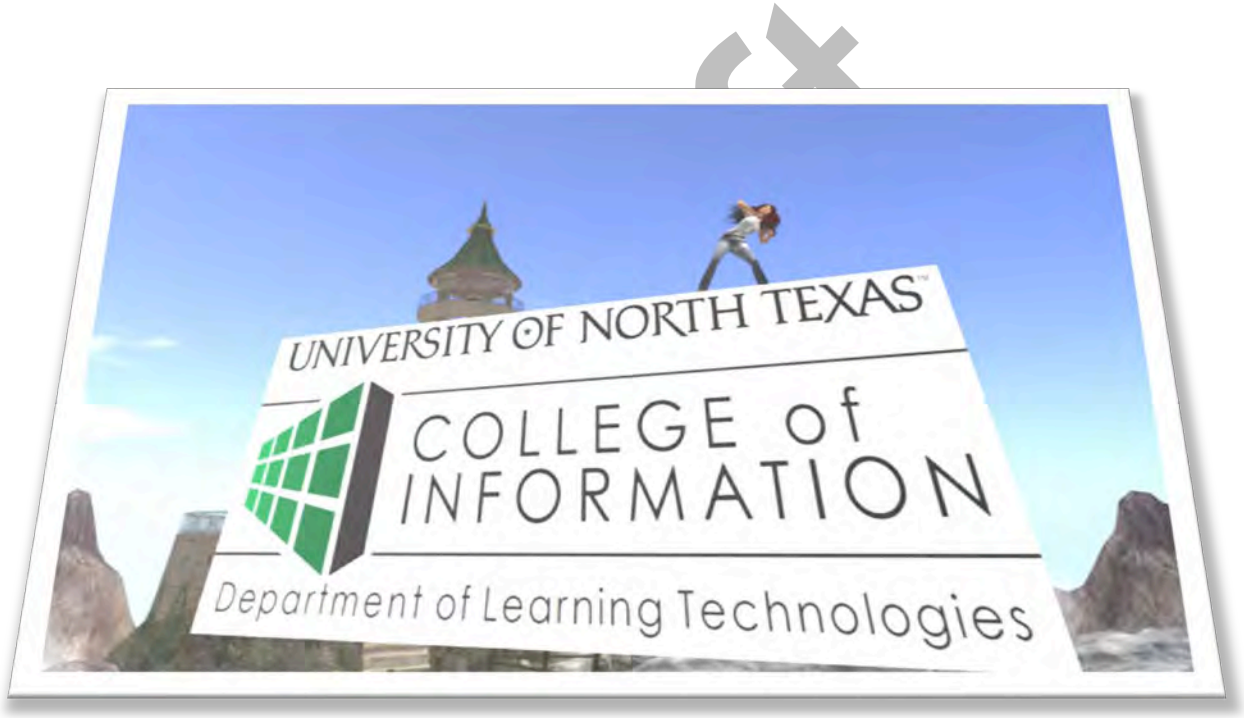
A World Created for The Department of Learning Technologies



An Instructional Design Document
Developed for Dr. Greg Jones

By Joy Royal and Jenny Wakefield

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A Virtual World Game Design

For the Department of Learning Technologies

Location: Online and in-world in Second Life

Topic

Virtual Worlds Game Design for the Department of Learning Technologies.

Audience

Prospective students, faculty and staff at other institutions interested in learning about the Department, military interested in enrolling for courses, students interested to transition and enroll in one of the many degree programs offered: Anyone interested in the Department of Learning Technologies.

Introduction/Problem Statement *(Characteristics of learners)*

The general goal for this design is to provide an interactive environment – a world in *Second Life* (by Linden Lab) where the user creates people, called avatars, which can walk around, interact with objects, and carry on conversations with people. This world resembles some of the new cartoons that are now seen on television. Avatars would enter the "world of the Department of Learning Technologies" to learn about the department, degrees offered, the department professors, staff, and course schedules. With the help of this world, students will be guided in these topics and learn about the department.

Users are anyone interested in the department and the courses and degree programs offered here. With the engagement the game design offers it is envisioned that users become interested in enrolling, or learning more about the professors and their research, what courses are offered, and share the word with others who may be interested in the programs offered here.

This design will provide the user a comprehensive exercise in navigation and exploration of the department of Learning Technologies. Although this is a virtual worlds environment the environment will be very realistic and visitors in this environment will find themselves very familiar with the real environment when visiting the department in Denton, Texas. The environment will be designed to allow the users the opportunity to interact with content material and the instructor in-world while

simultaneously providing a platform for the assimilation of degree information and other pertinent information about the department.

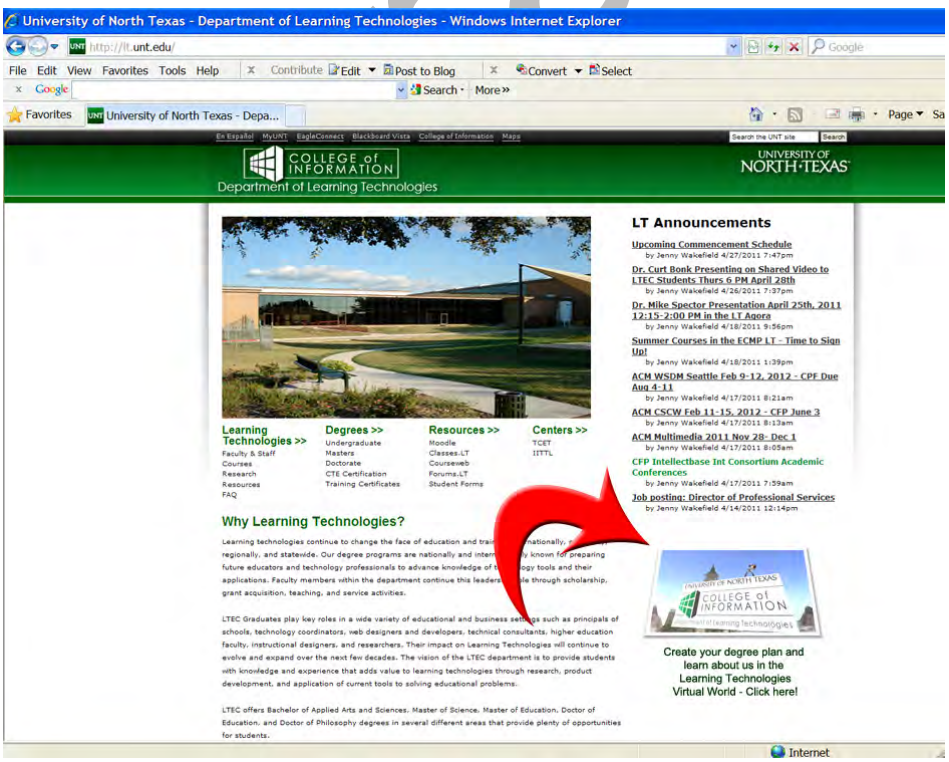
Through the use of the virtual environment and the use of technology tools, users will explore the department and its programs. As the user continues through this environment, they will cumulatively create a degree plan that they will be able to discuss with an admissions advisor when they feel ready to take this step.

Format *(modifiability)*

This design will easily be formatted for use with Second Life (or another virtual world). Necessary technology, user skills, and user willingness needed include:

- Computer system with minimum requirements to run Second Life: http://secondlife.com/support/system-requirements/
- User's agreement to abide by the terms of service with Second Life
- User's understanding of a virtual environment
- User's ability to read and understand instructions
- User's willingness to explore a new environment

Users will need a free Second Life and need be 18 years old or older as specified by Linden Lab, the Second Life developer, as the world will reside on the adult Second Life grid.



Portal on the lt.unt.edu home page

The world will resemble some of the new cartoons that are now seen on television and/or video role playing games which are played on computer or game playing consoles. Users/visitors enter through a portal on the Learning Technologies home page with their avatar into "The World of the Department of Learning Technologies" to learn about:

- the department layout including pictures, plants, offices, labs, conference and reception areas
- the degrees offered at the undergraduate, master's and doctoral level,
- the courses descriptions for the courses offered by the department,
- the course schedule layout for fall, spring, summer, even and odd years
- the professors:
    - what courses they currently oversee
    - their research interests
    - grants
    - Their role in the department such as student advisor, department chair, etc.
- the staff available to guide them in the department
- degree available
- explanations for the areas of the degree plans such as the core, elective, major and minor areas

This interactive world would be created on the Internet to be viewed and acted upon by the users. The users here enter the department and make a choice of one of your department's level of degree they are interested in. Their choice would then direct them to the degree of their interest. They will be able to choose a degree or choose undecided. The purpose of this is to document what educational level is being explored as well as identify a preference for a degree or a route as undecided.

As the user proceeds, the degree plan or plans would be placed in a tools area of the user interface where they will have access to the degree overview and degree requirements. Users are able to access this at any time.

Users, or avatar, can move to other areas to explore further. One such area would hold course brochures available on a wall for viewing. Choices can here be made to fill a degree plan. In a third area users can visit with department professors. These bots (virtual professors) use rich narrative to ask the visitors questions.

Users would continue this discussion process until their degree plan is filled. A virtual graduation ceremony can also be held at the end where their avatar walks across the stage.

By having professors in-world question the visitors, information can be gathered about the visitors on what they are interested in. This may provide valuable information on what you can emphasize in your advertisements, billboards, etc. to entice more students to your department. Through-out the creation of the project, **The TechUp Team** will make periodic demonstrations of the design project on a timeline

which fits within your busy schedule (rapid prototyping to ensure the design works well with the client's needs). Our goal is to make this world of the Department of Learning Technologies an enticing, creative, attractive, and interactive advertisement which can showcase your department for anyone visiting your website which will provide the entry portal to this wonderful World of The Department of Learning Technologies.

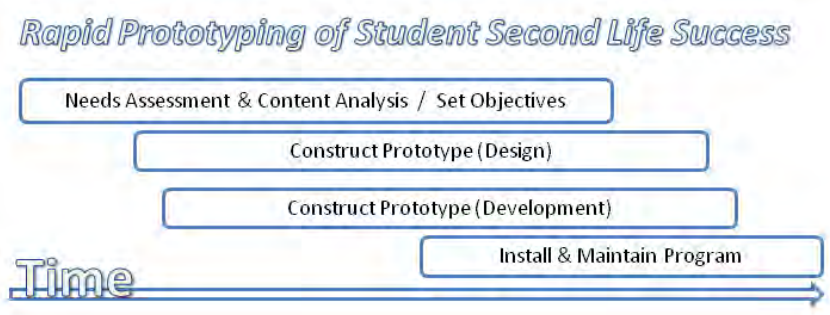
Our design will also include the design of a business cards that may be shared at, for instance conferences, including the URL to the portal of World of the Department of Learning Technologies, residing on the Learning Technologies home page http://www.lt.unt.edu.

Department of Learning Technologies Needs

The University of North Texas and the College of Information needs to see more students enrolled in the LT Department
The LT Department needs more students actively pursuing degrees offered by the department.
The LT Department needs more students enrolled in the courses offered by the faculty.
The LT Department need to be more aware of the desires of future possible students
The LT Department need to use the information obtained by the virtual environment to hire additional faculty and/or prepare new courses or schedules to meet the changing world of the new potential students

Design Model

The model chosen for the design of the Department of Learning Technologies Virtual Environment is the Rapid Instructional Design approach. This process allows for cycle-time reduction compared to the ADDIE model. The ADDIE model is comprised of four steps also giving it its name - analysis, design, development, implementation, and evaluation. These steps are executed one at a time. Each of these steps are completed before a new step is begun. The Rapid Prototyping model is less rigid and was developed by Tripp and Bichelmeyer (1990). This process is one where the designer can parallel research and development process while designing allowing for quick (rapid) development of an initial trial product (prototype) which can be used for assessment and functionality testing and possible advancement into final design definitions. Rapid prototyping consists of the same steps as the ADDIE model though the steps are merged and more intertwined to form four steps. As defined by Tripp and Bichelmeyer (1990), the steps happen much concurrently and the two middle steps in particular (design and development) are closely paralleled allowing them to intertwine through-out the process.



Adapted from Tripp S., & Bichelmeyer, B. (1990)

The whole process allows the designer to move forward from design to development in the process but also return to previous areas to enhance or re-design as redeemed necessary, as new awareness is emerges.

The Rapid Prototyping framework is excellent to use when there is a short time available for program progress because the resulting prototype can provide an in-depth visualization of the design, quality, scope, and cost of a product or program.

In the development of the virtual environment for the Department of Learning Technologies the Rapid prototyping is highly desirable as the environment will be developed and maintained for a minimum of two years and during this time period TechUp may go back and change the design of the environment as the department seems necessary. The initial environment can thus be seen as a prototype that can easily be enhanced and continually developed as the department specifies within the scope of the agreement with TechUp.

Tripp, S., & Bichelmeyer, B. (1990). Rapid prototyping: An alternative instructional design strategy. *Educational Technology Research & Development*, 38(1), 31-44.

Targeted User Needs

User needs

Users need to understand the role for this asynchronous learning area is to provide a superficial overview of the department of learning technologies and its offerings

Users need to acquire an understanding of the personnel, degrees offered, degree plan and its components, the procedure for applying to the University and to the Department of Learning Technologies, the process for contacting people for further information.

Users need to understand that this is an environment designed to give an overview of the department but that it is NOT a direct communication with the department, professors, staff, or the University of North Texas. Also, the University of North Texas and the Department of Learning Technologies will be gathering information to better inform them as to the interest of the visitors to this virtual representation of their department.

Users need to understand the differences and similarities between a virtual environment created to represent the Department of Learning Technologies and the true real world Department of Learning Technologies. There may be some differences in the REAL department, which may or may not have been incorporated into the virtual environment at the time of the user's interaction in that environment.

Environmental Resources

Technology Mix for Access

This virtual environment here proposed uses Second Life. To be able to access and enjoy this world the user needs:

- A working email account
- Core Hardware / Software Needed:
  - Windows
    - Intel® Pentium® III processor (Pentium 4 recommended)
    - Microsoft® Windows® XP Home, Windows Vista®, or Windows 7

    512MB of RAM (1GB recommended)
  - Macintosh
    - Intel Core™ Duo or faster processor
    - IMac OS X v10.4.9 or later
    - 512 MB of RAM (1GB recommended)
  - The Second Life Grid Software **Second Life Viewer 2** downloadable from Second Life http://secondlife.com/support/downloads.php

- Graphic Card:
  - ATI Radeon 9200 and above
  - NVIDIA GeForce 2, GeForce4
  - ATI 4850, 4870
  - NVidia 9800

- Connectivity Requirements:
  - In order for the learner to take full advantage of the virtual environment including such as video, the user will have to be able to connect to the Internet. The user will have to have the ability to connect through a local or University ISP (Internet Service Provider). Examples of are Charter Communications, AT&T, or University of North Texas Eaglenet. Users will have to connect either physically using Ethernet cables or wirelessly through a

wireless router. The most stable connection for accessing the virtual environment is hardwired connection.
    - The Second Life Grid Software
- Hardware to be able to use voice in-world and for viewing training videos (links to videos are specified in the Second Life Essentials Job Aid section):
    - Desktop PC/Mac or Laptop
    - Headset with a microphone (not a USB headset)
    - Monitor
    - Ethernet cables, if using a router/modem
    - Internet Browser (Internet Explorer, Mozilla Firefox, Google Chrome, Apple Safari, etc.)
- Video Software:
  Quicktime™ for in-world viewing of video.

Resources and Materials for Design of Promotional Items

- *Graphic Artist* to create a LOGO to represent the new department virtual environment.
- *Web Developer* familiar with Second Life to create the environment, bots, conversation flows, kiosk/walls for information and other ideas presented for the area.
- *Liaison* to work with the *Web design team* and the LT Department faculty and staff to create realistic communication that is representation of the professors and portrays their personality and educational focus.
- *Business cards* with the department with virtual world information.
- *Small flash drives* with the website link for the virtual world, degree offerings, degree plans, and registration information. Posters to promote the virtual environment created for the Department of Learning Technologies/

Measurable Goals and Objectives

TLW refers to the user of the virtual environment created for the Department of Learning Technologies

Goal 1. The learner will (TLW) log into the virtual environment and familiarize themself with the department of Learning Technologies (LT)

1.1 TLW create an avatar and log into the virtual environment
1.2 TLW follow a self-paced trail to learn how to master the avatar if unfamiliar with avatars and virtual environments
1.3 TLW teleport to the department of LT in the virtual environment
1.4 TLW visit with the different locations of the department of LT facilities to familiarize self with the layout of the department.

Goal 2. The learner will (TLW) interact with virtual staff and professors to learn about the Department of learning technologies and receive advice.

2.1 TLW visit with bot professors and staff in the LT virtual environment to gather information about and learn about courses and degree plans offered by the LT Department
2.2 TLW interact with the bots and interactive objects in the environment (clickable items presenting brochures, visuals, multimedia, interactive bots)
2.3 TLW identify their desire to join the department as a student
2.4 TLW understand the process necessary to enroll, register, and what needs to be accomplished to graduate

Goal 3. The learner will (TLW) explore the Department degrees, certificates, and course offerings and build their own degree plan

3.1 TLW explore the degrees offered and use a kiosk to build their own degree plan
3.2 TLW explore the duration and commitment necessary to complete the degrees offered for graduation.

Goal 4. The learner will (TLW) find out more about the professors areas of interest and grants they are currently working on.

4.1 TLW interact with the virtual professors of the Department of Learning Technologies and learn more about their interests and current research/grants.
4.2 TLW learn where these interests may lead them in future jobs
4.3 TLW (after completion of a degree plan) experience the virtual feeling of walking a stage with their avatar dressed in a degree robe.

Dialogue with one of the professors - See further Appendix B

Listing of Job Aids

Appendix A – What it is about
Appendix B – Meeting the Professors
Appendix C – Environment Quality Rubric
Appendix D –Evaluation Form
Appendix E – Journey of Discovery
Appendix F – Second Life Essentials – Self-paced Training in the Virtual World

Checklist for Successful Implementation of SL Department of Learning Technologies Virtual Environment

Rapid Prototyping

Week	Before	During	After
1. **Analyzation of the Department of Learning Technologies objectives.**	Propose idea to the Department of Learning Technologies.	listen and make changes to the proposal of ideas for the SL Department of Learning Technologies.	Take into the original proposal the ideas presented in the Department of Learning Technologies staff and begin working to outline the implementation outline for creation, proposal and implantation.
2. **Design Creation This area will/can be repeated until the deployment is made.**	This area will outline the steps necessary for the creation of the Second Life Department of Learning Technologies.	While adhering to the timeline for implementation, the contracted workers for TechUp will create a virtual environment for the Department of Learning Technologies.	A BETA version of the island will be presented to the Department of Learning Technologies to idea revisions before deployment of the virtual environment.
3.1 Develop This step will be repeated as necessary with documentation of the revisions made after each visit with the Department of Learning Technologies	With the ideas presented and accepted by the Department of Learning Technologies, the TechUp Team will create a list of objectives to accomplish before the next goal date/time.	Each member of the team will work to complete his or her portion of the creation process to create the virtual world of the Department of Learning Technologies. Any problems will be	At each stage of the timeline, the TechUp team will present the virtual environment to the Department of Learning Technologies to have discussions for the future development of the product before

		reported to the team leaders to be considered for the timeline implementation.	deployment.
3.2 Develop Creation Revision 1 before implementation	As determined by the TechUp team after the first presentation of the virtual environment.	To be determined	To be determined.
3.3 Develop Creation Revision 2 before implementation	As determined by the TechUp team after the first presentation of the virtual environment	To be determined	To be determined.
3.4 Develop Creation Revision 3 before implementation	As determined by the TechUp team after the first presentation of the virtual environment.	To be determined	To be determined.
4 Implemention of the Second Life Department of Learning Technologies	10 days before timeline for implementation, the TechUp team will meet and finalize any necessary items before the implementation due date.	1 week before implementation of the Second Life Department of Learning Technologies present the virtual environment to the Department of Learning Technologies and discuss the implementation timeline.	Create a report of the meeting and the desires of the Department of Learning Technologies and the TechUp committee. Any changes needed or desired at this point by the Department of Learning Technologies will require a timeline revision and a return to Cycle presented at setup.
5. Evaluation	During the 5 weeks after implementation, make sure that the information needed by the Department of Learning Technologies is being captured for analysis at a later date. Quality Rubric – Appendix D.	For 5 weeks after implementation of the Second Life Department of Learning Technologies Obtain information of the number of users, areas visited, degrees explored, profesors visited and courses investigated and/or obtained. User Evaluation form – Appendix B + Island Visitor Counter.	Create a report for the Department of Learning Technologies with the results of the evaluation of captured information. If any revisions are needed after reviewing the data, the process should be created again beginning with Phase I of Analyzing the objectives and goals of the Department of Learning Technologies from the learners use of the virtual environment.

Advertising

1. Analyzation of the Department of Learning Technologies Advertising objectives.	**Propose idea to the Department of Learning Technologies for their advertising needs.**	**Listen and make changes to the proposal of ideas for the SL Department of Learning Technologies.**	**Take into the original proposal the ideas presented in the Department of Learning Technologies staff and begin working to outline the implementation outline for creation, proposal and implantation.**
2. Design development of advertising items	Ideas will be generated by the team for presentation to the Department of Learning Technologies.	Ideas presented to the Department of Learning Technologies.	Ideas generated from Department of Learning Technologies will be incorporated into the timeline for deployment of the Department of Learning Technologies Second Life environment.
3. Develop Advertising item for promotion of the Second Life Department of Learning Technologies	Ideas from the first presentation of advertising items will be incorporated into the design and timeline for the advertising items needed for the Second Life Department of Learning Technologies.	The Adversiting Team of TechUp will create prototypes to present to the Department of Learning Technologies.	Prototypes will be presented to the Department of Learning Technologies. Discussions will be held as to improvements needed. The results of the discussions will be written and signed by the Department of Learning Technologies for implementation.
3.1 Advertising Development Revision 2 of advertising items	The ideas from the prototype presentation of advertising items will be presented to the TechUp Advertising team and a schedule will be devised. The schedule will be to create and deliver prototype 6 weeks prior to implementation deadline set.	Create and produced advertising items as proposed from the combined Advertising Team and the Department of Learning Technologies.	The finalized initial items will be presented to the Department of Learning Technologies for mass production 6 weeks prior to the Second Life Department of Learning Technologies deployment. The Department of Learning Technologies will sign an agreement to how many items wanted and the timeline expected.
3.2 Advertising Development Revision 3 of advertising	Incorporate last minute revisions to the	Revise prototype and contract for production	Two days before the agreed upon delivery

items	advertising prototype and establish the contract to have the items produced.	and deliver to the Department of Learning Technologies by the date agreed upon.	date, meet or call the Department of Learning Technologies to ask if the advertising items have been delivered.
4. Deployment of Advertising Items	If the advertising items have not made it to the Department of Learning Technologies make the calls necessary to ensure completion upon the agreed completion date with the producers of the advertising items.	Call vendors contracted to develop items and ensure completion timeline.	Write to the Department of Learning Technologies to advise them on the progress and then recheck on the date projected for completion of the contractual agreement.
5. Evaluation	During the 5 weeks after deployment of the Second Life Department of Learning Technologies obtain the information to create a report as to the number of advertising items dispersed and the number of users.	Meet with the Department of Learning Technologies to determine if they believe the advertising items are successfully advertising their item.	Create a meeting report documenting any revisions voiced by the Department of Learning Technologies and obtain an agreement to change the items and the costs involved to begin this process of analyzing, designing, developing, implementation and evaluation and the timeline needed for completion.

Timeline for Environment Development

4/3/2011	Client Interviews and information gathering
4/18/2011	Project scope and analysis, Client review
4/18/2011-05/30/2011	Course development, content refinement, job aids, technology implementation
5/23/2011	Client orientation and real-time testing
5/16/2011	Deploy Advertising Items
5/30/2011	Deploy Second Life Department of Learning Technologies
7/1/2011	Final assessment and evaluation

Appendix A

What the environment is about

A user will visit this area to learn about the Department of Learning Technologies and the degrees they will offer. A new potential student will be able to learn about the degrees offered and the opportunity to explore the courses, core and elective and what is involved to fill a degree to completion and graduate. The student will be able to "speak" to the professor-bot about the courses that they oversee or teach, the committee they serve on, their place in the department structure, and their research interests in the department as they "earn/pass" their courses.

As they are learning about the courses offered (also see Appendix E) and gathering their course completion certificates, the game will fill in their chosen degree plan or store them in a vault if they are undecided until the new student decides.

Any time during their adventure they will be able to print out their degree plan they've chosen with their choices filled in or not. They will also be able to get to the registration website for the University of North Texas at any time.

This island of opportunity will give a game like atmosphere while still allowing them to explore and grow to love what is offered from
The Department of Learning Technologies.

Appendix B

Second Life - Meeting the Professors and Staff in Alphabetical Order

Name: Dr. Jeff Allen
Job Title: Professor
Responsibilities outside of teaching: Director, Center for Knowledge Solutions
Degree: Ph.D., Penn State University
Area of Interest: Learning and performance innovation, career and technical education, and research methods.
Focus Area: Institutional Assessment and improvement planning
Did you know that he holds a fifth degree black belt in Scientific Fighting Congress Hand-to-Hand Combatives and an eighth degree black belt in Archipelago Combatives and is the Vice-President of the Scientific Fighting Congress Archipelago Combative system?
Information retrieved on April 30, 2011. http://lt.unt.edu/faculty.html and http://www.sageperformance.com/drjeffallen/index.htm

Name: Dr. Demetria Ennis-Cole
Job Title: Associate Professor
Responsibilities outside of teaching: Undergraduate Program Coordinator,
Degree: Ph.D., Kansas State University
Area of Interest: Computer Education Instruction and Administration, Systems Development, Neural Networks, Internet, and Human Development. In addition, Intelligence in Education, Technology Utilization by Special Populations
Research Focus Area: Educational needs of Children in the Autism Spectrum http://tara.unt.edu/
Did you know that…. She has worked in industry and academia as a programmer and computer analyst? She also has established a lab for research of Technology for Autistic Children – Tara Lab. retrieved April 30, 2011: http://www.courses.unt.edu/Ennis-Cole/ http://lt.unt.edu/faculty.html

Name: Dr. Greg Jones
Job Title: Associate Professor
Responsibilities outside of teaching: Program Coordinator Computer Education and Cognitive Systems area
Degree: Ph.D., The University of Texas at Austin
Area of Interest: Expanding the way technology can be used to further the creation and distribution of knowledge and learning.
Research Focus Area: Emerging technologies for learning (visualization systems for education, virtual communities, telementoring, and multi-user 3D online learning environments (virtual environments)) to support learning through the distribution of interaction and feedback across both time and space via interactive forms of multimedia.
Did you know that …. He listens to Disney Radio?
Information retrieved April 30, 2011: http://www.courses.unt.edu/gjones/ , http://lt.unt.edu/faculty.html , http://www.delicious.com/greg_jones/?page=1

Name: Dr. Gerald Knezek
Job Title: Regents Professor
Responsibilities outside of teaching: Director ITTL: The Institute for the Integration of Technology and Learning
Degree: Ph.D., University of Hawaii
Areas of Interest are educational research, telecommunications, and ubiquitous computing. Dr . Knezek is also interesting in Technology infusion and theories of learning as it relates to educational psychology. He is working now on grants to measuring attitudes and dispositions toward information technology, developing and testing formal models of technology integration, developing practical research designs, and refining scaling methods and techniques. He also
Research Focus Area is to prepare middle school students to participate in the science, technology, engineering and mathematics workforce, situational reaction development using virtual teaching experiences, and assessment of new information technologies in education.
Did you know… he is wearing Hawaiian shirts almost all the time? Also, he still makes trips often to Hawaii to see family and friends. He also began the IITTL, Institute for the Integration of Technology into Teaching and Learning. Information retrieved April 30, 2011: http://www.courses.unt.edu/gknezek, and http://lt.unt.edu/faculty.html

Name: Jessica Li
Job Title: Assistant Professor
Degree: Ph.D., The Pennsylvania State University
Research Focus Area includes work ethic, advancing strategic employee development in organizations, and emerging technologies for human resource development.
Information retrieved April 30, 2011: http://lt.unt.edu/faculty.html

Name: Dr. Lin Lin
Job Title: Assistant Professor
Degree: Ed.D., Teachers College, Columbia University
Area of Interest: multimedia, children's power in games, and virtual communities of practice for pre-service teachers.
Research Focus Area lies in the intersections of new media and technologies, information science, cognition, psychology, and education. Her areas of expertise include online teaching and learning, teacher professional development, youth development through new media and technologies, and instructional and multimedia designs.
Information retrieved April 30, 2011: http://www.courses.unt.edu/llin, and http://lt.unt.edu/faculty.html

Name: Dr. Kim Nimon
Job Title: Assistant Professor
Degree: Ph.D. University of North Texas
Research Focus Area is to advance the field of Human Performance Technology (HPT) through the study of workplace spirituality, measurement, and evaluation.
Information retrieved April 30, 2011: http://www.courses.unt.edu/gknezek, and http://lt.unt.edu/faculty.html

Name; Dr. Cathleen Norris
Job Title: Regents Professor
Degree: Ph.D., University of North Texas
Research Focus Area: children learning with mobile, hand-held devices
Information retrieved April 30, 2011: http://lt.unt.edu/faculty.html

Name: Dr. James L. Poirot
Job Title: Regents Professor
Responsibilities outside of teaching: Executive Director of the texas Center for Educational Technology
Degree: Ph.D., Texas Tech University
Area of interest includes Computer-based Education, Artificial Intelligence, and Computer Assisted Instruction.
Information retrieved April 30, 2011: http://lt.unt.edu/faculty.html

Name: Dr. Tandra Tyler-Wood
Job Title: Associate Professor
Responsibilities outside of teaching: Graduate student support.
Degree: Ph.D. University of North Carolina at Chapel Hill
Areas of interest are gifted and talented, matching student's needs to curriculum, mild disabilities, and assement/evaluation
Research Focus Area includes assessing and determining appropriate curriculum for special needs populations. Dr. Tyler-Wood is currently the principal investigator for Bringing Up Girls in Science, a research project funded by the National Science Foundation.
Information retrieved April 30, 2011: http://lt.unt.edu/faculty.html and https://faculty.coe.unt.edu/tandara-tyler-wood

Name: Dr. Scott Warren
Job Title: Associate Professor
Engagement and interest outside of teaching, Narrating children's books
Degree: Ph.D., Indiana University
Research Focus Area: ThinkTankTwo, Quality enhancement plan for CECS 1100 course at UNT, *The Door*, Chalk House and Quest Atlantis, and instructional design.
Interest areas include the use of existing and emerging technologies to improve student literacy, motivation to learn, achievement, and positive experiences with school, especially in K-16 settings.
Research interests include studying the use of technologies such as digital learning environments, off-the-shelf and designed games and simulations, and instances where these intersect with more traditional, non-digital curricular materials such as text books, literature, and oral storytelling, and teacher preparation for the use of each.
Did you know that he tweets and blogs a lot? He also knows a lot about World of Warcraft and Second Life!
Information retrieved April 30, 2011: http://lt.unt.edu/faculty.html

Name: Dr. Jerry L. Wircenski
Job Title: Regents Professor
Degree: Ph.D. Ohio State University
Information: Dr. Wircenski's area of interest includes courseware design, evaluation, career and technical education and learners with special needs.
Information retrieved April 30, 2011: http://lt.unt.edu/faculty.html

Name: Dr. Michelle Wircensky
Job Title: Professor
Degree: Ed. D., University of Buffalo
Information: Dr. Wircenski's research intrestest include special populations, curriculum accommodation, learning styles, and authentic assessment
Information retrieved April 30, 2011: http://lt.unt.edu/faculty.html

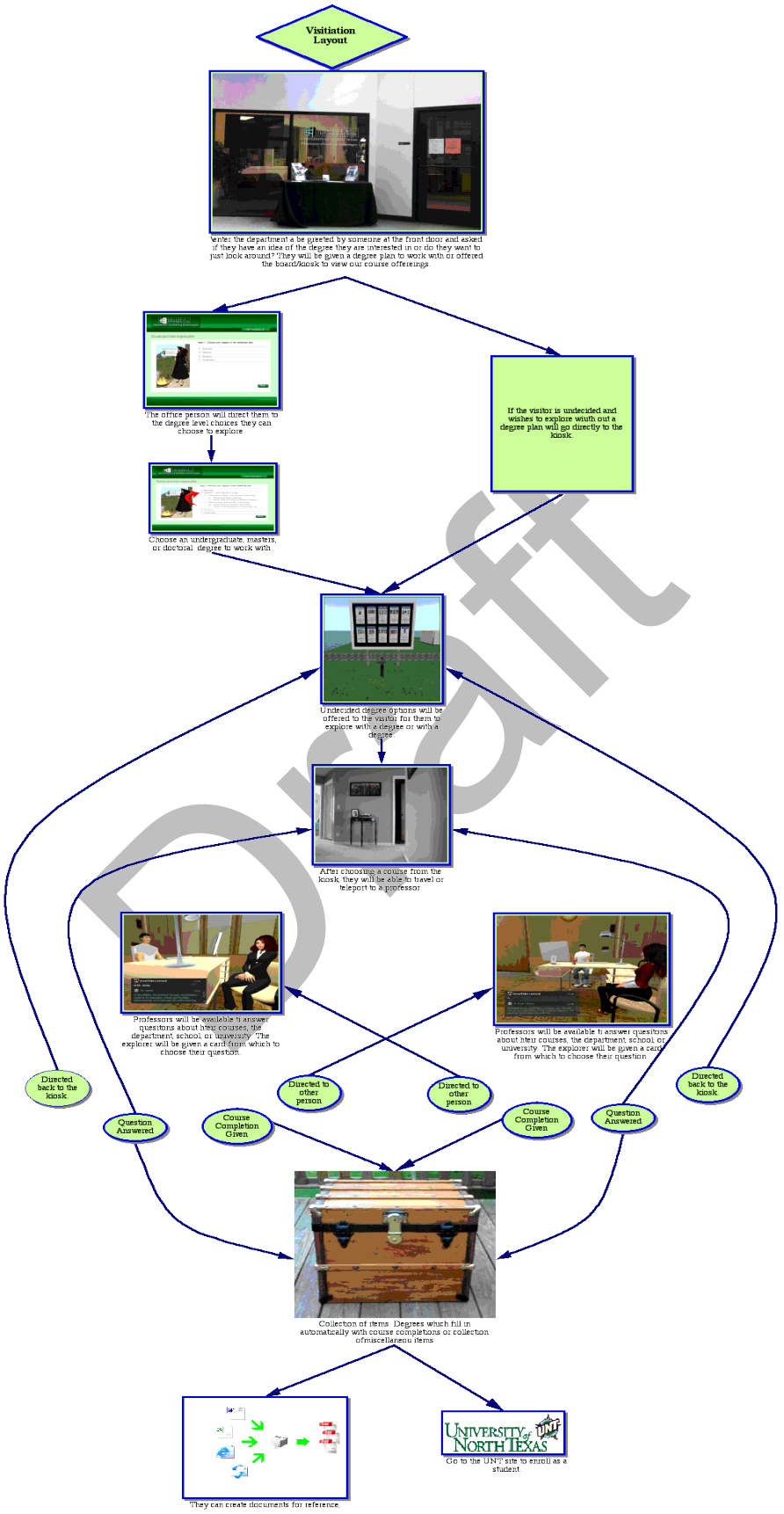
Name: Vincent Santa Maria
Job Title: Staff
Information retrieved April 30, 2011: http://lt.unt.edu/faculty.html

Name: Cindy Trussell
Job Title: Staff
Information retrieved April 30, 2011: http://lt.unt.edu/faculty.html

Name: Alica Panning
Job Title: Staff
Information retrieved April 30, 2011: http://lt.unt.edu/faculty.html

Department of Learning Technologies. (2011). Faculty and Staff. Retrieved April 30, 2011, from http://lt.unt.edu/faculty.html

The Department of Learning Technologies, Discovery Park, Denton Texas


Visitiation Layout
Enter the department a be greeted by someone at the front door and asked if they have an idea of the degree they are interested in or do they want to just look around? They will be given a degree plan to work with or offered the board/kiosk to view our course offerings.
The office person will direct them to the degree level choices they can choose to explore.
Choose an undergraduate, masters, or doctoral degree to work with.
If the visitor is undecided and wishes to explore wiuth out a degree plan will go directly to the kiosk.
Undecided degree options will be offered to the visitor for them to explore with a degree or with a degree.
After choosing a course from the kiosk, they will be able to travel or teleport to a professor.
Professors will be available ti answer questions about their courses, the department, school, or university. The explorer will be given a card from which to choose their question.
Professors will be available ti answer questions about their courses, the department, school, or university. The explorer will be given a card from which to choose their question.
Directed back to the kiosk
Directed to other person
Directed to other person
Directed back to the kiosk
Question Answered
Course Completion Given
Course Completion Given
Question Answered
Collection of items. Degrees which fill in automatically with course completions or collection of miscellaneou items
They can create documents for reference.
Go to the UNT site to enroll as a student.

Example of Rich Narrative In-world

Established through personal interviews with Faculty and Staff

This narrative will be developed after thorough interviews with the professors and staff in the department of Learning Technologies to ensure that the narrative is as appropriate and target as possible. The in-world professor bot will reply immediately to learner posted questions.

- Are you in school now?
- Will you be able to take classes during the day or only at night?
- This is a great class for creative photography and editing. Do you already know how to edit photographs? Yes/No.
    - yes, they get credit for the course on their degree plan.
    - no, then the professor can ask
        - Would you like to learn how? Yes/No.
            - Yes, they earn credit for the course.
                - No, then the professor could suggest another course such as
                - "We have graphic design or video. Would you be interested in something like this? Yes, or No or the professor can suggest they visit the course wall and choose something else that they may be interested in taking.

Appendix C

Environment Quality Rubric

Based on Maryland's Online Quality Matters™

The Department of Learning Technologies may use this rubric to assess the virtual environment before it goes live. For each item within each category check yes/no or n/a to indicate readiness. The Notes section may be used to explain what still needs to be completed. Maximum points are noted under points.

Overview and Introduction					
	Points	***Yes***	***No***	***n/a***	***Notes***
The description of the environment is provided and clearly identified (Topic, Audience, Problem Statement – page 3).	3				
An orientation, getting started, or welcome document introduces the students to the environment and to the structure of the student learning. Document includes information about how to access and to navigate the environment (appendix F).	3				
The availability/how to access the environment is specified and appropriate (Appendix F)	3				
User sign-up procedure and entry portal for the virtual environment is clearly stated (Appendix E).	2				

Minimum technology requirements, minimum student skills, and if applicable, prerequisite knowledge in the discipline are clearly stated (Appendix E).	2				
Guidelines for how the environment is to be used by users Appendix B and F.	2				
Project cost meets client meets client specifications.	1				
Total	**16**				

Learning objectives (competencies)

	Points	*Yes*	*No*	*n/a*	*Notes*
Goals for the design and learning outcomes are clearly specified (Page 9)	3				
Getting to know the department staff and professors is included (Appendix B)	3				
The type of assessment selected measure the stated learning objectives and are consistent (Appendix E)	3				
Total	**9**				

User Environment

	Points	*Yes*	*No*	*n/a*	*Notes*
The environment design is transparent and easy to navigate.	3				
Users are informed about the learning outcomes from using the environment (At entry through the portal)	3				

The environment provides activities that are aligned with what the client specified during client interview and approved proposal	3				
The environment provides feedback to the user. Delivery method and turn-around time of feedback clearly specified (Appendix B).	3				
Information available to be gathered in the environment and the methods used for compiling the information are appropriate for the virtual environment (Appendix B, E, and F).	2				
Degree plan in the design of 'self-design' allowing students a stake in education.	1				
Total	**15**				

Resources and Materials

	Points	*Yes*	*No*	*n/a*	*Notes*
The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject (Appendix F and C)	3				
Instructional materials are easy to access and to use. Clear directions are given for all required for all activities, and these activities are easily accessible (Appendix F and C).	3				
The purpose of the elements (content, instructional methods,	2				

technologies, and materials) is evident.					
All resources and materials used are appropriately cited.	1				
Total	**9**				

Learner Interaction

	Points	*Yes*	*No*	*n/a*	*Notes*
Learning goals and clear instructions are given for interaction with bot professors (clicking the professor bot gives the learner a note card with available questions to ask.)	3				
The learning activities promote the achievement of stated objectives and learning outcomes	3				
A variety of instructional or learning activities are used to promote interactivity.	3				
The requirements for interaction are clearly articulated. Expectations and instructions are clearly.	2				
Learners are encouraged to interact with bot professors and environmental clickable items to learn in a self-paced manner.	2				
Recommended: Illustrations, photographs, animations, graphics, and other forms of multimedia are used to present facts and reinforce concepts.	2				

Total	**15**				

Technology

	Points	*Yes*	*No*	*n/a*	*Notes*
Environment is accessible from the http://lt.unt.edu which functions as a portal. An alternative portal through Virtual Ability is given (Appendix F).	3				
The tools and in-world kiosk support the learning objectives, and are appropriately chosen to deliver learning about the department, its professors, and degree programs/certificates.	3				
The tools and media support learner engagement and guide the student to become an active learner building their own degree plan.	3				
Navigation throughout the in-world components of the environment is logical, consistent, and efficient.	2				
Learners have ready access to information about required technologies needed to access the world (Environmental Resources, page 8).	2				
Instructions on how to access the environment at a distance are sufficient and easy to understand (Business card / Pin drive promotional items).	1				
The environment takes full advantage of available emerging technology and tools.	1				

Total	**15**				

Learner Support

	Points	*Yes*	*No*	*n/a*	*Notes*
The instructions articulate or link to clear descriptions of the technical support offered (Self-paced training in-world – Appendix F, Department contact phone number on lt.unt.edu website, link to UNT Admissions from kiosk).	3				
The instructions articulate or link to tutorials and resources that answer basic questions related to the environment and additional training resources (Appendix F).	2				
Total	**5**				

The design of the entry portal and the Department of Learning Technologies Virtual World environment meets ADA accessibility guidelines. Users who wish to have a virtual guide dog to lead them in the environment will be provided this option at the entry to the world.

Accessibility					
	Points	***Yes***	***No***	***n/a***	***Notes***
The website portal and virtual environment acknowledges the importance of ADA requirements on the lt.unt.edu website	3				The TechUp team will ensure this is noted on the lt.unt.edu website prior to launch.
Website and virtual environment provide equivalent alternatives to auditory and visual content	2				Bots reply both in audio and in text. A virtual guide-dog is made available for learners in need thereof.
All icons, buttons, and graphics are tagged with text tags (ALT tags)	1				http://lt.unt.edu website is reader friendly.
Website and virtual environment have links that are self-describing and meaningful	1				
The environment demonstrates sensitivity to readability issues	1				
Total	**8**				

***Note**:*

The MaryLandOnline QualityMatters™ requires 85% of the exceptions to be met before a design can be considered meeting quality. It is also required that all 3 point questions have been answered with "Yes". The above modified version totals at 92 points. The total score for should therefore be no less than 78 points.

Appendix D

User Evaluation Form

Available online through Google Forms

User evaluation form

Please provide us with some feedback on how you experienced the Department of Learning Technologies virtual environment. Read and answer each question. An answer scale is provided below each question. Once you have answered all questions, press the SUBMIT button to send the results.

* Required

USER NAME

1. Was this your first visit to the Second Life Department of Learning Technologies? *

Yes
No 2 3 4 5

2. The environment was very engaging and interactive. *

1 2 3 4 5

3. The environment was easy to move through. *

1 2 3 4 5

4. I found the information provided useful in deciding to go to the University of North Texas. *

1 2 3 4 5

5. The environment was helpful in deciding on a degree plan.*

1 2 3 4 5

6. I understand what I need to do to join the Department of Learning Technologies.*

1 2 3 4 5

7. I understand the courses I need to take to obtain a degree from the Department of Learning Technologies.

1 2 3 4 5

8. The faculty and staff in the Second Life Department of Learning Technologies were not intimidating.*

1 2 3 4 5

Overall, I would rate my experience of the environment as: * Very Good, Good, Fair, Poor, Very Poor

1 2 3 4 5

Please provide written feedback n the box below (not required, but appreciated)

Appendix E

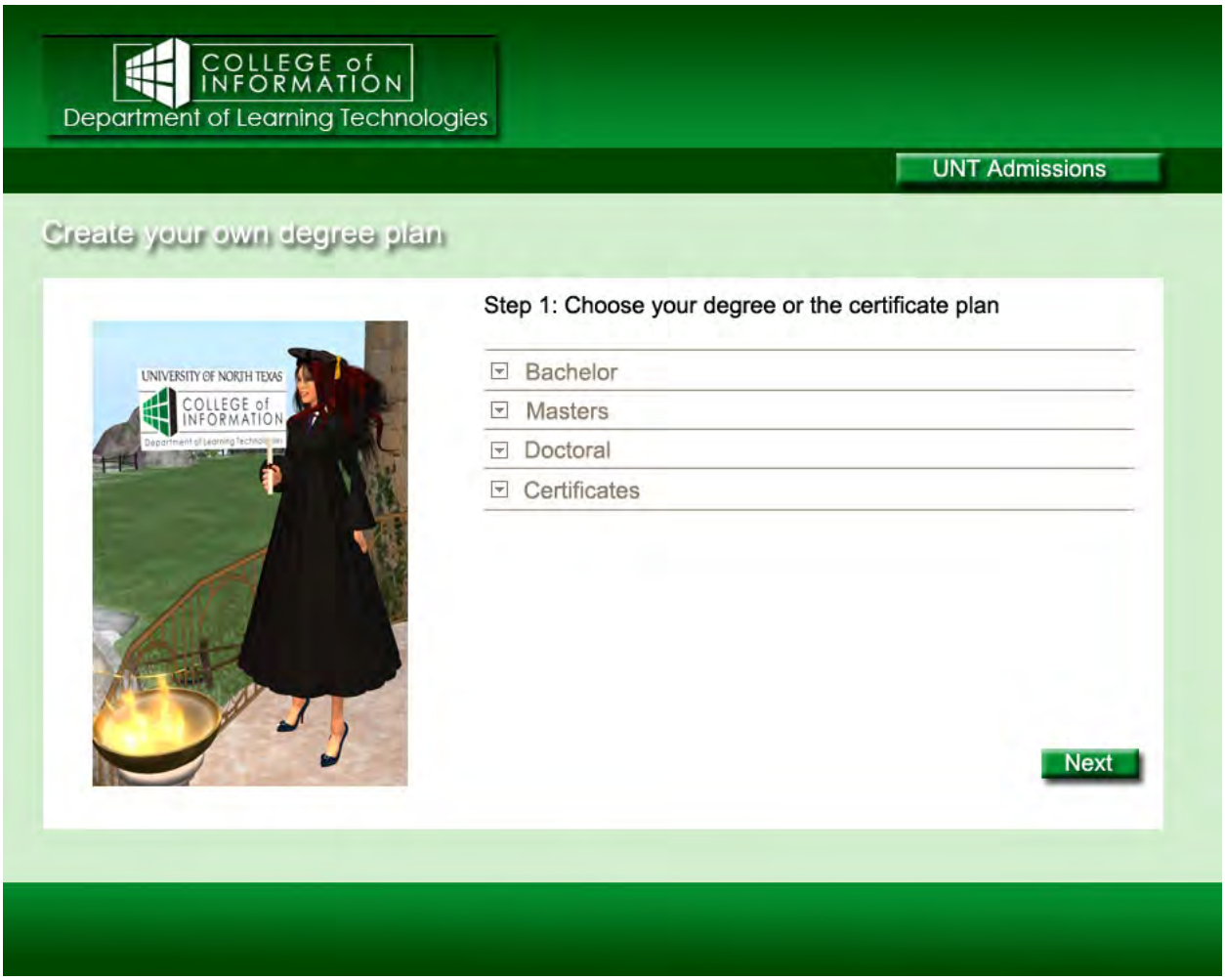
Journey of Discovery

JOB AID

Saving degree/course choices to a trunk.

Journey of Discovery

Exploring the LT Department in Second Life



In-world in the area for exploration of the department degree plans and certificate choices, users can click on an interactive board that lets them build their own custom program of study. Above illustrates the first screen of this interactive board. Selected items get saved in a trunk. At the completion of the degree plan users may choose to get the completed plan, or choice of plan, to be emailed to them as a pdf or choose to print it to their printer. This document may be used when emailing or meeting with an admissions advisor to speed up the enrollment process.

ATPI – BAAS

Applied Technology and Performance Improvement
Bachelor of Applied Art and Science

Information gathered from http://lt.unt.edu/BAAS/courselist.php

Required Courses (27 credit hours)

LTEC 3010	LTEC 4070	LTEC 4470
LTEC 4000	LTEC 4121	LTEC 4510
LTEC 4060	LTEC 4160	LTEC 4741

LTEC 3010 - Personal Development (3)

Course provides opportunities for students to develop themselves professionally. Special emphasis is placed on image development for a chosen career and strategy development to launch that career. Time management, money management, business etiquette, selecting mentors and role models are also addressed.

LTEC 4000 - Principles of Training and Development (3)

Investigates the design, delivery and evaluation of training and development programs. The relationship of modern technology and training theories are addressed.

LTEC 4060 - Project Management and Applied Technology Performance Improvement (3)

This course will explore the project life-cycle of defining, planning, executing and delivery. Students will learn and apply the processes and methods of project planning, management and evaluation through a simulation activity. The use of technology applications will be addressed to improve human performance.

LTEC 4070 - Principles of Leadership, Empowerment and Team Building (3)

The nature and scope of leadership and empowerment as it relates to applied technology and industrial training environments; the techniques for leadership, empowerment and team building are emphasized. **Prerequisite(s):** Junior standing, or consent of department

LTEC 4121 - Technical Presentation Skills (3)

Emphasis on technical presentation skills and electronic presentation media commonly utilized in training and development. Topics such as developing an audience profile, arranging facilities, topic introduction techniques, questioning and summary strategies are addressed.

LTEC 4160 - Advanced Computer applications in Education and Training (3)

Course is designed as an advanced preparation for students preparing to enter organizations in education or training that utilize modern computer-based technologies that include: graphic applications, telecommunications, networking, programming and computer-based training.
Prerequisite(s): LTEC 4300

LTEC 4470 - Human Relations in Business, Education and Industry (3)

A study of the components of human relations and interpersonal communication factors in business, education, trade and industrial education and training programs.

LTEC 4510 - Communications in Business, Education and Industry (3)

Important factors in succeeding on the job. Emphasis is placed on communication, strategies for conducting meetings and seminars, conflict management, developing and arranging agendas, itineraries, minutes and business reports, designing and using business graphics, and job-getting communication.

LTEC 4741 - Applied Technology and Performance Improvement Capstone (3)

A capstone course designed for students to synthesize the knowledge, skills and attitudes learned throughout the undergraduate degree in Applied Technology and Performance Improvement. Students will demonstrate their ability to articulate career pathways, apply technology in the workplace, and contribute to the organizational structure of either business and industry or education.
Prerequisite(s): This course may only be taken during the final term/semester of the ATPI professional development sequence.

___

Area of Emphasis – 15 hours

Learning	Computing	Performance
Workforce Development	**Distance Delivery**	**Performance Improvement**
LTEC 4110	LTEC 3220	LTEC 4040
LTEC 4130	LTEC 3260	LTEC 4050
LTEC 4140	LTEC 4040	LTEC 4440
LTEC 4740	LTEC 4050	LTEC 4200
LTEC 4740	LTEC 4200	LTEC 4210
Technology & Autism	**Emerging Technologies**	**Instructional Systems Design**
LTEC 3220	LTEC 3220	LTEC 3220
LTEC 4490	LTEC 3260	LTEC 4200
LTEC 4800 (Creating Tech Solutions)	LTEC 4200	LTEC 4210
LTEC 4800 (Parental Perspectives)	LTEC 4210	LTEC 4050
LTEC 4800 (Understanding & Teaching)	LTEC 3000/4000 approved elective	LTEC 4440
Technology & Brain-Based Systems	**Technology Integration**	**Multi-Media & Gaming**
LTEC 3220	LTEC 3220	LTEC 4330
LTEC 3440	LTEC 3440	LTEC 3260
LTEC 4200	LTEC 3530	LTEC 4200
LTEC 4210	LTEC 4210	LTEC 4210
LTEC 3000/4000 approved elective	LTEC 3000/4000 approved elective	LTEC 3000/4000 approved elective
Medical Infomatics	**Networking**	
	LTEC 3530	
Legal Infomatics	LTEC 4040	
	LTEC 4050	
	LTEC 4550	
	LTEC 4560	

LTEC 3220 - Computer Graphics in Education and Training (3)

Application of computer graphics to the preparation of multimedia and web-based materials. Includes principles of graphics communication, concepts in computer graphics, graphics input systems, graphics manipulation software, and graphics output systems.
Prerequisite(s): LTEC 1100

LTEC 3260 - Web Authoring (3)

Creation of web-based materials incorporating text, graphics, and multimedia elements. Emphasis on use of standards-based technologies for creating content for web-based delivery.
Prerequisite(s): LTEC 3220

LTEC 3440 - Technology and the Teacher (3)

Introduction to class presentation and teacher productivity systems, including graphic, audio, video and computer-based materials. Laserdiscs, videotapes, LCD systems and computer software for the classroom.
Prerequisite(s): LTEC 1100

LTEC 3530 - Data Communications (3)

Foundational skills in data communications. Covers the basics of computer networking, including terms and concepts, contemporary network services, transmission media, and protocols. Students learn how protocols are used in networking implementations from many vendors, especially those most common in today's LANs and WANs.

LTEC 4000 - Principles of Training and Development (3)

Investigates the design, delivery and evaluation of training and development programs. The relationship of modern technology and training theories are addressed.

LTEC 4040 - Organizational Development and Performance Improvement (3)

This course explores the need for organizational change by examining the process of needs analysis, intervention selection, implementation and evaluation. The focus of this course is on performance improvement and organizational development.

LTEC 4050 - Entrepreneurship and Performance Improvement (3)

The role of small business and the utilization of technology for performance improvement will be addressed along with the advantages and limitations of small business ownership. Small business planning and operation will be explored through the development and use of technology.

LTEC 4110 - Instructional Design in Career and Technical Education (3)

Development and use of resources for preparing contextual learning and instruction, presenting lessons and assessing learner performance. Strategies for infusing employability skills, work-based learning and applying instructional technology.

LTEC 4130 - Professional Responsibilities and Management in Career and Technical Education (3)

Examines the role and responsibilities of career and technical education professionals as well as the importance of creating a classroom and laboratory environment that fosters a positive learning climate. The role and responsibilities of career and technical education professionals as well as technology applications, effective time management, standards for student conduct and teacher liability are addressed.

LTEC 4140 - Work-Based Learning in Career and Technical Education (3)

Study of the basic standards and recent changes in work-based learning. Emphasis is placed on developing materials to effectively facilitate the work-based learning component of a workforce education program.

LTEC 4160 - Advanced Computer applications in Education and Training (3)

Course is designed as an advanced preparation for students preparing to enter organizations in education or training that utilize modern computer-based technologies that include: graphic applications, telecommunications, networking, programming and computer-based training.
Prerequisite(s): LTEC 4300

LTEC 4200 - Performance Improvement in Education and Training (3)

Introduction to the history, theory and practice of human performance technology in education and training. Explores the systemic process of analysis, intervention development, change implementation and process valuation involved in performance improvement.

LTEC 4210 - Digital Multimedia in Education and Training (3)

Production of multimedia materials using digital video and audio production techniques. Project management teams, instructional design, editing techniques, digitizing, using a video camera, and production/post-production techniques are covered.
Prerequisite(s): LTEC 4300

LTEC 4330 - (3)

LTEC 4440 - Advanced Instructional Strategies (3)

Emphasis on advanced instructional techniques; including questioning, discussion, problem-solving, motivation, and instructional development used in applied technology and industrial training setting.
Prerequisite(s): COMM 1010, LTEC 4120, or consent of department.

LTEC 4490 - Serving Learners from Special Populations in Applied Technology Programs (3)

Introduction to identification, assessment, instructional and curriculum modifications, support services and evaluation of learners from special populations (e.g. disadvantaged, disabled and limited English-speaking) in applied technology programs.
Prerequisite(s): Course Information: Satisfies the Cross-cultural, Diversity and Global Studies requirement of the University Core Curriculum.

LTEC 4550 - Network Systems Administration (3)

Study of file and print network services in a directory services environment. Topics include server configuration, user management, resource allocation, risk management, and disaster recovery.
Prerequisite(s): LTEC 3530

LTEC 4560 - Internet Services Administration (3)

Design and implementation of Internet information services including FTP, NNTP, World Wide Web, and streaming media. Conferencing using H.323 and T.120 standards-based systems. Students both design and build various information services using representative software tools and hardware platforms.

LTEC 4740 - Instructional Internship in Applied Technology and Training (3)

Supervised observation and instructional practice in an approved applied technology program or industrial training environment; discussion and evaluation seminars are scheduled.

LTEC 4800 - (Creating Tech Solutions) (3)

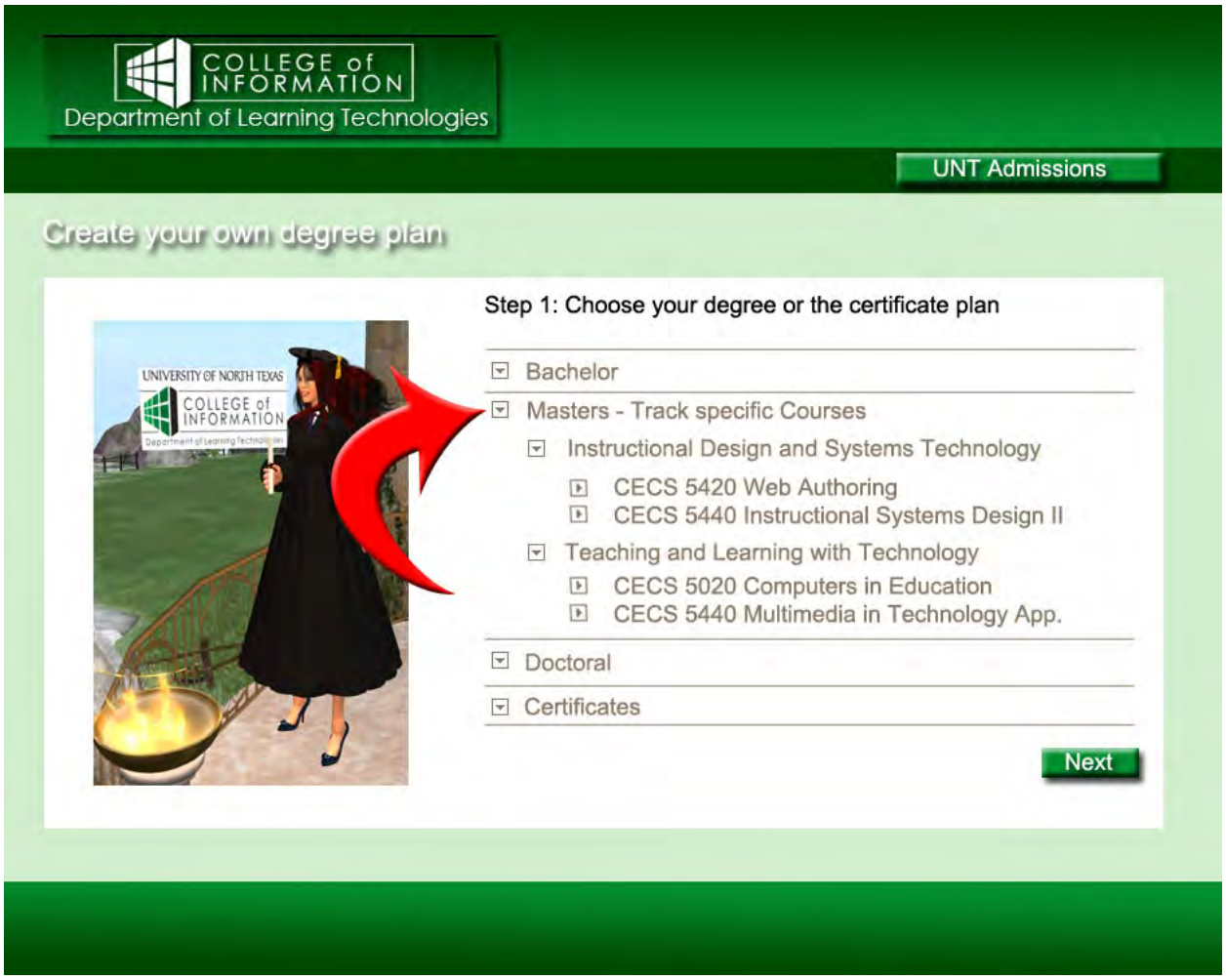
LTEC 4800 - (Parental Perspectives) (3)

LTEC 4800 - (Understanding & Teaching) (3)

MASTER *of* SCIENCE

Computer Education and Cognitive Systems

Information gathered from http://lt.unt.edu/graduate_cecs.html



The 36 hour Master of Science in CECS is offered in two tracks: Instructional Design and Systems Technology or Teaching and Learning with Technology. 24 hours are in core courses and 6 hours are specific to the program track of choice with six additional hours of electives. The above image illustrates the screen for the user chooses the CECS Masters option and visualized how the track specific options drop down allowing for further choices.

Deficiency Course *(Credit does not count toward degree total.)*

- CECS 5010 (3) Computer Education Tools

Core/Foundation Courses (24 hours)

- CECS 5030 (3) Foundations of Learning Technologies
- CECS 5200 (3) New Technologies of Instruction
- CECS 5210 (3) Instructional Systems Design I
- CECS 5300 (3) Learning and Cognition
- CECS 5310 (3) Human Computer Interaction
- CECS 5610 (3) Analysis of Research in Learning Technologies I
- CECS 5580 (3) Readings Seminar in Computer Education and Cognitive Systems (Must) be taken the semester of or semester before graduation)
- CECS 5800 (3) Analysis of Research in Learning Technologies II

Track Specific Courses (6 hours)

- *Instructional Design and Systems Technology*
  - CECS 5420 (3) Web Authoring
  - CECS 5440 (3) Instructional Systems Design II
- *Teaching and Learning with Technology*
  - CECS 5020 (3) Computers in Education
  - CECS 5110 (3) Multimedia in Technology App.

Electives (6 hours)

- CECS 5020 (3) Computers in Education
- CECS 5040 (3) Productivity Tools
- CECS 5100 (3) Advanced Web and Media Development
- CECS 5110 (3) Multimedia in Technology App.
- CECS 5111 (3) Introduction to Video Technology
- CECS 5120 (3) Authoring Systems
- CECS 5130 (3) Educational Software Development
- CECS 5400 (3) Educational Telecommunications
- CECS 5420 (3) Web Authoring
- CECS 5440 (3) Instructional Systems Design II
- CECS 5450 (3) Building Internet Information Services
- CECS 5460 (3) Computer Networks for Educational Environments
- CECS 5500 (3) Computer Applications for Curriculum and Instruction
- CECS 5510 (3) Technology-Based Learning Environments
- CECS 5570 (3) Ethical, Legal and Professional Issues in Computing

Graduate Academic Certificates

Information gathered from http://lt.unt.edu/cecs_certificates.html

Distance, Distributed, and Virtual Learning

- CECS 5210 - Instructional Systems Design I
- CECS 5510 - Technology Based Learning Environments
- CECS 5400 - Educational Telecommunications
- CECS 5450 - Building Internet Information Services

Emerging Technologies

- CECS 5200 - New Technologies of Instruction
- CECS 5310 - Human-Computer Interaction
- CECS 5510 - Technology Based Learning Environments
- CECS 5570 - Ethical, Legal and Professional Issues in Computing

Instructional Systems Design

- CECS 5210 - Instructional Systems Design I
- CECS 5300 - Learning and Cognition
- CECS 5420 - Web Authoring
- CECS 5440 - Instructional Systems Design II

Technology Integration

- CECS 5020 - Computers in Education
- CECS 5040 - Productivity Tools
- CECS 5110 - Multimedia in Technology Applications
- CECS 5111 - Introduction to Video Technology

Technology and Autism*

- CECS 5800 - Children and ASD*
- CECS 5800 - Parental Perspectives on ASD*
- CECS 5800 - Technology Solutions for ASD*
- CECS 5800 - Software Evaluation and Autism*
    - *Students interested in this certificate should contact Dr. Ennis-Cole

Technology and Cognition

- CECS 5300 - Learning and Cognition
- CECS 5310 - Human-Computer Interaction
- CECS 5200 - New Technologies of Instruction

- CECS 5130 - Instructional Software Development
    - or CECS 5800 - Technology Evolution and Brain Development

Web Development and Management

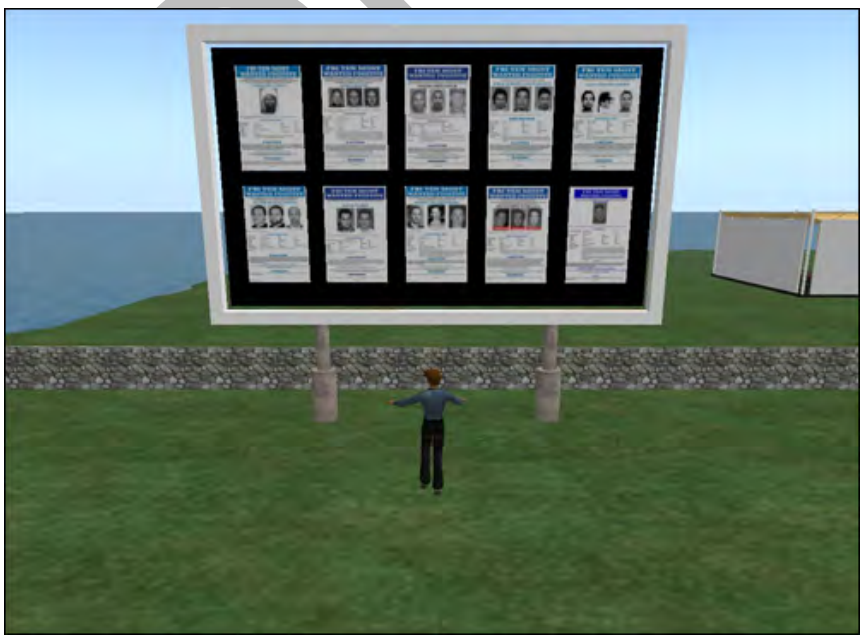
- CECS 5420 - Web Authoring
- CECS 5110 - Multimedia in Technology Applications
- CECS 5450 - Building Internet Information Services
- CECS 5100 - Advanced Web and Media Development

SBEC Certifications

Students can no longer receive the SBEC EC-12/8-12 Technology Applications certifications or the Master Technology Teacher certification by only completing the required courses.

CECS does still offer the courses that prepare teachers to take the SBEC exams:

- SBEC Technology Applications Certification, Grades 8-12:
    - CECS 5020, 5030, 5110, 5111
- SBEC Technology Applications Certification, Grades EC-12:
    - CECS 5020, 5030, 5110, 5111, 5800 (offered only through MAT)
- SBEC Master Technology Teacher Certification:
    - CECS 5020, 5030, 5110, 5111, 5500



A sample kiosk such as the one to be developed for the Department of Learning Technologies for users to make degree plan choices and course selections to their "trunk"

MASTER *of* SCIENCE / MASTER *of* EDUCATION

Applied Technology and Performance Improvement

Information gathered from http://lt.unt.edu/graduate_attd.html

The 36 hour Master of Science / Master of Education are designed for professionals looking for a profession in the area of training. The courses are in Applied Technology and Performance Improvement (ATPI) and are offered fully online.

Master's of Science in Applied Technology & Performance Improvement

Required Courses: M.S. - 36 hours

- ATTD 5100: Principles of Applied Technology, Training and Development
- ATTD 5010: Performance Assessment
- ATTD 6450: Needs Analysis and Curriculum Development
- ATTD 5440: Advanced Instructional Strategies
- ATTD 5490: Diversity Issues in ATTD
- ATTD 6470: Evaluation and Accountability in ATTD
- ATTD 6460: Consulting Skills
- ATTD 6200: Leadership Development in ATTD
- EPSY 5210: Educational Statistics
- ATTD 5320: Research Seminar in ATTD
- ATTD 5340: Research Techniques in ATTD (Prerequisites: ATTD 5320 & Epsy 5210)
- ATTD 5360: Evaluation Seminar (Prerequisite: ATTD 5340)

Master's of Education in Applied Technology & Performance Improvement

Required Courses: M.Ed. - 36 hours

- ATTD 5110: Designing Instruction in Career and Technical Education
- ATTD 5120: Instructional Methods in Career and Technical Education
- ATTD 5130: Instructional Management in Career and Technical Education
- ATTD 5140: Work-Based Learning in Career and Technical Education
- ATTD 5490: Diversity Issues in ATTD
- ATTD 5440: Advanced Instructional Strategies
- ATTD 6460: Consulting Skills
- ATTD 6200: Leadership Development in ATTD
- EPSY 5210: Educational Statistics
- ATTD 5320: Research Seminar in ATTD
- ATTD 5340: Research Techniques in ATTD (Prerequisites: ATTD 5320 & EPSY 5210)
- ATTD 5360: Evaluation Seminar (Prerequisite: ATTD 5340)

Doctorate of Philosophy in Educational Computing

ECMP

Information gathered from http://lt.unt.edu/doc_programs.html

The doctorate in Educational Computing focuses on defining, understanding, and expanding the synergy of technology and learning/instructional systems theory. The scope includes both techne and phronesis. Half of the students graduating from this program have become assistant professors at other universities.

CORE Courses (15 hours)

- CECS 6000 Philosophy of Computing in Education
- CECS 6010 Theory of Instructional Technology
- CECS 6020 Advanced Instructional Design: Models and Strategies
- CECS 6030 Emerging Technologies in Education
- CECS 6100 Theory and Practice of Distance Education

Elective Courses (21 - 27 hours)

- CECS 6050 Practicum/Internship
- CECS 6200 Message Design
- CECS 6210 Theory and Design of Interactive Multimedia
- CECS 6220 Theory of Educational Technology Implementation
- CECS 6230 Advanced Educational Production Design
- CECS 6320 Creating Technology-Based Learning Environments
- CECS 6400 Educational Technology Systems Design and Management
- CECS 6510 Analysis of Research in Educational Computing
- CECS 6800 Special Topics in Educational Computing
- CECS 6900 Independent Study (limited to 3 hours)
- ATTD 6450 Needs Analysis and Curriculum Development

Research and Statistics (12 hours)

- EPSY 6010 Statistics for Educational Research
- EPSY 6020 Methods of Educational Research
- EPSY 6210 Advanced Quantitative Methods in Educational Research
- EPSY 6220 Classical and Modern Educational Measurement Theory
- EPSY 6230 Advanced Research Design
- EPSY 6240 Advanced Educational Data Processing
- EPSY 6250 Advanced Educational Measurement Applications
- EPSY 6280 Qualitative Research in Education

Dissertation (12 hours)

- CECS 6950 Dissertation

Doctorate of Philosophy

Applied Technology & Performance Improvement

Information gathered from http://lt.unt.edu/doc_programs.html

The doctorate in Applied Technology and Performance Improvement prepares individuals for high-level leadership within organizations with a practical orientation in mind. Application of knowledge, theory, and research. Careers from this terminal degree include university-level teaching and research and or corporate trainers and development.

Information below gathered from http://lt.unt.edu/doc_atpi.html

Major Courses - 30 hours

- ATTD 5100 (3) Introduction to Applied Technology, Training & Development
- ATTD 6100 (3) Technological Innovations in Training and Development
- ATTD 6200 (3) Leadership Development in Applied Technology and Training
- ATTD 6210 (3) Trends and Issues in Applied Technology and Training
- ATTD 6450 (3) Needs Analysis and Curriculum Development
- ATTD 6460 (3) Consulting Skills
- ATTD 6470 (3) Evaluation and Accountability in Applied Technology and Training
- Three (3) hours ATTD Electives
- Six (6) hours of support courses outside the College of Information

Research/Statistics/Computer Courses - 18 hours

- ATTD 6480 (3) Research Seminar
- EPSY 6010 (3) Methods of Educational Research.
- EPSY 6020 (3) Statistics for Educational Research
- EPSY 6230 (3) Advanced Research Design
- EPSY 6240 (3) Educational Data Processing
- Three (3) hours from the following:
    - EPSY 5350 (3) Introduction to Educational Measurement
    - EPSY 6210 (3) Advanced Quantitative Methods in Educational Research

Dissertation Courses - 12 hours

- ATTD 6950 (12) Doctoral Dissertation

Doctorate of Education

Applied Technology & Performance Improvement

Information gathered from http://lt.unt.edu/doc_programs.html

Major Courses - 33 hours

- ATTD 5430 (3) Historical Foundations of Applied Technology
- ATTD 6030 (3) Practicum, Field Problem, or Internship
- ATTD 6030 (3) 2nd Practicum, Field Problem, or Internship
- ATTD 6100 (3) Technological Innovations in Training and Development
- ATTD 6200 (3) Leadership Development in Applied Technology and Training
- ATTD 6210 (3) Trends and Issues in Applied Technology and Training
- ATTD 6450 (3) Needs Analysis and Curriculum Development
- ATTD 6460 (3) Consulting Skills
- ATTD 6470 (3) Evaluation and Accountability in Applied Technology and Training
- Six (6) hours of ATTD Electives

Research/Statistics/Computer Courses - 12 hours

- ATTD 6480 (3) Research Seminar
- EPSY 5210 (3) Educational Statistics
- EPSY 6010 (3) Methods of Educational Research
- EPSY 6020 (3) Statistics for Educational Research

Dissertation Courses - 12 hours

- ATTD 6950 (12) Doctoral Dissertation

Minor Courses - 12 hours

Twelve (12) hours outside the program area.

Appendix F

Second Life Essentials
Self-paced Training in the Virtual World

JOB AID

SECOND LIFE ESSENTIALS

Job Aid

Designed by Jenny Wakefield October 2009
Re-designed and abbreviated April 2011 by Joy Royal and Jenny Wakefield

Self-Paced Training: Virtual Ability in Second Life

Preparing to Enter the Virtual World

This Job aid gives guidance in how to enter the virtual world and what to expect on the self-paced training trail when entering the virtual environment. Here the learner gets to learn how to manage the avatar and use the interface with its many tools.

First check that your computer is able to run Second Life. It requires a good graphics card. Look at the system requirements on this page: http://secondlife.com/support/sysreqs.php

- If your computer is able to run the second life grid according to the above specs, download the grid software for Second Life Viewer 2 from http://secondlife.com/support/downloads.php by clicking the yellow download button on the same page and install on the computer.

- Next, when you have the software installed, to avoid entering through what I call the "dungeons" (one of many help islands), go to the following URL to enter through Virtual Ability which is one of many portal into Second Life to sign up for a free account.

  http://www.thevesuviusgroup.com/reg/vai/slreg/index.php

- People interested in helping new users are available, friendly, and helpful. This process provides you with your account once you hit the sign-up button. You will get a confirmation email which you need to confirm before you're completely done. Once you've take care of that step as well you can start the grid – the Second Life software.

- **Start the grid** – this is the done through the icon that was created when you downloaded the SL software. It is on your desktop and looks like an eye with long lashes. Enter your avatar name and password and log in.

What's in a Name - Something to Think About

Your name represents who you are, or who you want to be. This is the beginning of all the choices you can make in SL (Second Life), that you can't make in RL (Real Life). You do not have to choose your real name, but can create something new and interesting if you wish. However, for your professional avatar I suggest you go for your first name or something that is close. The last name you do not get to choose. You choose it from a list of available names. Choose wisely. Think about your professional appearance. Being a student or educator, you will want to be as professional in SL as you are in RL. You can always create another avatar later on for exploration and fun and keep that one anonymous.

Introduction in a Safe Self-paced Environment

Second Life Essentials is a Self-paced training program for those who wish to learn to use Second Life (SL) - a social virtual environment that may be used to enhance instruction. The goals with the training are to have learners familiarize themselves with the virtual social environment using a self paced training trail on their own or while assisted by trainers as needed to learn to manage the avatar with associated tools and the user interface. The training takes approximately 60-90 minutes and is developed to accommodate learner needs and help learners overcome the first initial speed bumps for a successful virtual life in a friendly and welcoming environment at the Virtual Ability simulation in Second Life.

Training Trail at Virtual Ability in Second Life

The training covers basics of avatar management, moving around, teleporting, use of the user interface, as well as tips & tricks.

If training is conducted together with a trainer, the trainer needs to receive from the trainee the name of the avatar the trainee has chosen so to help with teleportation and group membership. This information should best be shared two days ahead of the training so that the trainer can send a reminder of the upcoming training session and additional information such as informing the learner to be logged into Second Life at the hour of training and to accept an invitation for a teleport from the trainer.

Entering the Virtual World - Training

When ready to enter the virtual environment, log into Second Life using this SLUR (Second Life URL) to start training on the Virtual Ability Training Trail:
http://maps.secondlife.com/secondlife/Virtual%20Ability/170/99/23

The welcome area at the beginning of the Virtual Ability Training Trail is designed to help the learner discover the arrow keys on the keyboard in a visual way.

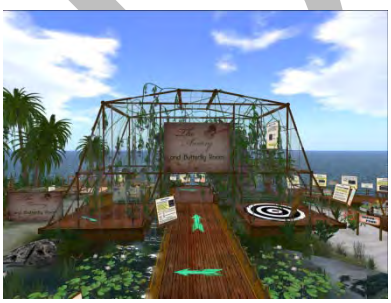
Beginning of the Training Trail at Virtual Ability

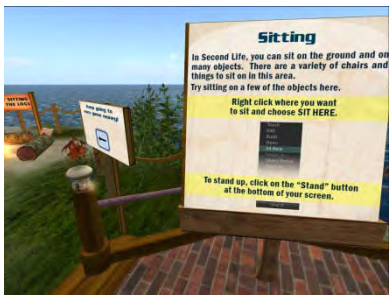
The signs by the landing platform explain how the arrow keys on the keyboard or on the computer screen are used to move the avatar. Often there is also a volunteer in-world available to ask questions at this trail.

Large signs are available for the learner to read instructions

Walking along the trail the learner gets familiarized with the different tools of the User Interface (UI). These include the use of movement tools as the learner moves the avatar along the trail and also on the use of camera controls.

Moves along the trail, the next area allows the learner to explore the use of the menu system, UI, sitting, and dancing the avatar (using animations).





Menus are accessed by clicking right mouse button which allows choices to be made from the menu.

Area for sitting and dancing – animating the avatar using the menu and pose balls

A variety of options to sit, lie down, and dance are available: Sit by a pick-nick table, sit or lie-down on a pick-nick blanket, sit by a log fire, and dance using pose balls in a dance pit. It is important that learners try all these ways to navigate and get familiar with managing the avatar's movements.

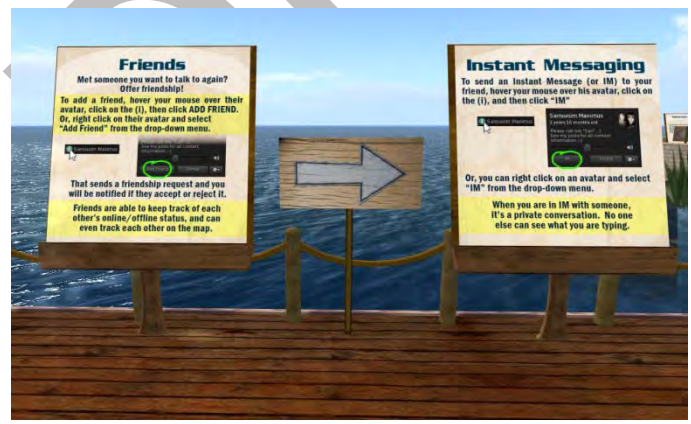
Flying the avatar is a special feature in the virtual world. Training for this is done in a special cage for ultimate success, restraining the user from "flying off".

Inside the 'learn to fly' cage

The buttons used in the process of flying the avatar differ for Mac and PC users. There are big signs with visuals helping orient the learner. Practicing take-off and landing a few times, the avatars can then fly up and across, and land on the other side of the cage.

Landing is goal-oriented

The next area lets the learner become familiar with private chat using IM and the distances that chat, shout, and whisper reaches in the virtual environment. The learner also becomes familiar with how to friend someone in this environment and use IM.



Making friends and sending Instant Messages

T-Shirt purchase station

Using the menu the learner next purchases (for free) a T-shirt and learns to wear it. Items in the virtual world often come in boxes and the signs explain how these need to be rezzed and the items emptied into inventory before they can be used. The learner is encouraged to buy a box with a hat and a camera (for free) and go through this process.

Area to rez the contents of a purchased box

The next area consists of instructions on how to use the Second Life maps and how to explore Second Life using teleportation. The learner gets to practice short distance teleportation with the avatar.

Teleportation and the use of the Second Life map is explained

The last area of the training trail is for learning how to share, changing avatar appearance, and acquiring free clothing from freebie stores.

Freebie stores at Virtual Ability

At the end of the trail is a teleportation station that lets the learner a) get a landmark to the UNT Learning Technologies Island b) lets the learner teleport to the UNT Learning Technologies Island (*To be negotiated with the Virtual Ability Island Team*).

Further Resources

Training materials and free Second Life materials are available from:
http://utdallas.edu/gems/avatar/resources.html

Second Life Viewer 2 Quick-start guide:
http://secondlife.com/support/quickstart/basic/Interface_overview

YouTube Videos for Further Learning

Moving around (instructors may want to show this video)
http://www.youtube.com/watch?v=5GHbmxouWOw&feature=relmfu

Modifying your avatar:
http://www.youtube.com/watch?v=E4q8Mg1z-LM

Customizing your avatar
http://www.youtube.com/watch?v=u9ED64ymtZs&feature=relmfu

How to communicate with others
http://www.youtube.com/watch?v=5DK__-I25DM&feature=relmfu

Camera Controls:
Torley Linden - Basics: Looking around with camera controls
http://www.youtube.com/watch?v=QLQk99HnLq0

Snapshots:
Torley Linden on taking Snapshots
http://www.youtube.com/watch?v=ndVUkl-O56Y