Review, May 2002

GROUP EXHIBITIONS

Hologram exhibition at the Aho Gallery, New Media Consortium campus., 2007

Net-art 99, 1999

LoveBytes Digital Arts Festival, 1998

Global Collage, web exhibition, 1997

'Off-course', Leeds Metropolitan University. 1994.

COMPUTER SOFTWARE/LANGUAGE

Linden Scripting Language. PHP. Macromedia Director (Lingo. Havok. ShockFiler, Shockwave Multiuser server). Macromedia Flash (ActionScript). Macromedia Dreamweaver. BBEdit. Adobe PhotoShop. Macromedia Freehand. Illustrator, Quark Xpress. Adobe InDesign. Adobe AfterEffects. Apple Final Cut Pro. Apple DVD Studio Pro. FrameThief. BTV Pro. NewTech LightWave. Poser. QuickTimeVR. AppleScript. Xtools (C++).

OTHER OUTPUT

LeedsMet Sim build and support, Second Life 2006-07

LeedsMet FAS sim build and support, Second Life 2006-07

Emerge Sim build and facilitation, Second Life 2007.

EXTERNAL PROFESSIONAL ACTIVITIES

Second Life based development and consultancy.

Web-based games design and other interactive media.

Clients: Channel 5, TheoryB, BeBigger, Avacta, Liz Noble, Bogwall. Commercial websites available to view:

<http://www.bebigger.co.uk>

<http://www.bogwall.com>

<http://www.theoryb.com>

<http://www.liznoble.com/knit/inter.htm>

Creative consultancy & coaching for TheoryB consultants.

Clients: Orange, B&Q, Bank of Scotland. Sainsbury's Bank. Scottish Water.

UNIVERSITY RESPONSIBILITIES AND ACTIVITIES

Technology Enhanced Learning coordinator, School of Contemporary Art & Graphic Design.

E-learning group member, Faculty of Arts & Society

Advisor to the University on Second Life Education issues.

STAFF DEVELOPMENT

Emerge Community of Practice group member, 2006-07.

Pencil to Pixel conference. Prague, Feb 06.

Rules of engagement, Sci-art conference. York University, Sept 2005.

D&AD tutors conference. London, September 02.

D&AD new blood exhibition. London, July 00 & 01

CURRICULUM VITAE

NAME:

Graham Hibbert

CURRENT POSITION

Associate Senior Lecturer, Leeds Metropolitan University

QUALIFICATIONS

MA Graphic Arts and Design

BA(Hons) Art and Design

APPOINTMENT HISTORY

2001 – Present Associate Senior Lecturer, Leeds Metropolitan University

1998 – 2000 Reprographics Technician

1993 – 1997 Graphic Designer, Studio Manager

TEACHING ACTIVITIES

Level 3 BA(Hons) Contemporary Art Practices

Personal tutor. Specialist area: Digital media.

Level 2 BA(Hons) Contemporary Art Practices.

Project Coordinator

Level 1 BA(Hons) Contemporary Art Practices.

Personal tutor. Specialist area: Digital media.

MA Contemporary Fine Art Practice

General teaching.

COURSE/CURRICULUM DEVELOPMENT ACTIVITIES

RESEARCH ACTIVITIES AND INTERESTS

Online identity and self-expression. Abstract digital media. Web 2.0 software

Research related websites:

<http://www.flickr.com/photos/eyefood/>

<http://slashseconds.org>

<http://www.eyefood.co.uk/>

<http://sleeds.org/>

<http://www.creativepractice.org>

PUBLICATIONS AND OTHER OUTPUTS

OTHER PUBLICATIONS

2004 Creative Review/Digital Vision Remix Competition, Creative Review Biannual DVD

Zipcodes: LA1, Folly Gallery, Lancaster

GROUP EXHIBITIONS

2001 Intermix, Evolution, Leeds Film Festival (catalogue)
2007 Second Life 4th Birthday Art Exhibition
2004 onedotzero, ICA London
2004 Lancaster Film Festival

COMPUTER SOFTWARE/LANGUAGE

Linden Scripting Language. PHP. MySQL HTML JavaScript. Bash scripting. Macromedia Dreamweaver. BBEdit. Adobe PhotoShop. Macromedia Freehand. Illustrator, Quark Xpress. Adobe InDesign. Adobe AfterEffects. Apple Final Cut Pro. Apple DVD Studio Pro. QuickTime. AppleScript.

OTHER OUTPUT

LeedsMet Sim build and support, Second Life 2006-07
LeedsMet FAS sim build and support, Second Life 2006-07
Emerge Sim build and facilitation, Second Life 2007.
Burning Life, Second Life 2006.
Relay for Life, Second Life 2007.
Eyefood Gallery, Steiger, Second Life
QuickTime SMIL integration in Second Life
SVG Second Life import
Chatlogging design/archiving software
Second Life/Flickr integration

EXTERNAL PROFESSIONAL ACTIVITIES

Second Life based development and consultancy.
Clients include: Millions of Us, Duran Duran, The Guild, Linden Lab, blueair.tv

Web-based design and database development.
Clients include: Lancaster University, BBC

Moving Image production and projection
Clients include: BBC, Cream

Digital Abstract Photography and Moving Image

Second Life Flickr group administrator

Second Life Mentor

UNIVERSITY RESPONSIBILITIES AND ACTIVITIES

E-learning group member, Faculty of Arts & Society
Web Coordinator, School of Contemporary Art and Graphic Design

STAFF DEVELOPMENT

Emerge Community of Practice group member, 2006-07.

Steven Warburton BSc PhD

Recent Professional/Working Experience

**January
2000 to
present**

**ICT and e-Learning Manager
Associate Learning and Teaching Coordinator**

King's College London, School of Law

The post carries overall responsibility for management of the School ICT infrastructure and e-learning implementations.

- developing and evaluating the use of a range of support tools for varying educational scenarios. Recent examples include maintaining web-based discussion software, introducing student web publishing via weblogs and wikis and securing external funding to build an interactive blended learning course in legal based study skills
- development and monitoring of the School's e-learning strategy and providing instructional design expertise to course development teams as well as leading our e-learning special interest group
- providing cross-College input into learning technology expert groups and facilitating inter-School collaboration wherever possible
- management strategy and planning for a medium sized (over 200 nodes), networked Windows NT/2000/XP (Active Directory) based computing
- supervising the IT support team (consisting of three full-time posts) and liaising on a day to day basis with Central services
- managing relations with external suppliers and contractors and budgetary control for all ICT related expenditure

**April 2002
to present**

External Consultancies and other roles

1) University of London External Programme

Distance Education Fellow at the Centre for Distance Education.

2) MA War in Modern World at King's College London

Design, implementation and evaluation of a new MA degree programme delivered in a fully online distributed learning mode to over 250 globally distributed students.

3) Nottingham University staff development unit

Evaluating the impact of teaching resources for peer to peer staff support

4) Research projects and partnerships:

Bibliospace project: 1 year funding, 26k

TeachNet: 2 year funding, 50k

MUVEnation: 2 year EU funding, 300k

LL3D: 2 year EU funding, 500k

David Cormier

21 Summer St. Charlottetown
367-6465/940-6224
cormier@edactive.com

Most Recent Position: Technical Coordinator Virtual Research Environment, Institute of Culture, Multimedia, Technology and Cognition, University of Prince Edward Island 2006-2007.

Educational Credentials:

Masters of Education, Educational Literacies - Mount Saint Vincent University, Halifax, Canada - 2004

Bachelor of Arts, Philosophy (minor in history) - Dalhousie University, Halifax, NS – 1997

Certificate of Participation – Research Ethics Course, UPEI, 2007

Online Education/Community Development Experience:

Project Designer - University of Prince Edward Island - 2006/07. Conceived, designed, and coordinated the grant application for a \$455,000 K-12 historical educational project called Living Archives for the University of Prince Edward Island. The project involves collaboration between all three Island school districts, the Department of Education, the provincial archives, the artefactory, various faculties within the university and private companies: The project will take students to historical sites on the island, digitize historical artifacts within contexts explored in PEI's history curriculum, and create an interactive online educational environment including websites and an MUVE.

Curriculum Consultant - Holland College, Spring/Summer 2005. Reviewed and evaluated existing distance programs, developed a detailed plan for integrating daytime and distance curricula and streamlining delivery on a VLE platform called Moodle. Developed learning modules for a variety of learning styles including a focus on experiential learning.

Educational Technology Coordinator - Curricular and technological support, Worldbridges.com, 2005-2007. Have designed and supported collaborative and interactive educational New Media projects for institutions around the world, from a grade four web project in Ann Arbor Michigan to online student interactions between universities in Kuwait and Argentina.

Coordinator - Department of Education, Gyeonggi province, South Korea, Spring/Summer 2004. Designed junior-high level ESL curriculum focused on global awareness, and a teacher training program in that curriculum for a large new provincial initiative called 'English Village'. Designed the educational technology layout for the facility, and conducted training workshops for teachers and management in both educational concepts and technologies.

Recent Conference Presentations

Future of Education Conference – University of Manitoba, June 3rd, 2006 – spoke regarding the use of RSS to invert the education model to a more student centered online model.

Web 2.0 conference - University of Moncton, May 24th, 2007 - invited to speak on the future of online education - Rhizomes and Research: Community as an Educational Model

CADE - Canadian Association of Distance Education, Winnipeg, MN, May 15th, 2007 -

Applications and Theory of Educational Social Software - presenting with Terry Anderson (Athabasca) and George Siemens (University of Manitoba).

JISC Next Generation Environments Conference - Birmingham, UK, April 27th, 2007 - A reflection on the experiences of the implementation of technologies at the University of Prince Edward Island, including the development of Virtual Research Environments, Virtual Learning Environments, the facilitation of Academic Networks and adventures in an Immersive Environment.

Web 2.0/MUVE experience

Coordinates two one thousand student communities online <http://youthvoices.net>, <http://personallearningspace.com>. Manager of <http://edtechtalk.com> community of podcasters, with over a thousand members, creating hundreds of educational podcasts a year. Manages two OpenSim worlds, one for educationbridges, a community of educators and one for the Living Archives Project.

Curriculum vitae for Michael Gardner

Date of birth: 02/05/1962

Nationality: UK

Contact: mgardner@essex.ac.uk

Dr Michael Gardner is Deputy Director of Chimera, the Institute for Socio-technical Innovation and Research at the University of Essex. This new institute, which was founded in April 2002, carries out research that combines the social and technological sciences to generate insights into personal and social use of information and communication technologies. He is also Director of the Digital Lifestyles centre. This centre was created to optimize the design and development of pervasive computing technologies in inhabited environments, by combining the technical expertise of a number of research groups at the University. His current research interests are focused on mobile and pervasive learning, the semantic web and the socio-technical implications of new multi-device and multi-network customer solutions using ubiquitous computing technologies.

He holds a PhD in Computing/HCI from Loughborough University of Technology (1987). In 1987 he joined BT Research Laboratories at Martlesham Heath and during his 15 year career worked on a range of high-technology projects. This included leading the technical R&D activities on the BT e-learning research programme (for 5 years). He was the project Manager of the JISC funded Delta, Delta II, eProfile and ResourceBrowser projects and led the system integration activity on the JISC funded EERN regional pilot. He is currently leading a project funded by Sun Microsystems to develop a mixed-reality lecture room using the Darkstar platform. He has published numerous papers in his field and regularly makes invited presentations within academia and industry. He is also the inventor of a number of technology patents.

Selected relevant publications:

1. Gardner, M (2006). Using Ontologies to Support the Sharing of Learning Resources. Online Educa, Berlin, November 29 - December 1, 2006
2. Gardner M, Chua H and Shahi A (2005). Learning and collaborating using mobile devices and sessions. In Learning with Mobile Devices: Research & Development. Learning & Skills Development Agency.
3. Shahi A, Callaghan V, Gardner M (2005). Introducing Personal Operating Spaces for Ubiquitous Computing Environments. Pervasive Mobile Interaction Devices (PERMID 2005).
4. Shahi A, Gardner M, Callaghan V (2005). Supporting Mobile Sessions Across Pervasive Smart Space Environments. IEE International Workshop on Intelligent Environments.
5. Gardner M, Shahi A, Fowler C (2004). Formation Process Tools for creating sustainable Virtual Research Communities. CSCW2004.
6. Chua H, Scott S, Ng S, Gardner M, Blanchfield P (2004). Adapting Web-Pages for Mobile / PC Collaboration, Mobile HCI 04.
7. Gardner M & Chua H (2004). Learning and collaborating using mobile devices and sessions, Mlearn 2004, Rome, Italy.
8. Gardner M, Fowler C, Scott J (2003). A process for bridging technology and pedagogy for the design of e-learning systems, Online Educa Conference proceedings, Berlin, December 2003.

Selected relevant current and recent research grants:

- £2.5M research contract with British Telecommunications (2002-2007). This is multi-strand, 5 year research contract involving many different sub-projects, working closely with different teams within BT. The work has ranged from working with BT on new broadband and mobile network services, through to setting up research collaborations with leading Universities in China.
- Principal investigator EPSRC/ESRC PACCIT In-Touch project: Designing New Forms on Connectivity for Extended Social Groups (L328253042, 2002-2004, £330K).
- Principal investigator of JISC funded projects in the e-Learning programme: DELTA (2004, £120K), DELTA2 (2005, £60K), eProfile (2006, £50K), ResourceBrowser (2007, £50K)

CURRICULUM VITAE

Personal Details

Name: Marianne Louise **TALBOT** BA, B.Phil., FRSA
Address: 18, Ash Grove, Headington, Oxford OX3 9JL
Email: marianne.talbot@bnc.ox.ac.uk

Education

Open University (1980-1981)
Bedford/King's College, Univ. of London (1982-1985) (philosophy departments merged in 1984)
Corpus Christi College, University of Oxford, (1985-87)

Qualifications and Honours

BA (Hons) Philosophy, 1985 (First Class Honours)
B.Phil., Philosophy, 1987
Fellow, the Royal Society of Arts, manufacturing and Commerce 1995
Member for life, Senior Common Room, Brasenose College, Oxford (elected 1991)
Member for life: Senior Common Room, Pembroke College, Oxford (elected 1999)

Core Employment History

1999-now: Department of Continuing Education, University of Oxford (Director of Studies in Philosophy)
1991-99: Brasenose College, Oxford, OX1 4AJ (College Lecturer in Philosophy)
1987-91: Pembroke College, Oxford, OX1 1DW (College Lecturer in Philosophy)
1982-87: Full-time undergraduate and graduate student
1971-82: Travelled widely and worked in public relations in the travel industry.

Public Appointments, voluntary and advisory work and membership of public bodies

2000: Member: The Cabinet Office's project team on Vision and Values,
1998- 2001: Member, Government's advisory group on Personal, Social and Health Education
1998: Member, Qualifications and Curriculum Authority's advisory group on Preparation for Adult Life
1998: Member, Government's advisory group on Citizenship and the Teaching of Democracy in Schools
1996-2000: Headed the Qualification and Curriculum Authority's work on values and the promotion of pupils' spiritual, moral, social and cultural development.
1996-2000: Member, the RSA's steering committee for *The Forum for Ethics in the Workplace*
1998-now: Member of the University Court, Brooks University, Oxford
1999- now: Adviser to the Wellcome Trust on the ethics of the new biotechnology
1997-2000: Adviser to the King's Fund on values
1996-1999: Adviser to the Institute of Directors on values
1996 -1997: Chair of the National Forum for Values in Education and the Community
1994-2005: Academic Advisor for the State University of New York
1987- 2002: Governor, Oxford Girls' High School
1985-89: Chair, Oxfordshire Branch of the 300 Group
1985-89: Chair, Philosophy in Britain

Publications

1999: How to Write an Effective Mission Statement, How To Books
2000: 'Promoting Pupils' Spiritual, Moral, Social and Cultural Development' in Education for Spiritual, Moral, Social and Cultural Development, R.Best (Ed) Continuum Press
1998: 'Against Relativism', in Education in Morality, J.M.Halstead and T.McLaughlin (Eds.) Routledge
1998: 'Virtuous Realities' in The Good Life, DEMOS publications
1998: In virtue of leading QCA's work on values I wrote QCA's Guidance for Schools on the Promotion of Pupils' Spiritual, Moral, Social and Cultural Development This was written on the basis of nationwide consultation and piloted in 150 schools across the country. The BBC collaborated with QCA on the making of a video to accompany it.
1997: 'Shared Values in a Pluralist Society' in Teaching Right and Wrong, R.Smith & P. Standish (Eds.)Trentham Books
1997: 'The Cultural Context of Values Education' in Values and the Curriculum, D.Lawton et al
1997: 'Whose Values? Our Values!' in Education, Public Law and the Individual, Vol. 2, issue 3
1997: 'Why do Young People Reject Moral Absolutism?' in Resource, volume 20:3
1994-now: numerous articles in broadsheet newspapers
1987-now: regular broadcasting on local and national radio