

How can 3D MUVES contribute to Language Education?



The ViTAAL Project

3D Virtual World Experiments in 2ndary Modern Language Education

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PROGRAMME
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Presentation Contents

- About the project
- Educational context
- Pilots
- Evaluation
- Dissemination
- Future



The ViTAAL Project (2007 – 2008)

PARTNERSHIP:

- 2 Secondary Schools:
PC College,
OSG West Friesland



- 2 Teacher Ed. Organisations:
Hogeschool Utrecht
Hogeschool van Amsterdam



- Educational service provider: CPS



- National School & HE Networks:
Surfnet & Kennisnet



The ViTAAL Project (2)

- **GOAL**

Researching the contribution of 3d MUVES to Language Education.

Focus on oral skills.

- **FUNDING:**

- Kennisnet Innovation & Research Fund
- Partner contributions



The ViTAAL Project (3)

- *WEB Tools:*
 - **3d World:** Active Worlds, hosted by National project (Surfnet / Kennisnet)
 - **Workspaces:** MS Sharepoint (Surfnet)

Partner Collaboration

Student VLE

Pilot Support sites

- **Tools for Communication to school pupils:**

e-mail

Local School VLEs



Educational context

- Innovation of mainstream education: introduction of activating, **learner-centered pedagogy** inspired by social constructivism.
- Introduction of **competency-based curricula** in Higher and Vocational Education --→ Partnerships to create **Learning Blends**
- Modern Language Education:
 - gradual adoption of **task-based approaches**
 - introduction of **CEFR**-related curricula & national exams
- **Individualisation / heterogeneity** increases need for & use of ICT-mediated materials and learning processes

The ViTAAL Project (4)

- R & D for 3 Activity Formats:

1. Language Village:
training & testing



2. Interactive narrative
LanguageQuest



3. Events and
Fun Activities



Format 1: Virtual Language Village



- Teachers
- Student Teachers & Trainers
- Fellow pupils



IRL, what is Languagevillage | Langueville | Sprachstadt ?

- RL-simulation with physical props as scenes for everyday communicative situations
- Teachers, native or competent speakers take on roles and/or assess.
- Target group at 2ndary Schools: mostly beginner to intermediate level (CEFR: A1-A2)
- A school-based, yearly event.



Virtual Language Village

- Rationale:

More practice of oral skills for RL language tasks

- Design principles

Blended approach:

- teacher-led f2f sessions & in-world sessions with fellow pupils and student mentors

- using additional materials aligned to textbook in use

- formal, in-world assessments by student teachers



Virtual Language Village: Organisation

- **Production / Mentor Team**
A'dam student teachers (n=18)
- **Materials:**
paper based prep. activities,
CEF Level A1-A2
194 pp.
- **Participants**
2 schools, 1 class each
Age: 13-14
Student teacher mentored
groups (size: n=3)



Virtual Language Village: technical features

- *A variety of locations:* tourist info, cafeteria, police station, baker's, village square, pond, student hang-out, etc..
- 2 bots
- 'professional' avatars
- voice: conference & private mode



Format 2. LanguageQuest: an interactive detective story




The screenshot shows a web browser window with a blue water-themed background. At the top, a navigation bar contains icons for back, forward, home, search, and other functions. The main content area is titled "Panique à bord!" and features a cartoon detective on the left and a ship on the right. A sidebar on the left contains a vertical menu with buttons for "Introduction", "Tâches", "Etapas", "Ressources", "Evaluation", "Conclusion", and "Professeur". The main content area has a video player at the top with a play button, followed by the heading "Introduction". Below this is a paragraph of text in French, followed by a cartoon character of a man in a uniform pointing. The text continues with an "Invitation" section, another paragraph of text, and a final line: "Vous pourrez choisir comme code entre :". The browser's address bar shows "Discussies" and a warning message: "Discussies niet beschikbaar op http://download.cps.nl/". The status bar at the bottom indicates "Gereed" and "Internet".

Panique à bord!

Introduction

Mesdames et Messieurs bonjour,

En ce jour du 22 mars 1912 nous avons découvert qu'une catastrophe est arrivée à bord du Titanic. Hier, le Titanic a été pris de panique car le millionnaire John Jacob Astor a été retrouvé empoisonné un peu après 18 heures 30. Cela serait dû à la prise de son médicament quotidien. Jusqu'à aujourd'hui, l'auteur de ce meurtre nous est encore inconnu. Mais ce que l'on peut vous dire c'est qu'à bord de ce bateau se trouvent plusieurs personnes ayant des relations avec la victime. Ces personnes pourraient être suspectées d'avoir commis ce meurtre. L'inspecteur Clouseau est chargé de l'enquête et a besoin de votre aide.



Invitation

Vous ! Mes chers amis ! Je vous invite par la suite à élucider l'enquête à l'aide des indices que vous trouverez vous même par le biais d'interrogatoires et de conclusions. Vous avez pour mission de mener l'enquête et donc de retrouver le coupable de ce meurtre le plus vite possible. Vous devrez chercher le coupable de ce meurtre parmi les relations que John Jacob Astor qu'il avait en ce moment là. Cherchez avec prudence et rigueur sur le bateau qui peut bien être à la tête de cet assassinat. Pour pouvoir mener à bien cette enquête : Chaque groupe recevra un code qu'il utilisera tout au long de l'enquête.

Vous pourrez choisir comme code entre :

The Interactive LanguageQuest

- Rationale:

Enhance the WebQuest concept using story development and embedding 'live' interaction

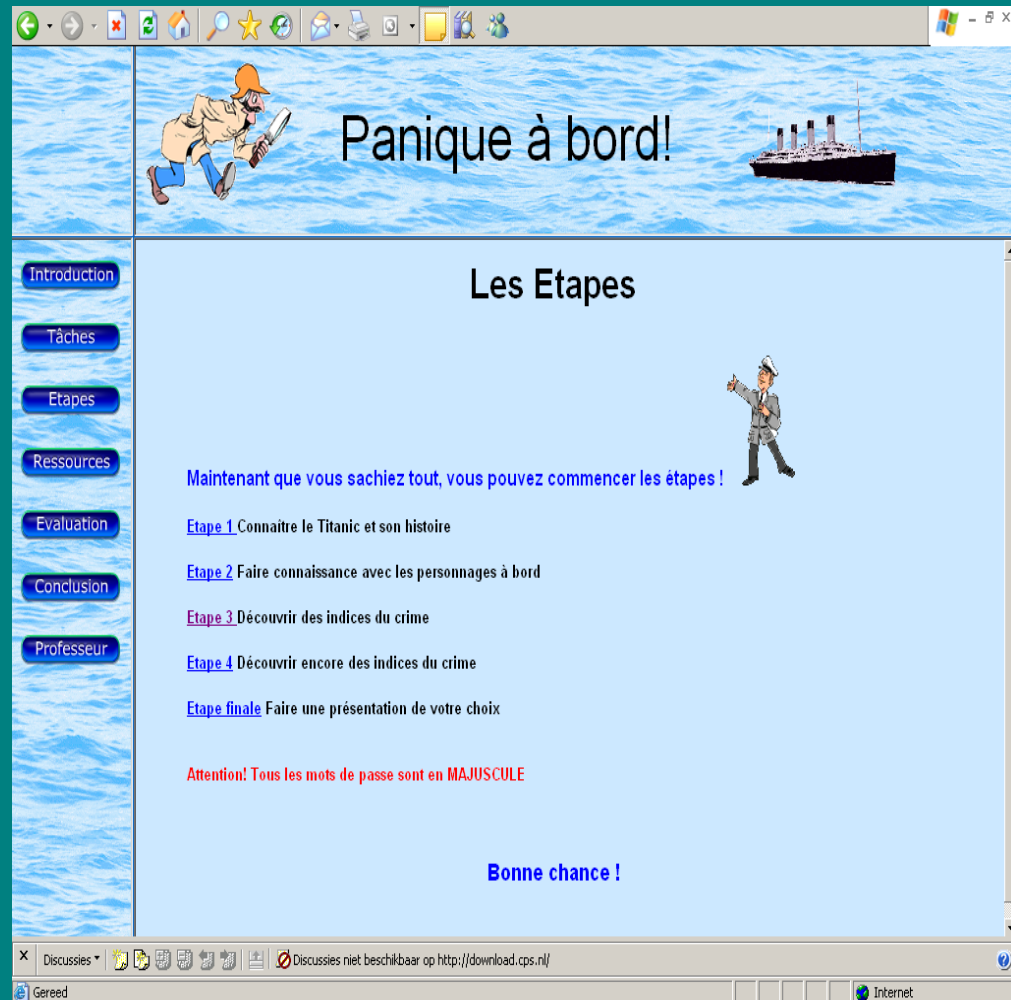
- Design principles

- LanguageQuest design criteria
- Competitive pupil teams (n=5)
- teacher-coached f2f team sessions & in-world meetings with story characters (student mentors)
- formal assessment of interim products & final team results by teacher



Interactive LanguageQuest: Organisation

- Production / Actor Team
A'dam student teachers (n=7)
- Materials:
 - Original storyline,
 - CEF-based inputs & tasks
(A2 – B1)
 - specifically designed LQuest template
- Participants
 - 1 school, 1 class
 - Age: 16-17
 - 1st year student teachers
(n=?)



The screenshot shows a web browser window with the following content:

- Page Title:** Panique à bord!
- Header:** A cartoon illustration of a detective in a trench coat and hat, holding a magnifying glass, on the left. A large steamship is on the right.
- Navigation Menu (Left):** A vertical list of buttons: Introduction, Tâches, Etapes, Ressources, Evaluation, Conclusion, and Professeur.
- Main Content Area:**
 - Section:** Les Etapes
 - Text:** Maintenant que vous sachiez tout, vous pouvez commencer les étapes !
 - Illustration:** A small cartoon character of a man in a suit and hat pointing.
 - Steps:**
 - [Etape 1](#) Connaître le Titanic et son histoire
 - [Etape 2](#) Faire connaissance avec les personnages à bord
 - [Etape 3](#) Découvrir des indices du crime
 - [Etape 4](#) Découvrir encore des indices du crime
 - [Etape finale](#) Faire une présentation de votre choix
 - Warning:** Attention! Tous les mots de passe sont en MAJUSCULE
 - Message:** Bonne chance !

The browser's address bar shows a URL starting with 'http://download.cps.nl/'. The taskbar at the bottom indicates the system is 'Gereed' (Ready) and connected to the Internet.

The Interactive LanguageQuest setting: Titanic features

- Technical adaptations of original AW object
 - *cabins*
 - *variety of clues*
- 'story character' avatars



Format 3. Events & Fun activities: Francofolies



FrancoFolies! Doe mee!



karaoke



<http://tinyurl.com/6bz57p>

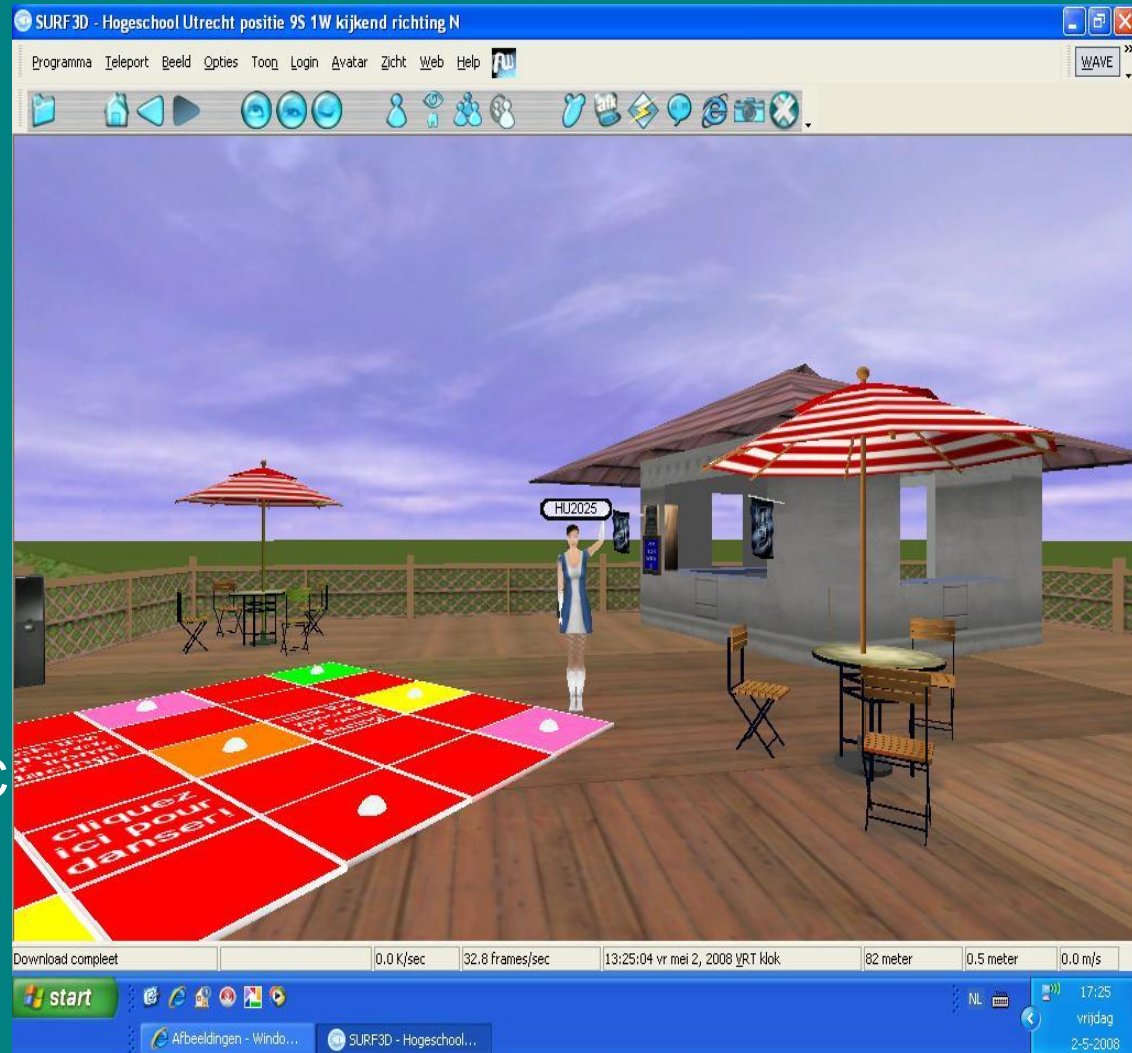
Events & Fun activities: Francofolies

- Rationale:

Provide opportunities for informal learning. Promote L2 use for play and time-out.

- Design principles

- Provision of 'feel OK' experiences (affective filter).
- Promotion of motivation for future participation.
- Informal atmosphere
- Playful promotion of knowledge component of ICC
- Self-access prep. materials, focus on oral skills
- Formats support individual and buddy participation



Events & Fun activities: Francofolies

- Production / GameMaster Team
Utrecht student teachers
(n=5)
- Materials:
 - Public web site,
 - Collection of game-specific CEF-based content & self access activities2 levels (A1 – B1)
- Targeted Participants
 - Pupils at participating schools
 - fellow students teachers



Francofolies:

self-access preparation for Karaoke party

Asynchronous communication / delayed feedback



Alvast een beetje oefenen met Karaoke in het Frans? Neem jezelf op in de Audio DropBox. Sla de versie op waarover je zelf tevreden bent. Geef als naam je e-mail adres en we geven je nog wat tips, indien nodig :-).
A bientôt!

Audio Dropbox

Type your name here:

your name

2007.10.23.08

Francofolies: Support activities for self access & in-class use

The screenshot shows the Studio 42 website interface. At the top, there is a navigation menu with links for Home, Create a Quiz, Forums, My Quizzes, FAQ, and Contact Us. The main content area features a large blue box titled "Quiz Francofolies" which contains a 3D-rendered scene of a quiz show set. Below the scene is a "Start" button. To the right of the quiz box, there is a welcome message: "Welcome back, [vitaal](#). To log out, click [here](#)." At the bottom of the page, there is a footer with copyright information: "© 2008 All rights reserved" and links for "About Us", "Terms & Conditions", "Copyright Policy", "Privacy Policy", and "Contact Us". The Studio 42 logo is also present at the bottom.

Je doet mee met de quiz en je denkt het goede antwoord te weten bij deze vraag.

Quelle ville organise chaque année le festival de film:

- a- Nice
- b- Cannes
- c- Avignon

Voordat je moet kiezen vraagt de speleider wat je weet van Avignon. Wat zeg je?

SPREEK je antwoord in (uiteraard in het Frans) met de AudioDropbox hieronder.

Audio Dropbox

Type your name here:

OK

2007.10.23.08

Evaluation & Research

General Focus: Feasibility

- Proof of concept for Learning Blend: learning potential, added value, win-win?
- Mapping of conditions
- Materials & Activity design
- Performance-based assessment

Evaluation Methods

Pre- and post questionnaires

Focus groups

Video recordings of classroom sessions

In-world audio recordings

Project team sessions

Teacher (educator) observations

Evaluation: Pupil perspective

- Interesting, nice change
- Spent more time than usual after school hours
- Learned more:
 - vocab,
 - talking about self, ordering things, giving directions
- More awareness of:
 - relevance of grammar / pronunciation for communication
 - personal knowledge & skills gaps
- Did and learned equally little as in f2f lessons
- 3D world not very inviting (looks, interactive facilities)
- Technical (voice) & organisational problems (partner presence)
- extension of the virtual village needed: a wider variety of shops.

Evaluation: Teacher perspective

- Pupils enthusiastic, more motivation & time on task, less inhibition
- More authenticity in tasks, language use: attention for accuracy
- More opportunities for differentiation & independent work
- Enjoyed working with new formats
- More class-based preparation time needed for online sessions
- Success factors:
 - timely delivery & quality of prep materials
 - operational technology
 - teacher competences: classroom management, ICT-skills
- Allignment of class activities with student mentors agendas

Evaluation:

Student teacher perspective

- Great learning opportunity:
 - designing materials
 - getting peer-feedback on design issues
- Practicing teaching skills:
 - giving feedback to pupils
 - doing assessments
- Design task very time consuming
- Organisational problems:
 - pupil presence
 - teamwork
- Technical issues:
 - voice
 - AW- interface skills

Evaluation:

Teacher educator perspective

- Great chance for linking theory to practice
- Implementation of experiential learning in teacher ed.
- Collaboration with schools is vital
- Current module is too demanding: further phasing of curriculum content
- Critical trainer's skills:
 - coaching student production teams
 - personal ICT / AW skills

Issues & constraints

- Institutional
 - Hard & Software
 - Availability 3d browser, capturing software, headsets, VLE...
 - Curriculum embedded activity
 - Pedagogy match (staff, materials)
- Virtual World Software
- ICT skills

Dissemination (Current planning)

• 2008

- Publicity Website
- Paper Brochure (+ free PDF)
- Video Report
- [Audio presentation](#)

- National Conferences:

Levende Talen
Partner Schools
CPS

- International Conferences:

SLanguages
WorldCALL

• 2009

- Teachers of French Conference (NL)



Future Developments

- Implementation in partners' curricula
- Scaling up (languages, formats, sectors)
- Exploitation model (partnership expansion)
- Further research:
 - Promotion of L2 use?
 - face & content validity of assessments
 - pragmatics (teaching & assessing)
 - SLA?

Join us for e-Twinning activities in our ViTAAL Worlds

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