Where the Language Worlds Meet: 
Combining Real Life and Second Life in Classroom Materials Design

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The use of virtual worlds such as Second Life for the teaching and learning of languages has recently been the focus of much consideration and exploration. Nonetheless, since Second Life was not designed specifically for educational purposes, there are some limitations that should be accounted for before its implementation in the language classroom. Whereas activities in-world should focus on experimenting, collaborating, and interacting with others, and exploring the environment, classroom practice should ensure that learning is transferred to real life by complementing the experience in Second Life with in-class discussions and exercises. Because learners’ experiences differ both in- and outside the virtual world, taking the most advantage of what each has to offer carries great potential for providing teachers with a rich selection of materials and activities aimed at fostering language learning. This paper discusses ways to best blend Second Life materials with classroom activities, focusing on the development of tasks that utilize the strengths of Second Life and address how these may complement classroom practice of the four skills.

INTRODUCTION

Technological advances have changed the way learning takes place. Some educators emphasize this observation by referring to modern day learners as digital natives (Prensky, 2001), with different learning styles (Dede, 2005) as well as different abilities and expectations compared to learners of just a few years ago. For this reason, many educators argue that pedagogy needs to be revised (Bixler, 2007) to accommodate this generation of computer-savvy students in constant search for new, fast-paced, and interactive ways of learning. Perhaps because of these new demands for the use of technology for teaching and learning, virtual worlds have recently been the focus of much consideration and exploration. Virtual worlds such as Second Life provide opportunities for experiential learning, collaboration, social construction of knowledge, and role playing (Antonacci & Modaress, 2005; Bixler, 2007; Boettcher, 2006; Dickey, 2005; Evans, Mulvihill, & Brooks, 2008; Hobbs, Brown, & Gordon, 2006; Stevens, 2006). Virtual worlds have been used in- and outside the classroom to enrich the learning process, allowing for active participation and taking learners’ educational experiences beyond the physical limitations of the classroom.
In virtual environments learners can engage in a wide range of experiences, from situations that resemble those in the real world to others that are imaginary. Learners can go to virtual campuses and learn in classrooms that look almost like the ones in real life. Likewise, they can have experiences that would be too dangerous or too difficult to experience in real life and can partake in meaningful conversations with people from many different countries speaking many of the world’s languages. These experiences and conversations can take place in a variety of places, from replicas of real cities like ancient Rome and modern-day Paris to completely imaginary open landscapes.

While benefits of using Second Life have been highlighted (e.g., Bixler, 2007; Cooke-Plagwitz, 2008; Stevens, 2006), limitations such as the steep learning curve and technical requirements have also been mentioned (Antonacci & Modaress, 2005; Arreguin, 2007; Conklin, 2007). It seems clear that the design of materials to be used in Second Life and in the classroom requires careful consideration. Whereas activities in Second Life should focus on experimenting, exploring the environment, and collaborating and interacting with others, classroom practice should ensure that learning is transferred to real life by complementing the experiences in Second Life. Because learners’ experiences differ inside and outside the virtual world, teachers need to take advantage of what each has to offer. This paper introduces some of what Second Life has to offer teachers and discusses ways to best blend Second Life materials and activities with those carried out in the classroom. We will focus on the development of materials that utilize the strengths of Second Life and address how these may complement classroom practice of the four skills.

SECOND LIFE

Second Life is a virtual environment primarily for users to interact and socialize with one another. The environment is co-constructed by the users but it is administered by Linden Labs, which offers users the option of a basic account or a premium account, the latter allowing users to own land. In Second Life, users can build objects and places, teleport to and explore different locations, and interact with other users by voice and text chat, as well as via the use of gestures and animations. Moreover, Second Life is intended to foster the users’ creativity by providing a wide range of options for avatar customization; that is, in Second Life users can be whoever, or whatever, they want to be. Although Second Life was not created primarily for educational purposes, several classes have been taught in Second Life. Linden Labs has tried to stimulate the use of Second Life in education by providing support inside the virtual world and giving educators a one-time opportunity to own a piece of land and try Second Life out with their students for the duration of a class (Cohen, 2006; Stevens, 2006).

Advocates of Second Life’s use for educational purposes claim that it promotes experiential learning, collaboration, social construction of knowledge, and opportunities for role play (Antonacci & Modaress, 2005; Bixler, 2007; Boettcher, 2005; Cooke-Plagwitz, 2008; Educational Uses of Second Life, n.d.; Stevens, 2006). The avatar, the user’s virtual representation in Second Life, is an important aspect of Second Life
because it allows the users to feel that they are part of the environment (Cooke-Plagwitz, 2008; Evans, Mulvihill, & Brooks, 2008; Lee, Ahn, Kim, & Lim, 2006; Morton & Jack, 2005; Peterson, 2006). The avatar helps enhance the learners’ experiences in Second Life (Cooke-Plagwitz, 2008) by making them part of the online virtual world and enhancing the authenticity of the interactions (Cooke-Plagwitz, 2008; Johnson & Levine, 2008).

The popularity of Second Life for educational purposes is due to its many possibilities and advantages as well as the involvement of well-known educators and institutions (Stevens, 2006). Teachers have explored the use of Second Life within subject areas such as engineering, design, literature and creative writing, and English as a Second Language (ESL) (Conklin, 2007; Educational Uses of Second Life, n.d.). Moreover, the community of educators and researchers experimenting with Second Life has made available a wide array of resources and anecdotal accounts of these experiences in blogs, wikis, and listservs, which prove to be quite helpful for those interested in including Second Life in their curricula. It is also possible to find a variety of free online video tutorials and guide books (e.g., Rymaszewski, Au, Wallace, Winters, Ondrejka, & Batstone-Cunningham, 2007) that contain useful information regarding Second Life skills (see Appendix A for a list of Second Life resources).

Second Life seems to provide the necessary ingredients for the kind of socially-constructed, meaningful, and situated learning claimed to be conducive to learning (Lynch, 2002). Nonetheless, much consideration needs to be given to the implementation of this virtual world in the language classroom (Evans, Mulvihill, & Brooks, 2008). Ethical, liability, and safety concerns regarding the use of Second Life in educational settings have been stressed by some (Bugeja, 2007). Although these issues should not be ignored, they should not prevent the use of virtual worlds altogether. Careful planning and consideration, as with any other material used in the classroom, should ensure the best implementation and integration of activities in Second Life to the ones in the language classroom while minimizing disadvantages and risks. Moreover, research is needed to help better understand how it can best be used for language learning.

**DESIGNING LANGUAGE ACTIVITIES IN SECOND LIFE**

Teachers considering the use of Second Life in the language classroom need to take into account the learners’ needs, the class’s goals, and the affordances of the medium. Good activities in Second Life should probably include what has been claimed to be its benefits for educational purposes, namely opportunities to customize the avatar and to collaborate and interact with others. Teachers will not find all educational activities they would like to carry out immediately available in Second Life; however, the combination of classroom materials and Second Life activities can work together to help teachers create an environment that is motivating and conducive to language learning. The critical features of Second Life for language learning include the activities of describing avatars and environments, participating in interaction, collaboration and exploration, as well as sharing Second Life experiences with others.
Describing the Avatar and the Environment

In Second Life users have the ability to manipulate the environment and the avatars’ appearance (Cooke-Plagwitz, 2008). The avatar creates a social presence for the user which contributes to the development of an online community (Evans, Mulvihill, & Brooks, 2008; Peterson, 2006). The users’ participation in the online community through the avatar provides an opportunity for the learner to engage in authentic interactions and experiences in the world. The sense of being part of the virtual learning environment (VLE) is considered one of the main advantages of Second Life (e.g., Cooke-Plagwitz, 2008; Evans, Mulvihill, & Brooks, 2008; Morton & Jack, 2006).

The activity of creating one’s avatar in Second Life provides opportunities for a wide range of descriptive activities to take place. Such activities can draw upon an extensive list of options that lets a user customize the avatar down to the smallest details (see Figure 1). With these options users can design the avatar to be whatever they would like. Through the avatar, users can reinvent themselves, becoming better, worse, or simply different from themselves in the real world (Lee & Hoadley, 2007). Figure 2 shows the same avatar in several different outfits, that the user can select and modify. Creating one’s identity in Second Life by designing the appearance of the avatar can promote interesting discussions for language learners who need to learn the descriptive language required to discuss these practices (Conklin, 2007).

Figure 1. Changing appearance
Avatar customization is a very important element in virtual worlds, which are inherently social in making interactions among avatars vital. Avatars “facilitate interaction, shape and solidify identity, as well as more generally mediate users’ engagement with the world” (Taylor, 1999, p. 438). Moreover, they enhance the authenticity of the interactions relative to face-to-face communication in the real world (Cooke-Plagwitz, 2008; Johnson & Levine, 2008). Users are immersed in a 3D environment that provides rich interactions and a sense of actually participating in such interactions. Through these interactions, friendships and communities are built and confidence can be boosted (Johnson & Levine, 2008).

Figure 2. Different outfits

Opportunities for creating descriptions are not limited to describing the avatar. Learners can also describe places and objects. There are many different places in Second Life, some of which are replicas of real life places and others a result of someone’s imagination. All places can be used for learners’ exploration of the environment as well as language activities involving their description. Likewise, learners can describe objects that have been created by others or by themselves and share these ideas with their classmates. While partaking in these activities, learners will be exposed to a variety of vocabulary and have the opportunity to be creative and experiment with the environment and the language.

For instance, learners can visit various places in Second Life where they are given the clothes they need to blend in with the environment and participate in interactions with the other visitors and residents of those places. While visiting Ancient Greece, for example, the user is given the option to buy period-authentic clothes for zero Linden dollars1, which is an easy way to give something away in Second Life. These clothes help make
the user feel part of that environment, better prepared for the interactions with the other users (see Figure 3). Similarly, Mayrath, Sanchez, Traphagan, Heikes, and Trivedi (2007) describe an activity in which the students customized their avatar to enhance their role playing activity. First, the students chose a role model (e.g., Mother Teresa) and customized their avatar accordingly. Then they interacted with the other learners, playing the role of the person they chose. As Jonhson and Levine (2008) point out, when learners are creating avatars for a role play, “not only could the perspectives of a role be considered, but also the manner of dress and appearance can be manipulated, along with the tools or other objects that might be associated with the role” (p. 164). Role playing can then afford learners with opportunities to immerse themselves in conversations that become more authentic than classroom role plays because of the options for avatar customization and the 3D environment.

Figure 3. Spartan period avatar

Interaction, Collaboration, and Exploration

Due to the sense of being part of the Second Life world and community, learners use their avatars to participate in seemingly life-like experiences that resemble face-to-face interactions (Cooke-Plagwitz, 2008). These interactions can happen with native speakers of the target language in voice or written chats and can be enhanced through the use of the gestures and body language such as nodding, clapping, and laughing. Another way to enhance learner interactions in Second Life is the use of holodecks, rooms that can be changed to display scenes such as a restaurant or a supermarket according to the needs and desires of the user (Ruberg, 2008). These varied settings within one activity provide a rich set of back drops for learners’ role plays, quests, and scavenger hunts, which have been used to stimulate learner interaction and collaborative learning (e.g., Conklin, 2007; Educational Uses of Second Life, n.d.; Ruberg, 2008).
Settings can also include environments that would be too difficult, dangerous, or expensive to explore in real life. For instance, by going to Dejavu region, students can experiment with a tornado, controlling its strength and direction as well as allowing themselves to be sucked into it (Figure 4). On the other hand, students can also visit completely imaginary places such as Elf Haven (Figure 5) where tree houses and unicorns can be found. In Second Life, one can encounter the most varied places, from replicas of the real world and actual information about these places to areas that exemplify the creativity of Second Life residents. Either way, the environment is rich for learners’ language use: they can engage in experiences, as well as describe and evaluate what they are experiencing.

![Figure 4. Experiencing a tornado in Second Life](image)

**Sharing the Students’ Second Life Experiences**

The combination of Second Life and classroom activities might ensure that learners are exposed to an environment that is conducive to the social construction of knowledge and greater use of the target language in purposeful and motivating ways. In other words, designing good activities in Second Life is just the first step for the teacher. Students need to have the opportunity to participate in these activities and then to share what they have learned in the virtual world in hopes that their knowledge will transfer to real life. Chapelle (1998) has argued for the importance of CALL materials that allow for more than just practice. That is, it is important to provide learners with opportunities to share what they have learned and to use language for meaningful communication.
Learners’ experiences in Second Life can be shared in a variety of ways. Voice and text chatting most frequently happen synchronously, but users can also send Instant Messages (IMs) to interlocutors who are not participating in Second Life. Users can chat in the local chat that is seen by other nearby users in a particular area of Second Life or in a private chat window where only the users in the private conversation can see or hear what is said. It is also possible to have private conference calls with or between the learners, but excluding the others in the area of Second Life. Simple text files called notecards can be created and given to any user to exchange written information including links to landmarks which are locations in Second Life. Notecards may also be offered automatically to users as they enter a place – much like a brochure made available to patrons at the entrance to a museum, for example. Many places in Second Life use notecards to give residents information about the place. Likewise, educators have used notecards to give students instructions about the activities they want the learners to do (see Figure 6), and students can share these with other users both inside and outside the virtual world. Users can also share their experiences in Second Life by taking snapshots, which are photos taken inside the virtual world. Snapshots can be saved on the user’s computer and exchanged with other avatars via email from within Second Life.

Classroom activities can integrate or expand on what was done in Second Life. For instance, teachers can guide the students to use blogs, wikis, web pages, emails, and discussion forums to share their Second Life experiences. Classroom discussions, compositions, and presentations can be designed to give the learners opportunities to use the vocabulary they learned in Second Life as they use the target language to talk about...
what they did there. Cooke-Plagwitz (2008) also mentioned the use of content management systems (CMS) such as Blackboard and MOODLE to “immediately reinforce concepts or to provide resources for students to use asynchronously outside scheduled Second Life meetings” (p. 551). The integration of Second Life and a CMS is exactly what SLOODLE is. Simulation Linked Object Oriented Dynamic Learning Environment (SLOODLE) is an open source project that provides tools to support learning and teaching in virtual worlds (Sloodle, n.d.).

Planning for Second Life Activities
Before integrating Second Life in the language classroom, the teacher should consider the learners’ needs, the goals of the lesson, and how Second Life can be used to take the most advantage of the virtual world to accomplish such goals. As is the case with any other material, teachers should carefully evaluate what the potential benefits are and how these benefits can enhance their students’ learning experiences. Some argue that there needs to be more research on the potential of Second Life for educational purposes (Dickey, 2005;
Dudeney & Hockly, 2006); indeed, practice with Second Life demonstrates advantages that are worthy of investigation. Teachers and researchers offer some advice to those considering the use of Second Life in their teaching.

First and foremost it is important to consider the learners’ goals and perceptions and to adapt the activity accordingly (Mayrath et al., 2007). Moreover, teachers should evaluate the skills students need in order to perform tasks in Second Life (Arreguin, 2007). It has been argued that Second Life has a steep learning curve that can pose a challenge to both teachers and students. Nonetheless, teachers can develop strategies to overcome this such as making the most of the students’ knowledge and stimulating them to work together rather than requiring all students to master all Second Life’s skills (Arreguin, 2007). Tutorials focused on the specific knowledge students need to do the activities in Second Life might also be helpful. There is a wide variety of tutorials available online on sites such as YouTube (YouTube, n.d.). So instead of worrying about creating tutorials for the students, teachers can try to use what is already available (e.g., Second Life Part 1, n.d.; Second Life Part 2, n.d.).

Students should not only be trained with respect to Second Life skills; they should also be aware of how to behave in Second Life in the various situations they will encounter. Since people approach Second Life with their own ideas regarding personal space and social rules from their experiences in the real world (Johnson & Levine, 2008), it is important to explain to students how these social norms are different in Second Life. Learners need to know how to be part of conversations in the virtual world in order to fully enjoy it. For this reason, teachers should prepare training materials that explain and stimulate discussions on this topic. These could generate intriguing discussions about social and cultural norms for interaction and good opportunities to practice the target language as well.

Not knowing how to behave in Second Life could potentially frustrate students or make their learning more difficult and less rewarding. Many new users of virtual worlds such as Second Life feel uncomfortable with the possibility of encountering rude or unfriendly people in the environment. Problems such as griefing should be addressed with the students – discussed in class or mentioned in the syllabus. Some of these issues are not yet resolved and have generated much debate. Notwithstanding, raising the students’ awareness to the fact that there might be situations in Second Life they wish to avoid and explaining how to avoid them are possible solutions. For example, users can practice how to quickly log off or how to quickly teleport to an established safe place to get away from other users that make them feel uncomfortable. Linden Labs has posted online tips to handle online harassment (Online Harassment, n.d.).

**EXAMPLES OF SECOND LIFE ACTIVITIES AND LESSON PLANS**

This section includes examples of Second Life lesson plans as well as suggestions for teachers as they select what to do and how to do it. One interesting online resource is Cheryl Carter’s (n.d.) blog, where she describes her experiences in Second Life and posts
ideas on how to introduce Second Life to students. She suggests a list of Second Life skills and pairs them with resources in Second Life and in the real world. Moreover, she gives tips to help teachers integrate Second Life into their courses and provides ideas for rubrics that can be used for evaluation and cheat sheets that can be given to the students to aid their mastery of Second Life. Johnson and Levine (2008) mentioned five steps to start using virtual worlds: explore comparable educational situations; brainstorm potential learning activities; choose a virtual world and consider technological, administrative, and pedagogical needs; allow time for preparation and implementation; and document your work in online spaces such as blogs and wikis.

All activities described below presuppose that the learners already have a Second Life account and an avatar. Also, we assumed that the teachers have created a course within a Content Management System to support the activities in Second Life and in the classroom. MOODLE was chosen for illustrative purposes. These examples illustrate ways that students can practice the four skills using activities in Second Life and in the classroom.

**Learning about Someone’s Culture**

This activity aims at providing learners with an opportunity to practice their listening and speaking abilities as well as to learn about someone else’s culture. In order to make this activity possible, teachers would have to contact people from different cultures who would be willing to be interviewed by the learners. A time and place should also be set for the interview; teachers should be mindful of different time zones. The learners’ main aim is to learn more about the other person’s culture and be ready to explain that to their classmates. Table 1 summarizes the steps and materials necessary.

**Creating Objects in Second Life**

This activity aims at encouraging collaborative work. Learners should work together on the creation of simple objects. While they do that, they will practice speaking and listening while trying to decide what to create –i.e., colors, textures, and shapes. Table 2 summarizes the steps as well as the materials needed.

**Describing an Avatar**

This activity aims at practicing describing avatars. Learners will have the opportunity to learn vocabulary related to parts of the body, clothes, and adjectives. Depending on the students’ level, learners can also work on the use of the comparative and superlative adjectives. Table 3 summarizes the steps and materials suggested for this activity.
Table 1. Description of the activity “Learning about someone’s culture”

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guest speakers are asked to create a notecard introducing themselves. Students are divided into small groups. Guest speakers send students the notecards (in Second Life).</td>
<td>In Second Life: Notecards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Real Life: Computers with an internet connection Screen recording software</td>
</tr>
<tr>
<td>2</td>
<td>Students log on in Second Life and read the notecards sent by the guest speakers to their groups. Based on the information received, students use the CMS Wiki to brainstorm questions to ask the guest speakers. Groups check the other groups’ Wikis and give feedback (i.e., make changes) to the questions, if needed.</td>
<td>In Second Life: Notecards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Real Life: MOODLE – Wiki Computers with an internet connection</td>
</tr>
<tr>
<td>3</td>
<td>Students meet guest speakers online (Teachers must choose a place). Students can interview the guest speakers individually or in groups. They can start with the questions they created but should be encouraged to write more questions. Guest speakers should be encouraged to help learners with the interaction by asking questions and keeping the conversation going; they can also offer to teleport the learners to a place that reminds them of their culture. Students can then talk about their experiences and report on the interviewee’s answers. This report can be given in Second Life or in the classroom.</td>
<td>In Second Life: different places</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Real Life: Computers with internet connection</td>
</tr>
<tr>
<td>4</td>
<td>Students use what they learned from the guest speakers to write a comparison and contrast essay.</td>
<td>In Real Life: Computers or paper and pencil</td>
</tr>
</tbody>
</table>

**CONCLUSION**

Virtual worlds such as Second Life can be a useful tool in the language classroom and have the potential to provide learners with a more enriching learning experience than paper-based materials alone. As Johnson and Levine (2008) puts it,

> The inherent social focus of these spaces, and the way that new learners are brought up the ladder of expertise and experience through interaction with a community, offers a tremendous potential to increase not only the efficacy of learning, but the joy of learning that all self-directed learners know. (p. 169)
Table 2. Description of the activity “Creating objects in Second Life”

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
<th>Materials needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher designs an activity to work on the meanings of the words students are not familiar with. These words are related to shapes, colors, and textures. The teacher might also want to make sure the students understand some important specific vocabulary related to creating objects in Second Life.</td>
<td>Depends on the activity created</td>
</tr>
<tr>
<td>2</td>
<td>Students read notecards in Second Life that explain how to create objects. They also visit the Ivory Tower Library of Primitives Building Tutorials. The students teleport to a sandbox in Second Life and together decide what they want to create. They will have the notecards with the explanations available if they need them. When they are done, they can show their creations to the other classmates and save the objects in their inventories.</td>
<td>In Second Life: Notecards In Real Life: Computers with an internet connection</td>
</tr>
<tr>
<td>3</td>
<td>Students write a process essay explaining how to create objects in Second Life. They will be encouraged to use the vocabulary they learned while doing the activity.</td>
<td>Computers or paper and pencil</td>
</tr>
</tbody>
</table>

Table 3. Description of the activity “Describing an avatar”

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
<th>Materials needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher shows students the pictures of four or five avatars and asks them to describe them. The teacher writes important words on the board.</td>
<td>In Real Life: Board</td>
</tr>
<tr>
<td>2</td>
<td>The teacher divides the students into groups and asks them to think of a person to describe. Students are encouraged to be creative in their descriptions.</td>
<td>In Real Life: Paper and pencil</td>
</tr>
<tr>
<td>3</td>
<td>Students log in on Second Life and try to make changes to their avatars to fit their descriptions. Teachers could also design an activity to practice comparatives and superlatives using the students’ ideas.</td>
<td>In Second Life: Camera controls Appearance window In Real Life: Computers with an internet connection</td>
</tr>
<tr>
<td>3</td>
<td>Students show their classmates their creations. Each student should then choose one of the avatars to describe. They should write a short composition about the avatar, describing both his/her physical appearance and personality.</td>
<td>Computers or paper and pencil</td>
</tr>
</tbody>
</table>

Second Life can help ensure that learners “engage with the subject matter in creative, productive, and meaningful ways” (Evans, Mulvihill, & Brooks, 2008, p. 3). Educators
are allowed to use different media types to create learning environments that are tailored to their students’ needs. However, while designing activities in Second Life, teachers need to consider both the learners’ Second Life skills and their language proficiency to avoid frustration and negative effects on motivation. Similarly, teachers should ensure that learners have the ability to do the activity and perceive it as purposeful and leading to the accomplishment of the class objectives. Whereas limitations of the medium have been demonstrated, careful planning should be able to prevent frustration and unwanted situations.

Learners should be aware of what a virtual world is and how to explore it. Their perceptions of Second Life could be wrongly shaped by the assumption that it is just a game, not really an educational tool. Second Life is not a game because it has no pre-defined end goal(s) or fixed plans such as a quest with an end result (Hobbs, Brown, & Gordon, 2006). Second Life is a 3D environment primarily designed for socialization. It affords the creation of activities that can promote meaningful interactions with speakers of a wide range of languages as well as stimulate the creativity of its users. In Second Life, imagination can be explored to ensure learners are part of a valuable and productive environment that promotes language learning in motivating and enriching ways.

ENDNOTES

1The Linden dollar is the currency used in Second Life. Linden dollars can be purchased through Linden Labs in the Second Life official website. There, they can also be exchanged back into real world currencies.

2Griefers are Second Life residents who abuse functions of the world for unintended purposes such as harassment of other users.

3This is a “self-guided, self-paced, comprehensive building tutorial” (Rymaszewski et al., 2007). Although learners will not be creating buildings the library has some sample objects that can be helpful as illustrations of some of the things they can do.

4This allows students to see the avatar from different perspectives.

5Whenever users are changing appearance, the appearance window with all the options opens so that they can make the selections.

REFERENCES


http://www.holymeatballs.org/pdfs/VirtualWorldsforLearningRoadmap_012008.pdf


APPENDIX A

Second Life Resources

*Second Life website*
*Second Life Educators (SLED)*
*Second Life Research Listserv (SLRL)*
*Educational Uses of Second Life*
*Second Life Education Wiki*
*Second Life Wikipedia*
*Annotated Bibliography of Second Life Online Resources*
*Official Linden Blog*
*Learning technology teacher development blog for ELT: Second Life*
*Introduction to Second Life (YouTube video)*

**YouTube Tutorials**
*Introduction to Second Life*

*How to navigate in Second Life:*
*Learning how to fly in Second Life*
*Second Life Tutorial: How to walk*
*How to navigate in Second Life*

*Snapshots:*
*Taking snapshots in Second Life*
*Taking snapshots in Second Life 2*
*Taking and sending pictures (snapshots) - Second Life*
*Snapshot in Second Life*
*Freezing stuff for snapshots - Second Life Video Tutorial*
*Advanced snapshot magic - Second Life Tutorial*

*Camera controls:*
*Using your avatar's camera controls - Second Life*
*How to move your camera further and better - Second Life Tutorial*
*Camera controls in Second Life*

*Inventory:*
*How to manage your inventory - Second Life Video Tutorial*
*Managing your Second Life inventory*
*Saving objects back to your inventory*
*Fun with 2 inventory windows*
*Second Life Tutorial - Managing your inventory*
*More inventory management tips - Second Life Video tutorial*
*Use inventory filters - Second Life video tutorial*
*Second Life inventory 1*
*Second Life inventory 2*
*Second Life inventory 3*
Second Life inventory 4

Appearance:
How to change your appearance
Altering your avatar's appearance in Second Life
Basics: Editing your appearance
Orientation Video #1: Editing Appearance

Building:
Second Life Construction Tutorial
How to make tiny prims

Textures:
Second Life - Applying Textures

Upload files
Upload images

How to record voice:
How To Record Second Life Voice on a Mac

Using notecards:
How to send and create a notecard - Second Life Tutorial

Using the map:
Using the World Map and Mini Map - Second Life
Using the Second Life Map
The Second Life Mini Map

Searching for things:
How to use the new Search - Second Life Video Tutorial

Teleporting:
Teleporting your Second Life Friends

Exploring different places:
Creating Landmarks in Second Life
Sharing Landmarks in Second Life

Sample of Places in Second Life with Educational Value
Avilion: http://slurl.com/secondlife/Avilion/96/126/41/
Luskwood: http://slurl.com/secondlife/Lusk/195/112/52/
Tornado: http://slurl.com/secondlife/Dejavu/44/59/22/
Media Zoo - http://slurl.com/secondlife/Media%20Zoo/186/147/18/
The Learning Experience - Interactive World History Museum -
ROMA Transtiberim - http://slurl.com/secondlife/ROMA%20Transtiberim/175/159/31/

Second Life in Education

YouTube videos:
Educational uses of Second Life
Education in Second Life: Explore the Possibilities
Scavenger Hunts
Treasure Hunts within Second Life
Second Life in Education
Science Learning opportunities in Second Life
NASA CoLab's Second Life Mission
NOAA's Virtual Island
Tsunami simulation in Second Life
Science Education in Second Life, part 1
Science Education in Second Life, part 2
Interactive Science Lab
EdTech Island on Second Life
Learning Activity in Second Life
Virtual Social Worlds and the Future of Learning
Second Life Class Assignment
Art and Design in Virtual Worlds/ Second Life
Second Life Media Zoo
Second Life: NC State Classes Go Virtual
Game-based learning for Virtual Patients

Other videos:
Training videos - Second Life, part 1
Training videos - Second Life, part 2

Blogs and Wikis:
Introducing your RL students to Second Life
Learning technology teacher development blog - Materials design for Virtual Worlds
Educational uses of Second Life
Where the Language Worlds Meet

Articles, handouts, reports, and books:


