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Autore	Nelson Brian C
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Nota di contenuto	cover; Design for Learning in Virtual Worlds; Copyright; Contents; List of illustrations; Preface; Acknowledgements; Part one: Introduction and overview; Chapter 1: Definition and History of Virtual Worlds for Education; Introduction; What's a Virtual World?; Computer-based Environment; Exploring Virtual Worlds; Single-Player and Multi-Player Virtual Worlds; A (Very) Brief History of Educational Virtual Worlds; MOOSE Crossing; Whyville; River City; Quest Atlantis; SAVE Science; Conclusion; Test Your Understanding; Learning Activities; References; Links; Other Resources Chapter 2: Mechanics of Virtual Worlds: The World Introduction; The World; What the World Is; What the World Isn't; Where Is the World?; Server-based Worlds; Locally-based Worlds; Worldly Advances; How Does the World Work?; World Construction; World Perception; World Navigation; Living on the Edge; Multiple Worlds; Game Levels; Nested Worlds; Juxtaposed Worlds; From One World to Another; Networked Worlds; World Instances; Representative Avatars; Sound Issues; Conclusion; Test Your Understanding; Learning Activities; Links; Other Resources; Chapter 3: Mechanics of Virtual Worlds: The GUI Introduction The World and the GUI Defined; The GUI; What the GUI Is; GUI Function; GUI Form; What the GUI Isn't; How Does the GUI Work?; Between the GUI and the World; Interactions; Navigation; Feedback;

Conclusion; Test Your Understanding; Learning Activities; Other Resources; Part Two: Theoretical Basis For Learning And Assessment In Virtual Worlds; Chapter 4: Theoretical Basis for Learning in Virtual Worlds; Introduction; Theoretical Basis for Learning in Virtual Worlds; Situated Learning; Constructivism; Socio-constructivism; Behaviorism; Cognitive Processing; Conclusion  
Test Your Understanding; Learning Activities; References; Links; Other Resources; Chapter 5: Defining the Context of Virtual Worlds; Introduction; Subject Domain; What Makes a Good Fit?; What Makes a Bad Fit?; Learning Context; Formality; Environment; Activity; Learner Population; World Boundaries; Participant Roles; Conclusion; Test Your Understanding; Learning Activities; Reference; Other Resources; Chapter 6: Measurement and Assessment with Virtual Worlds; Introduction; Measurement and Assessment; Reliability and Validity; Choosing Constructs to Be Measured in Virtual Worlds  
What Can Be Measured? What Should Be Measured?; Conclusion; Test Your Understanding; Learning Activities; References; Other Resources; Part Three: Theoretical Perspectives: Design For Learning In Virtual Worlds; Chapter 7: Critiquing Virtual Worlds and Virtual-World-based Curricula; Introduction; Critiquing Virtual Worlds; Activities Situated in Context; Knowledge Building; Cooperation; Authenticity; Intentionality; Conclusion; Test Your Understanding; Learning Activities; References; Links; Other Resources; Chapter 8: Designing Curricula for Virtual Worlds; Introduction  
Virtual-World Curriculum Design Document

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## Sommario/riassunto

"Virtual worlds offer engaging, rich visual and auditory experiences to their users. In them, players guide computer-based avatars through virtual landscapes filled with realistic buildings, objects, characters, and the avatars of other players. In the commercial realm, games and online virtual communities attract millions of devoted fans who spend large amounts of time and money in these worlds. In recent years, interest in virtual worlds as platforms for instruction and training has rapidly grown as researchers and designers focus on their potential power as learning environments. Educational virtual worlds are designed to incorporate situated learning concepts of collaborative knowledge building among communities of learners in contexts that closely mimic the real world. In this, the first text written specifically on how to design virtual worlds for educational purposes, the authors explore: the history and evolution of virtual worlds (commercial and educational), the theories behind the use of virtual worlds for learning, the design of curricula in virtual worlds, design guidelines for elements experienced in virtual worlds that support learning, and design guidelines for learning quests and activities in virtual worlds. They also examine the theories and associated design principles used to create embedded assessments in virtual worlds. Finally, they offer a framework and methodology to assist professionals in evaluating off-the-shelf virtual worlds for use in educational and training settings"--

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