
Presence Pedagogy: Building Communities of Practice in Virtual Worlds

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Presentation Overview

- Session text chat questions will be addressed by Amy Cheney and John Tashner
 - Additional Questions/Discussions will be taken at end of presentation
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Presentation Overview

- Who We Are
- Successful Pedagogical Approaches to Teaching and Learning in 3D Environments
 - Capitalizing on Social Aspects (Social Constructivism)
- Presence Pedagogy (P2) Model
- Questions/Discussion



Why Should We Care About Virtual Worlds?

- By 2011, over 80% of active Internet users will have a virtual presence (Gartner, 2007)
 - More than 200 virtual worlds are active or in development for children 18 and under (Virtual Worlds Management, 2009)
 - This is 50 more than in August of 2008
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Why a 3D Virtual Environment for Education?

- Population served
 - Social constructivist philosophy
 - Wanted to build a community of learners throughout North Carolina
 - Hoped to facilitate meaningful interactions in the learning environment
 - Did not think that traditional web-based tools (i.e. WebCT) offered these types of opportunities
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3D Environment

- Characterized by significant components of space, movement, physical presence and co-presence
 - Conversational and presentation tools with small and large group shared workspaces
 - Metaphors and artifacts that assist collaboration and learning online in new and different ways
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AET Zone at Appalachian State

- First server purchased more than eight years ago (ActiveWorlds – www.activeworlds.com)
 - Core environment for Instructional Technology Master's program
 - Now serving students in Library Science, School Administration, Higher Education, Educational Leadership and Research Courses
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What Has Happened?

- More than 2400 citizens of the Zone, including students, alumni, guests and speakers from around the nation and world
 - Rich with content and interactive elements
 - Collaborative learning environment has developed
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What is Gained?



Social Constructivism and Virtual Worlds (RCOE Conceptual Framework)

- Learning occurs through participation in a Community of Practice;
 - Knowledge is socially constructed and learning is social in nature in a Community of Practice;
 - Learners proceed through stages of development from Novice to Expert under the guidance of more experienced and knowledgeable mentors and among likeminded peers in the Community of Practice;
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Social Constructivism

- An identifiable knowledge base that is both general in nature and also specific to specialties emerges from focused activity within the Community of Practice;
 - All professional educators develop a set of Dispositions reflecting attitudes, beliefs, and values common to the Community of Practice.
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See the Difference?

The screenshot displays the Active Worlds virtual environment interface. At the top, the window title is "Active Worlds - AppEdTech at 26N 1E facing S". The menu bar includes "File", "Teleport", "View", "Options", "Show", "Login", "Avatar", "Visibility", "Web", and "Help". Below the menu is a toolbar with various icons for navigation and interaction, and a status bar with actions like "TURN", "HAPPY", "ANGRY", "WAVE", "JUMP", "EIGHT", and "DANCE".

The main 3D scene shows a virtual town with a white building on the left, a central wooden building, and a sign that reads "Specialist in Instructional Technology". The background features rolling green hills under a blue sky.

On the left side, there is a "Teleports" panel with a list of locations: "5220", "Chit Chats 1", "Classroom A", "Classroom B", "Discussion Depot", "Glass Classroom", "Hypermedia", "Integration", "Issues", "Plaza", "Steve's Office", "Telecom", and "Web Design".

At the bottom of the 3D scene is a "Chat" window with the following text:
Building Inspector: Application to acquire privileges of DR accepted.
Immigration Officer: Welcome to the Zone!
Immigration Officer: Welcome to the virtual home of Appalachia's Instructional Technology program

On the right side, a "Web" browser window is open, displaying a welcome message:
Welcome to AppEdTech -
The Virtual Community for the Instructional Technology Specialist - Computers Program at Appalachian State University
We are building an online community where we can meet, hold class activities, and stay in touch with program graduates.
To learn more about the Instructional Technology Programs at Appalachian State you can follow these links:
For information on the Master's Degree program that leads to K-12

The bottom of the screen shows a Windows taskbar with the Start button, several open applications (Microsoft PowerPoint, Virtual Worlds Manager, Microsoft Outlook, Presence Pedagogy F..., Active Worlds - AppE...), and a system tray with various icons and the time "1:31 PM".

Group Discussion of Education in Japan in AET Zone

The screenshot displays the Active Worlds interface for a virtual world titled "The Commons at 2N 2W facing NW". The main window shows a 3D environment with several avatars. A user list on the left side of the window lists names and their status, such as "Aaron Raiti In World". A chat window at the bottom shows a conversation where users are being welcomed to a virtual room. On the right side, there is a tcConference advertisement with a "Welcome" sign and buttons for downloading and entering the room. The system tray at the bottom shows the time as 8:50 PM on Tuesday, September 30, 2008.

Active Worlds - The Commons at 2N 2W facing NW

File Teleport View Options Show Login Avatar Visibility Web Help

TURN HAPPY ANGRY WAVE JUMP EIGHT DANCE

Web077

URL: tc5://?password=&room=rsecca3e

What is tcConference ?

tcConference is a little piece of software that lets you talk with others, anywhere in the virtual world.

Download Here

First time users click button above to install the plugin

Click here to enter the room

If after installing the Plugin successful receive "Page cannot be Displayed", click here

Chat

Lorraine Oren: Hi Amy, the server is acting odd tonight. I can't get in the room

[Jack]: Welcome to The Zone Mickey Vestal (MLS_redellFall08)

Amy: (to Lorraine Oren) is it giving you some kind of error? we've got a ton of people in here, so we may be maxing out

[Jack]: Welcome to The Zone Connie Tharringt (Library Science Yarkin)

[Jack]: Welcome to The Zone Mickey Vestal (MLS_redellFall08)

[Jack]: Welcome to The Zone Haley Oxentine (Catawba III)

Whisper To: Lorraine Oren

Download complete Done 0.0 K/sec 33.4 frames/sec 10:50:08 PM Tue Sep 30, 2008 VRT clock 64 meters 0.1 meters 0.0 m/s

start Inboxes - Microsoft Outlook Google - Windows Internet Explorer Active Worlds - The Commons Glass Class...

8:50 PM

Presence and Co-Presence

- Studies by Rovai (2002) and Tu (2002):
 - Sense of presence and co-presence do seem to be critical factors in creating and maintaining online communities.
- Tashner et al (2007):
 - Combining communication and collaboration tools with a sense of presence and co-presence provides opportunities for developing authentic learning environments



Creation of Community

- Liu et al (2007),
 - Significant relationships between sense of community and perceived learning engagement, perceived learning, and student satisfaction with online learning experiences
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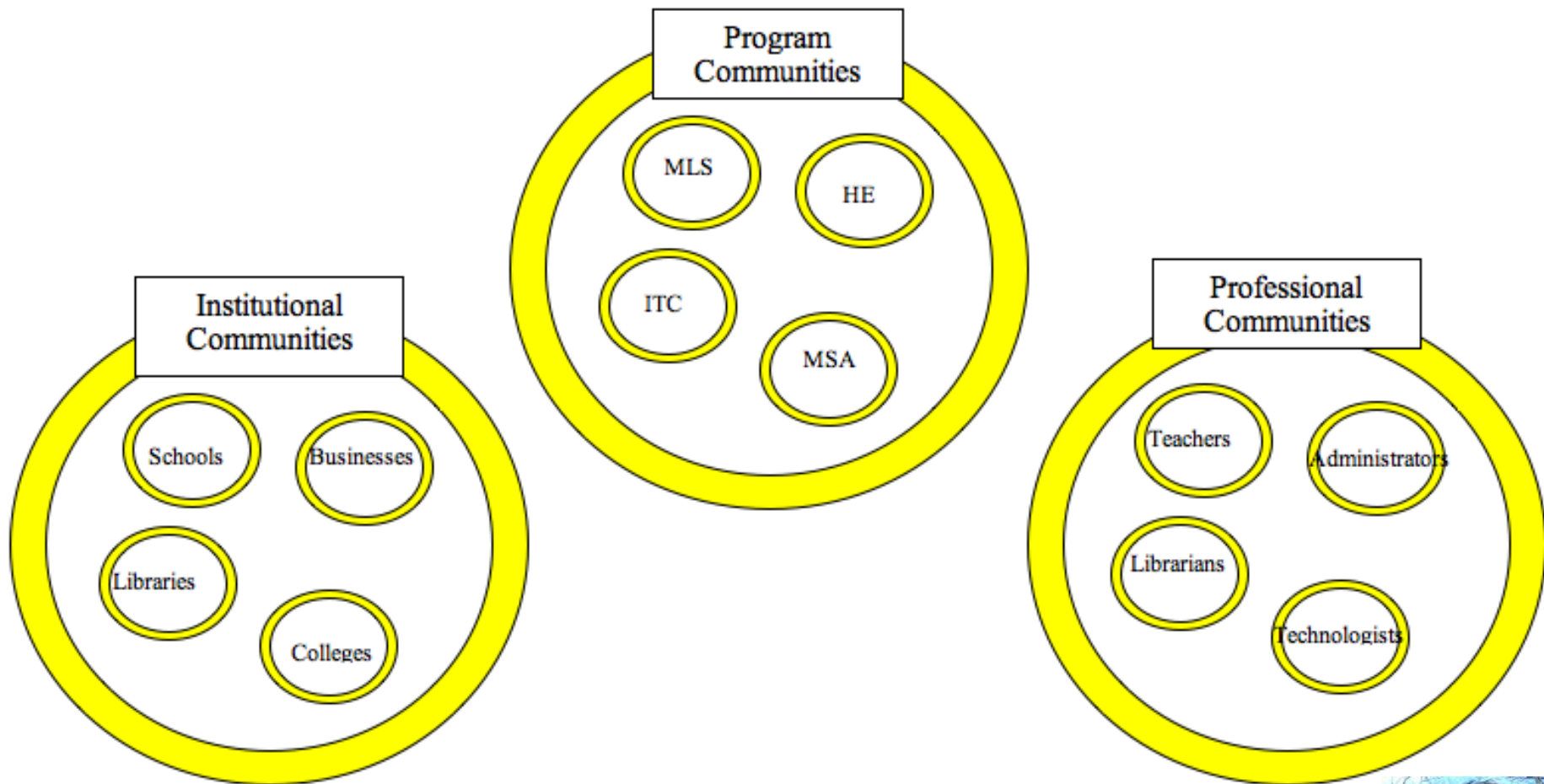
Conversations and Collaborations

- From web pages to web places
 - Utilizing telecommunications tools for connections and linkages
 - Connections are focused on conversations and collaborations
 - Imbedded Web 2.0 tools enable many of these interactions
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Necessary Conditions

- Presence and co-presence
 - Facilitated by avatars
 - Instructor presence a requirement
 - Modeling
 - Encouraging conversation and interaction
 - Structuring of courses to require both small and large group student interactions around common goals
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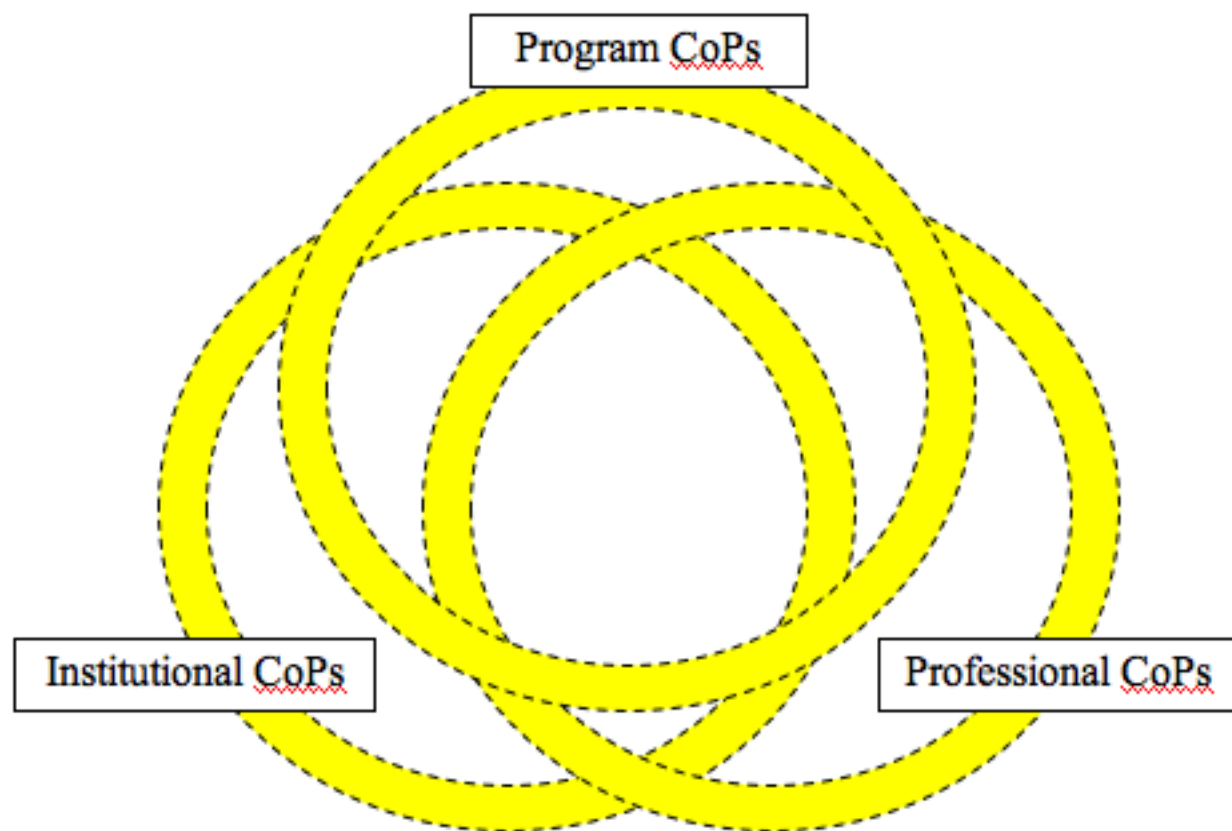
Status Quo



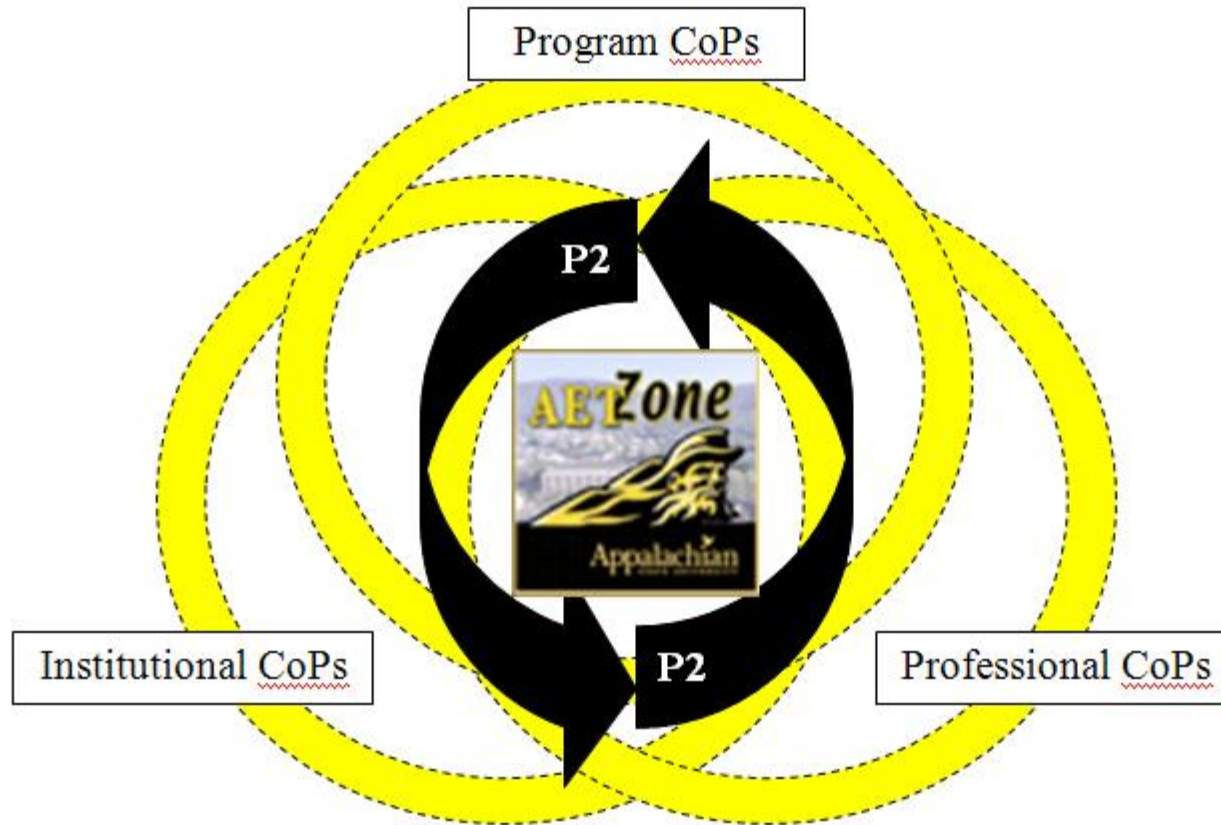
Paradigm Shift (Hargadon, 2008)

From:	To:
Consuming	Producing
Authority	Transparency
Expert	Facilitator
Lecture	Hallway
Access to information	Access to people
Learning about	Learning to be
Passive learning	Passionate learning
Presentation	Participation
Publication	Conversation
Formal schooling	Lifelong learning
Supply-push	Demand-pull.

CoPs After Shift



Presence Pedagogy (P2) 'Churn'



Presence Pedagogy (P2)



- Merger of Communities
- Forms new Community of Practice: AETZone
- AETZone = Transformative Space through which members move from CoP to CoP
- Response to Paradigm Shift
- P2 creates the churn of Transformative Learning in this new space
 - Characterized by ten catalytic behaviors

Presence Pedagogy (P2)

- The ways in which educators and learners interact in online environments:
 - ask questions and correct misperceptions;
 - stimulate background knowledge and expertise;
 - share tools and resources;
 - facilitate interactions and encourage community;
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Presence Pedagogy

- ❑ provide and delineate context and goals to act upon;
 - ❑ encourage exploration and discovery;
 - ❑ facilitate distributed cognition;
 - ❑ encourage reflective practice;
 - ❑ capitalize on the sense of presence and co-presence;
 - ❑ utilize technologies to achieve and disseminate results. (Bronack, et al, 2008)
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P2 in Action

- Faculty “Making Rounds”
- Commons Architecture
- Interview Assignment (All)
- Case Study Conference Center (ITC, MLS, MSA)
- MLS/MSA Scheduling Project
- Knowledge Communities Reading Project (All)



Resources

- Gartner Research (2007). *Gartner Says 80 Percent of Active Internet Users Will Have A "Second Life" in the Virtual World by the End of 2011*. Retrieved February 15, 2009, from <http://www.gartner.com/it/page.jsp?id=503861>.
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Resources

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