Introduction

There is current discourse about critical use of technologies for learning and the need for Higher Education to be “future ready” in times of economic challenge (Facer & Sandford, 2010). Higher Education has been influenced by wider access policies but concern remains about student retention and completion. The importance of formal and informal networks to successful transition to university has also been reported. The role of innovative technologies, including virtual worlds, as tools to support collaborative learning networks is now being investigated in alignment with the social constructivist theory of learning (Bromack et al, 2006).

Inter-life is an immersive 3-dimensional virtual world based on the Second Life™ platform with integrated automated data collection tools and private spaces for critical reflection (Lally et al, 2009; Magill et al, 2009). Inter-Life aims to provide safe virtual world spaces for young people to explore and develop life transition skills (Devlin et al, 2011).

Methods

The present study was based around two main events:
1) A student mentors’ workshop where 2nd-4th year B Tech Ed students were introduced to the aims of Inter-Life as a social learning tool.
2) This was followed a few months later by the formal induction of 36 new B Tech Ed students.

Methods

This was followed by a virtual reflection on the induction activity that was logged by the students in their private reflective spaces or “Skyboxes” (Figure 3).

Results

- Desire to work with and help young people
- Desire to meet new (like-minded) people

The students used a highly personalised and creative combination of images and text when preparing their slides, for example:

“I want to influence the future of Design and Technology Education… Jupiter Crannock (Mentor)
To achieve my goal in this career Neptune Lendropd (New student)

The students then “Rezzed” their own private Skybox (Figures 3 & 4) and completed their critical reflection. The journal entries showed the majority of the new cohort found the induction event interactive, interesting and stimulating. The ‘virtual’ journal entries provided evidence of reflection about “self” and identity as explored through the profile slides:

“The contents boards were a good way to convey the type of person I am. I chose the Dolphin picture to show that I am friendly and helpful. All of the content I chose for my profile boards relate to me at present. They show what I am interested in, what matters to me...my intentions for this course and a few facts about my life at present. This was a good way for others to see what I am like. It also gave me the opportunity to glance at other people’s interests and facts.

Reflective Learning Log (Neptune Erin)

The exercise is very helpful in meeting people and I will no doubt meet people in the real world too. I have found this particular exercise enjoyable as I am more comfortable at a computer than talking to big groups of new people.

Reflective Learning Log (Neptune Foxdale)

The students varied in terms of their proficiency in virtual world skills required to function, navigate and communicate effectively. Some students also expressed a preference for a more blended approach to induction in the future, namely an element of face-to-face activity as well as working within the “Inter-Life” virtual world.

Conclusions

The present study has demonstrated the potential of Inter-Life for supporting group interaction and socialisation as well as individual critical reflection on learning using novel virtual world technologies. However, it is also in keeping with current literature in the field (Helsper and Eynon 2010) which challenges the concept of young people as “digital natives” in formal learning settings.

References


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