

Major Instructional Design Solutions

Tools & techniques for educators

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Designing Online Learning

Course Information

This course stresses the use of instructional systems design in the analysis, design, application and evaluation of distance education and distributive learning. It is oriented toward the theory and practical considerations of learning, and instructional design. It is not -- I repeat! NOT -- a how-to for technological development. The technology for this field is changing so rapidly that it is easy to be distracted by the bells and whistles of the hardware and software hype, and even easier to forget how and why people learn. We will be looking at the unique aspects of adult education, self-directed learning, an instructor's role as a facilitator to a student's learning, correspondence learning, and the evolution of distance/distributive education and its new potential in Web-based learning/training.

Required Text

Web-based training: Creating e-Learning Experiences (2nd edition)

- Authors: · Margaret Driscoll
- Publisher: Jossey-Bass/Pfeiffer

Distance Education: A Systems View

- Author: Michael Moore & Greg Kearsley
- Publisher: Wadsworth Publishing

Building Learning Communities in Cyberspace

- Authors: Rena Palloff & Keith Pratt
- Publisher: Jossey-Bass Publishers

Class Rules

Assignments: Assignments are due at the beginning of

class on the date noted on the schedule. Late assignments will be penalized. Extensions will be considered under special circumstances.

Assigned Readings: All assigned readings should be completed prior to the start of online sessions.

Academic Honesty

As graduate students it is assumed that you will conduct yourselves in a professional manner. Academic misconduct includes, but is not limited to: cheating on examinations, plagiarism and fraudulent practices in conducting research. Proven instances of academic misconduct may result in sanctions, including dismissal from the program. See the student handbook for additional information.

Special Learning Needs

If you have any documented special educational needs, you should advise the professor at the beginning of the course so that the appropriate accommodations can be made.



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Designing Online Learning

Objectives

Through discussion, collaborative activities, assigned readings, and individual projects, it is expected that the learners will be able to:

- Define selected terminology and concepts used in distance education.
- Explain the historical development of distance education.
- Describe the role of instructional systems design in the development of distance education.
- Discuss the advantages to instructional development gained by taking a learners perspective.
- Prepare, design and implement a course of study utilizing asynchronous distributive learning.

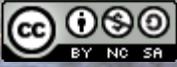
Learning Environment

This course connects you and your instructor, class members, and DE design tools through today's communication technology, including threaded discussion groups, chat rooms and e-mail. Through this distance learning opportunity, you will be able to interact with your instructor and class members whenever and wherever you decide your learning capacity will be optimized.

How your learning will be evaluated

Your grade will be determined by your involvement in the Discussion Room, and by the completion of three assignments.

| | |
|---|----|
| | |
| Discussion Room Facilitator | 15 |
| Discussion Room Participant | 25 |
| Journaling (1st & last pages turned in) | 5 |
| The Mad Hatter's Presentation | 15 |
| Distance Learning Project | 40 |



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Designing Online Learning

Discussion Room Facilitator (15%)

Everyone will be the facilitator in the Discussion Room at least once during this course. The role of the facilitator is as follows:

- Start the discussion by putting a message in the Discussion room that has the week and title of the activity. For example: "Week 1: Introductions and Connections"
- Start the ball rolling by starting the activity no later than Sunday midnight, and making your own contribution, or by acting as cheerleader and encourager to entice messages from your classmates.
- As people answer, chime in, see other ideas, and generally keep the conversation moving. This is like being the convener of a meeting at work, where you have an agenda, and you need to get input from everyone.
- At the end of your week, summarize and close the discussion. Once the job is done, you have earned your points.

Discussion Room Participation (25%)

Interaction is a very important part of learning, and it is especially integral to distance learning. Notice that 40% of your grade is determined by Discussion Room participation and facilitation.

I'll be looking for you to make significant contributions to the discussion every week. You get points for answering questions, thoughtful responses, additional questions, useful Web finds, anything that moves the learning forward. This shouldn't be the educational equivalent of spamming. Check in a couple of times a week, and don't fall asleep at your desk. You also don't want to leave the Discussion Room facilitator for the week twisting in the wind, so check to see if they have

asked any questions and help them out. They'll do the same for you when it is your turn.

The success of our discussion room is dependent on each student feeling comfortable to share their opinions, wrestle with ideas and concepts, and ask questions in a safe and supportive environment. As J. McKinley so aptly states: "A free exchange of ideas, opinions, and feelings is the lifeblood of collaborative learning." This is the class climate we wish to establish.

If you are not going to be able to participate for some reason, please let me know ahead of time by e-mail or phone.

Journaling (5%)

This course is about designing instruction for distance learning. As a learner, you have a wonderful and unique perspective on this process. You're learning about learning, thinking about thinking. The buzzword in the world of education is [metacognition](#) (for more on metacognition, check out this link to Theory Into Practice, created by Greg Kearsley). Write down your reactions, feelings, frustrations, excitement. This is mostly for your own use. What I would like to see, are the first and last pages.

The First Page, is due Week 1, is simply what you hope to learn from this course. What are your interests in distance education? What attracts you? How do you plan on using it? What are your fears, doubts, concerns? You can email this to me. Or use the electronic drop box in Blackboard.

The Final Page will be a 1-2 page reflection paper due Week 14. You should include:

- What you learned about designing distance learning
- What you learned about yourself as a distance learner
- What you would do differently as a learner, and as a designer of this course
- What you feel are the key ingredients for a successful distance learning project

Again, you can email this to me. Or use the electronic drop box in WebCT.

The Mad Hatter's Presentation (15 %)

Each student will create an online presentation to the class on a topic related to distance learning. This topic

can either be chosen from the list noted below, or if you have a specific topic, you can check with me. I would prefer not to have several people presenting the same topic, so first come, first served. Sign up for your presentation week at any time by emailing me with your choice.

Please sign up for your presentation before Week 5. Remember, only one presentation per week, and please post them early in the week (Monday or Tuesday). Let's also try to plan all presentations no later than Week 11.

The subject of the presentation will involve an area with an overlap with distance education. We will want to examine that overlap, and explore the possibilities and implications for teaching and learning. Some suggested topics:

- Knowledge Management
- E-Business/Commerce
- The effect of convergence on distance education
- Collaboration & Team Building
- Organizational Structure
- Human Performance Technology
- Intellectual Property
- Creative Destruction
- A specific learning theory or approach (i.e. problem-based learning)

The presentation can be the equivalent of a three-page paper, with a minimum of three references. It will be posted in the Discussion Room. We will, however, use a format that is probably a little different from what you may be used to. Edward deBono has developed an approach to expand critical thinking which is both fun and useful. It is called the Six Thinking Hats. See the overview on WebCT in Appendix: Thinking Hats, and read the Six Thinking Hats article (also check Appendix for other links and resources).

Structure your presentation using de Bono's Six Thinking Hats:

- **White Hat** -- The neutral and objective facts, figures and information we know to be true
- **Red Hat** -- The emotions, feelings, and judgments that are pertinent.
- **Black Hat** -- The negative assessment. What is wrong or incorrect. Why it won't work.
- **Yellow Hat** -- Positive and constructive assessment, value and benefit. Why it will work.
- **Green Hat** -- What growth, collaboration, creativity potential

does it have.

- **Blue Hat** -- What type of further thinking needs to be explored. Which way should things go?

Your grade will be based on:

- Understanding and utilization of the Six Thinking Hats framework.
- Presentation (construction, grammar, spelling, etc.).
- Depth of presentation.
- References.
- Presented on time.

You can be creative and playful with this if you choose. In the past, students have taken various approaches. Some like to create their own web pages, one person developed a dialog between the various hats discussing the topic. If you want to create your presentation using Power Point or Word, I can convert it into HTML for web use and post it for you if I get the file a week in advance. You are; of course, welcome to simply paste the text of your presentation into the discussion area, too.

Distance Learning Project (40 % Total)

This is the learning lab portion of the course. You will be putting into action what you have learned, in fact, it may even be a project you need for work. You may also choose to develop a project in pairs, in small groups or as an entire class. You must, however, obtain approval for your idea before proceeding. Your team and glimmering idea -- Project Plan Approval -- should be emailed to me (jmajor@midsolutions.org) no later than Week 5.

A. Project Plan. Due Week 6, this is a simple plan which should identify:

1. team members
2. possible sponsors or advocates
3. target population
4. project deliverables
5. possible risks and dependencies

B. Needs Analysis. Due Week 8, this should be presented in about 2-3 pages and emailed to me. It should include the following:

- Identify a learning need.
- Describe your target population and any special considerations (ex. Literacy level, developmental level, learning readiness).
- What are your overall curricular goals?

- What teaching/learning theory is guiding your project?

C. Develop the course. Due Week 14. Since it is difficult to put quantitative parameters on a project such as this, we will negotiate what is expected. Depending on the number of members a collaborative team has, the scope of the project, the approach, we will contract what will be produced.

The final product will be available on the Web for testing and evaluation. It is also expected that it will be the result of a systems approach to design. Your courses should be online by Dec 2.

D. Evaluate the course. Due Week 15. Your course should include some sort of outcome evaluation measures and results, a summary of the course evaluations from students, and your own self-evaluation.

- Formative or summative evaluation - how will you/did you measure learning? (Example: A test? A paper?) You should be able to call upon each other to pilot test your project.
- Process evaluation - feedback from students on the course. Develop a course evaluation form ("smile sheet").
- Self evaluation - what did you learn about yourself in this context of teaching? Would you change anything for next time?

Address these in a 1 page summary to be emailed (jmajor@midsolutions.org) by Week 15.



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Designing Online Learning

Schedule

| | | |
|-----------|--------------|--|
| Week 1 | Topic(s): | Introductions & Connections |
| | Assignments: | <ul style="list-style-type: none"> • Post bio sketch to the discussion board • Sign up for facilitation weeks |
| Week 2 | Topic: | An Overview of Distance Education |
| | Assignments: | <ul style="list-style-type: none"> • Chapter 1: Fundamentals of Distance Education, Moore & Kearsley, pp. 1-18. • Chapter 1: When Teaching and Learning Leave the Classroom, Palloff & Pratt, pp. 3-20. • Online resources |
| Week 3 | Topic: | History & Future of Distance Education |
| | Assignments: | <ul style="list-style-type: none"> • Chapter 2: The Historical Context of Distance Education, Moore & Kearsley, pp. 19-35. • Chapter 3: The Scope of Distance Education, Moore & Kearsley, pp. 36-58. • Online resources |
| Week 4 | Topic(s): | Research on Effectiveness |
| | Assignments: | <ul style="list-style-type: none"> • Chapter 4: Research on Effectiveness, Moore & Kearsley, pp. 59-77. • Chapter 1: Tactical and Strategic Advantages, Driscoll, pp. 5-16. • Chapter 3: What We Know About Electronic Learning, Palloff & Pratt, pp. 33-45. • Online resources |
| Week 5 | Topic: | Learning Theory |
| | Assignments: | <ul style="list-style-type: none"> • Chapter 3: Principles of Adult Education & Instructional Design, Driscoll, pp. 39-58. • Chapter 10: The Theoretical Basis for Distance Education, Moore & Kearsley, pp. 197-212 • Chapter 9: Transformative Learning, Palloff & Pratt, pp. 129-143. Online resources |
| Week 6 | Topic: | Instructional Systems Design |
| | Assignments: | <ul style="list-style-type: none"> • Chapter 4: Tools of the Trade, Driscoll, pp. 61-79. • Chapter 6: Course Design and Development, Moore & Kearsley, pp. 101-124. • Online resources |
| Week 7 | Topic(s): | Assessing Learner Needs |
| | Assignments: | <ul style="list-style-type: none"> • Chapter 5: Assessing Needs & Selecting Delivery Methods, Driscoll, pp. 81-99. • Chapter 8: The Distance Education Student, Moore & |

| | | |
|---------|--------------|--|
| | | <p>Kearsley, pp. 153-171.</p> <ul style="list-style-type: none"> • Online resources |
| Week 8 | Topic(s): | Technology Selection |
| | Assignments: | <ul style="list-style-type: none"> • Chapter 6: Selecting the Most Appropriate E-Learning Method, Driscoll, pp. 101-126. • Chapter 5: Technologies and Media, Moore & Kearsley, pp. 78-100. • Chapter 5: Managing the Technology, Palloff & Pratt, pp. 59-69. • Online resources |
| Week 9 | Topic: | Lesson Design |
| | Assignments: | <ul style="list-style-type: none"> • Chapter 7: Teaching and Tutoring, Moore & Kearsley, pp. 125-152. • Online resources |
| Week 10 | Topic: | Technology and Interaction with Learners |
| | Assignments: | <ul style="list-style-type: none"> • Chapter 7: Designing Asynchronous Interactions, Driscoll, pp. 129-163. • Chapter 8: Designing Synchronous Interactions, Driscoll, pp. 165-195. • Chapter 4: Time and Group Size, Palloff & Pratt, pp. 46-58. • Online Resources |
| Week 11 | Topic(s): | Course Development |
| | Assignments: | <ul style="list-style-type: none"> • Chapter 9: Developing Blueprints, Driscoll, pp. 199-231. • Chapter 6: Making the Conversion from the Classroom to Cyberspace, Palloff & Pratt, pp. 73-86. • Chapter 7: Building Foundations, Palloff & Pratt, pp. 87-109 |
| Week 12 | Topic: | How, What & Why we Evaluate, and Pulling it all Together |
| | Assignments: | <ul style="list-style-type: none"> • Chapter 10: Implementing & Evaluating WBT Programs, Driscoll, pp. 233-262. • Chapter 10: Evaluation, Palloff & Pratt, pp. 144-158. • Chapter 6: Course Design and Development, Moore & Kearsley, only review pp. 120-122. • Chapter 11: Looking Ahead, Driscoll, pp. 263-294. • Online resources |
| Week 13 | Topic: | Developing Your Instruction |
| | Assignments: | Review online activities |
| Week 14 | Topic(s): | Show & Tell – and Evaluate |
| | Items Due: | <p>Distance learning project</p> <p>Last page of journal</p> |
| Week 15 | Topic(s): | Wrap-up/Reflection |
| | Items Due: | Final Evaluation of Projects |



ROSE COLORED GLASSES

Random Thoughts on Instructional Design

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TUESDAY APRIL 13TH 2010

I imagine a school system that recognizes learning is natural, that a love of learning is normal, and that real learning is passionate learning. A school curriculum that values questions above answers...creativity above fact regurgitation...individuality above conformity.. and excellence above standardized performance..... And we must reject all notions of 'reform' that serve up more of the same: more testing, more 'standards', more uniformity, more conformity, more bureaucracy. Tom Peters

Tools



Did You Know.... »

The following is a very interesting video posted to YouTube in 2009 on the changing media landscape. Makes me wonder how [...]

- ▶ How, What & Why We Evaluate
- ▶ Gever Tulley teaches life lessons...
- ▶ University and College Podcast Resources
- ▶ Have Tools Will Travel...
- ▶ Revisiting Rubrics



Will the essay for college entrance be replaced?

Instructional Technology



Designing Problem Base Cases »

Today I attended a presentation on the development of virtual patients learning units with open source [...]



Creating Learning Communities »

"What we thought was the horizon of our potential turns out to be only the foreground." Tom [...]



Modifying Bloom's »
Creating (Evaluation) [...]

About

"But if we believe what we profess concerning the worth of the individual, then the idea of individual development within a framework of ethical purpose must become our deepest concern, our national preoccupation, our passion, our obsession. We must think of education as relevant for everyone everywhere — at all ages and in all conditions of life." ~ John William Gardner

This quote prompted me to develop Rose Colored Glasses and the associated "Hitchhikers Guide to Course Development" as resources for educators and course developers. My hope is that others will create additional teaching and learning tools that can be accessed by everyone everywhere.... JoAnn

Content Modules

[Instructional Design \(57\)](#)
[Angel \(13\)](#)

Blackboard

Blackboard 8 – Discussion »



Discussion Boards can serve as a learning tool that fosters in-depth, academic discussion, an arena in which students work collaboratively or conduct peer [Read More]

Distance Education



Designing »

On August 3, 2006, I will be conducting a Course Design Showcase at the Conference on [...]



Faculty Centered »

On August 9, 2006, Amanada Albright and I will be presenting the following paper at the [...]

New



Entrant in the »

There is an interesting new presence on the web that may be worth following. It is called [...]

Techniques

Providing Meaningful Benefit to »



When designing your courses provide a meaningful benefit for each topic, in the form of "why you should care about this" scenario. Learning is much more effective if the learner's brain knows why what you're about to talk about matters. The benefit and/or reason why you [Read More]

More Techniques Headlines

- ▶ Designing "meaningful..."
- ▶ Implementing the Socratic Approach...
- ▶ Tips for Using Chat as an...
- ▶ Developing Online Course Content
- ▶ Thoughts on Managing Online...
- ▶ Creating a Positive Culture in...
- ▶ Reflective Practice in the...
- ▶ Taking Your Course Online, Part 2...
- ▶ Taking Your Course Online, Part 1...
- ▶ Color Theory for the Color-Blind

Instructional Design Resource Center

Instructional Design Resource Center

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ASP (Active Server Pages)

A programming environment that combines elements of HTML and scripting. Webpages built with ASP can change dynamically based on user input.

[More entries...](#)

Site Purpose



The Instructional Design Resource Center is designed as a resource for individuals with varying levels of course design experience.

Individuals new to higher education can use this site to help design their first classroom based course integrating technology where appropriate.

Notice

This site replaces the Hitchhikers Guide to Course Development.

Experienced instructors, being encouraged to place

materials within a learning management system, can use this site to decipher the differences between Web-Presence, Web-Enhanced, Web-Centric and Online courses and how to plan courses for online delivery.

Instructors of online courses, looking for new ideas and ways to improve their course, can use the site to improve content development by finding sources for pre-developed content and ideas to improve student centered learning.

Instructional Designers and Instructional Support Staff can use this site as a reference for themselves or as a resource for the faculty they support.

Accessing the Content



Materials can be accessed by clicking on the links under "Course Categories" on the left-hand-side of the screen. Some of the modules will allow you to visit them as a guest, but others require a valid user account. If the information on this site is of interest to you, please take a moment to create a user account by clicking on the "[Create new account](#)" link located on the left-hand-side of this screen.

The first time that you login to the site or access an open module as a guest the copyright statement will be displayed. Please review the statement. If you agree to the abide by the copyright guidelines click the [\[Yes\]](#) button – the materials that you requested will then be displayed. If you do not agree with the copyright guidelines click the [\[No\]](#) button – the system will then log you out.

Once the copyright agreement has been accepted by an account it will not be displayed again. If you wish to review the agreement again it can be accessed by the clicking on the "[Copyright](#)" text on any screen or the link located on the right-hand-side of this screen.

Other Resources

At the end of each module, wherever possible, there are links to additional Resources and Tools that apply to the topic covered on that section. The ancillary sections provide access to even more resources as well as background information on a number of learning management systems and about the site itself.

When selecting external (off-site) links it is important to note that the link will open



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in the same window as the Hitchhiker site as required to meet accessibility standards. Simply use the browser back button to return to this site or right click the link to open it in a new window.

News Feeds and other RSS Content



Throughout the site there are selected RSS feeds that will assist you in keeping abreast of what other educators have to say about teaching and learning. For example several feeds are listed on the right-hand-side of this screen.

Many of the tutorial sections within the guide also display feeds that complement the topic under discussion in that area. If you have a favorite blog, podcast site or wiki that you would like to share with this community please post a link and short description to the "Your Recommendations" forum.

Site Links

The Instructional Design Resource Center is fluid and new information will be added as it is developed. That being said, narrative such as list items not currently hyperlinked are areas where new content is under development.

Site Feedback

Finally, we would appreciate it if you could complete the User Survey after you have explored the site. The responses we receive will help us make modifications to the site to better serve the needs of the intended audience. If you have any recommendations for content not currently covered within the guide, please feel free to contact the site designers through the "Suggestions" forum.

Thank you and enjoy the site.

Site news



Another way of delivering presentations....

by [JoAnn Gonzalez-Major](#) - Sunday, 16 August 2009, 01:56 PM

Presentations like PowerPoint is one of the most widely form of data being presented to users. It shows set of data at a time and moves from one set to another. They are linear in behavior. But our mind does not see information in a linear fashion. It tries to get a whole picture of things first then see the individual parts and then fits it in the whole picture. It can move in any order between data. If it is more interested in a specific item it can spend more time on those things.

What would a presentation tool be like which matches how the mind sees the information. It shows you the big picture, allows you to move between them while showing the relationship between them and if you like it go to details.

An online tool called "[prezi](#)" is trying to do exactly this. It is completely different presentation tool than what we are accustomed to. Click [Here](#) to view some presentations created with this tool.

Is there a use for this tool in your classroom or online presentations? If so, please share your ideas in this forum.



VUE (Visual Understanding Environment)

by [JoAnn Gonzalez-Major](#) - Sunday, 16 August 2009, 01:53 PM

"The Visual Understanding Environment (VUE) is an Open Source project based at Tufts University. The VUE project is focused on creating flexible tools for managing and integrating digital resources in support of teaching, learning and research." VUE provides a flexible environment for structuring, presenting, and sharing information.

- Features overview <http://vue.tufts.edu/features/index.cfm>
- Software Download <http://vue.tufts.edu/> (also available on the CD in your binder)

Usage Ideas

- Faculty
 - Visual representation of assignments and how they fit into the course, program or discipline
 - Provide a picture of complex concepts
 - Develop non-linear presentations
 - Interactive syllabus
- Students
 - Provides a method of assessing how well students understand a concept or theory
 - Peer facilitation

Sample Maps

- <http://vue.tufts.edu/gallery/index.cfm>



Using Second Life to Explore Social Sciences Issues

by [JoAnn Gonzalez-Major](#) - Friday, 20 February 2009, 08:07 PM

- Discuss class and status within SL. Are there separate and distinct classes of users within SL? Builders, chatters, international users, adult users, business people? Are class distinctions obvious right away, or is this something that a casual user might not necessarily notice right away? What are residents' views on class and status? How can a resident raise their status? What can a resident do to (intentionally or unintentionally) lower their status? How does group membership impact one's status? How closely are status and money linked? How closely are status and time spent in-world linked? Have students interview residents about their perceptions (be mindful of the research ethics statements from SL). Have students reflect on their own experiences in-world and compare to real-life experiences.
- Experience different subcultures within SL. SL has thriving "furry", "goth" and "dwarf" subcultures, and many others. Note an intersection with race issue: do furies or dwarfs comprise a separate "race" within SL? How can races be defined among avatars?
- How is religion experienced in SL? Sex, Politics, and Religion (http://newsinitiative.org/story/2007/07/31/this_revolution_will_be_televised) Also see Where Two Or More Are Gathered (http://secondlife.blogs.com/nwn/2004/04/where_two_or_mo.html).
- Discuss marriage & relationships in-world. Some articles to start with are "Is This Man Cheating on His Wife" (<http://online.wsj.com/public/article/SB118670164592393622.html>), "Second Life Affair Leads to Real Life Divorce" (<http://www.guardian.co.uk/technology/2008/nov/13/second-life-divorce>), and "Watching the Detectives" (http://secondlife.blogs.com/nwn/2005/03/watching_the_de.html) . Are hiring private investigators in Second Life to spy on a spouse a "breach of privacy" issue? Weddings as in-world social events.
- Can you die in SL? Compare death and dying in the Snow Crash metaverse to SL (interesting essay topic). Explore SL Funerals.
- Are there race issues in Second Life? Experience Martin Luther King, Jr Day in Second Life.

Explore gender issues in SL. Students are surprised to read about a difference in price in male and female avatars on the secondary market. Gender-bending. Are there Software-controlled behavior differences in male and female avatars in SL.

- Explore criminal justice: punishment, "criminal profiling". Send students to the SL police blotter. Define and discuss griefing (being "bad" just for the fun of it, or to ruin someone else's game). Early description of player types, including description of griefers. How does this remind students of the Myers-Briggs Personality Indicator? There are HUGE controversies on these online games about how to punish offenders. There are even bigger controversies about how to even define "crimes", and whether "real world" laws can extend to a virtual world, and whether law enforcement should be by the company or by the real world police. See A Rape In Cyberspace (<http://www.juliandibbell.com/texts/bungle.html>) for a historical perspective.
- Terrorism. Department of Homeland Security and CIA simulation terror and using multiplayer games and notion of "griefing" to study terrorist groups.
- Explore avatars & personal identity. Fashion in Second Life, Avatars as alter-ego (Second Life mentioned). Avatar and Identity (general Internet). Tourism (general Internet).
- What are some legal issues in SL? Do avatars have rights?. Laws of virtual worlds. Intersection with real-world laws. Resources: The Alphaville Herald (http://foo.secondlifeherald.com/slh/legal_issues/), Legal Issue in SL (<http://muveforward.blogspot.com/2008/06/podcast-episode-3-legal-issues-in.html>).
- Have ethnographic studies been done in SL? Researchers try to figure out demographics of SL (w/voluntary poll).
- SL and disability support groups. Wilde Cunningham is a group of 9 disabled adults in a group home. Live2Give is a group for people living with Cerebral Palsy. Brigadoon is a group for people living with Asperger's and Autism.
- Gambling. Gambling within SL.
- Psychology. Discussion of usefulness of SL to model things, mental illness, for example. Recreating the experience of schizophrenia in-world. Daedalus Project has overviews of many different psychology issues in the context of MMO game play.
- Political science. Can SL be used to explore the process of creating a government?

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