

A virtual presence: Creating connections through Second Life

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Background

- **CSU SIS dominates library education provision in Australia**
- **Large faculty, range of specialisations, 100 subjects (all distance education)**
- **Review of faculty and curriculum in 2009-10 resulted in new courses, and online delivery**
- **Designed to improve student experience, reduce attrition, consolidate position in the LIS education market place**

DE: facing the challenges

- **DE suits our student profile**
- **Fits with CSU commitment to regional education**
- **But entails challenges**
 - **Communication difficulties**
 - **Lack of student motivation**
 - **High drop out**
 - **Supporting students at a distance**
 - **Student isolation, lack of community**

Creating connections

- **Need to build connections, increase student engagement**
- **OLE provides opportunities to exploit affordances of educational technology and social networking**
- **Student-centred curriculum enables active and collaborative learning**
- **OLE helps address two major issues: amount of reading required, and lack of communal student experience**

Students now read, listen

... let us save what remains: not by vaults and locks which fence them from the public eye and use in consigning them to the waste of time, but by such a multiplication of copies, as shall place them beyond the reach of accident (Thomas Jefferson, 1791, quoted on the CLOCKSS website).

Preservation (or conservation) is often, but not always, part of the collection managers responsibility. Preservation is necessary because materials that come into the library or archive do not remain in pristine condition:

- paper-based materials undergo chemical deterioration and become brittle and crumble. Poor quality paper and newsprint materials do this quite quickly;
- items are misused and mishandled;
- audiovisual items get scratched, jammed in machines, broken, or become unusable due to format obsolescence; and/or
- digital data becomes corrupted or unstable, or no longer readable due to hardware and/or software upgrades, or, if it is on the internet, it may simply disappear. While books do go out of print, a copy somewhere can usually be found BUT already thousands if not millions of websites and computer files are irretrievably lost, with whatever consequence that may have for the preservation of the records of humanity.

While the preservation problems posed by print and audiovisual materials remain important and should not be overlooked, the issues relating to digital resources are receiving most attention at present.

In addition, in a separate but related activity, there are two fundamental reasons, and they are not necessarily mutually exclusive, why libraries and archives digitise physical materials:

- to improve access to information, and
- to preserve existing sources of information.



Read

This BBC news article, [British Library warns UK web heritage could be lost](#).



Listen

Listen to the Week 11 mini lecture given by Bob Pymm about preservation and digitisation of resources.



..... watch, interact



Consider

What impact do you think the internet has had on the information cycle? How does this affect the traditional information agencies and their role? To answer these questions think about the following:

- Does it make a difference if the creator, publisher and distributor of information is the same person? That is, is it still a cycle?
- Are there still consumers of the information and, if so, has the way they use information changed?
- Does the fact that more information is available "free" on the internet mean that the role of authorised agencies (libraries, archives etc) has lessened - or, simply, changed? Why or why not?



For further investigation ...

Watch

Clay Shirky's talk on your tube titled *How cognitive surplus will change the world* (13:39) in which he explores how digital technology combined with human generosity enables people to collaborate in the sharing of information.

Clay Shirky: How cognitive surplus will change ...



... and network

facebook Lyn Hay Find Friends Home

Lyn Hay

FAVORITES

- News Feed
- Messages
- Events
- Find Friends

GROUPS

- INF506 201190 Social N...**
- INF206 201190 Soci... 13
- INF506 201160 Social Netw...
- ICTEXP 201160
- MED TL CSU 15
- INF506 201090 Social Netw...
- Icentre 20+
- Create Group...

APPS

- Between You and Me 8
- App Requests 6

LISTS

- Subscriptions

INF506 201190 Social Networking for Information Professionals Notifications

Closed Group — inf506.201190@groups.facebook.com

53 Members 1 Photo 7 Docs

Members (53) See All

CSU's INF506 201160 class space on Facebook. A place to connect, share, debate and celebrate our Web 2.0 journey as information professionals.

Sponsored See All

My Daughter, I Wish You
bradford.com.au

Make all of your daughter's wishes come true with this exclusive charm bracelet that sparkles with love. Shop Now!

Speed Jewellery by Alan Jones...

Looking for the perfect gift for christmas? Why not a Performance Inspired Gift from Speed Jewellery? Summerats RING on sale NOW!

How do you heart your dog
pawclub.com.au

WIN \$20,000 IN PRIZES
YOUR DOG

Find out how you heart your dog for your chance to win \$20,000 in prizes!

The Professors Online Lolly Shop

Shop for local and imported lollies online. Australia's best range & prices with simple flat rate shipping and free shipping

Write Post **Add Photo / Video** **Ask Question**

UPDATED POSTS

Lyn Hay

This is an interesting infographic of the status of social media in China and the range of 'copycat' social media platforms that have been created due the censorship of mainstream Western platforms such as Facebook, Twitter, YouTube and the like <https://www.gplus.com/Infographic/INFOGRAPHIC-A-Social-Media-Revolution-Chinas>

G+ INFOGRAPHIC: A Social Media Revolution - China's Answer to Social Networking | GPlus.com
www.gplus.com

G+ provides a place for people to start new conversations, ask the important questions and propose ideas online and at in-person meetings.

Lyn Hay

Facebook is facing quite a bit of heat at the moment with a number of countries investigating FB privacy issues within the context of their regulatory policies. See <http://www.allfacebook.com/facebook-ads-europe-2011-11> and <http://www.allfacebook.com/facebook-ftc-privacy-2011-11> for US and Europe examples. What are your thoughts re these?

European Commission Targets Facebook's Targeted Ads
www.allfacebook.com

Facebook is facing more regulatory fire in Europe over how the company collects and uses members' personal information.

OLDER POSTS

Sue Carr

A useful list of hashtags.....

#HASHTAGS The A-Z Dictionary of Educational Twitter Hashtags | Edudemic
edudemic.com

INF506 201190 Social N...

... some participate in the SIS Second Life Learning Centre



... where they meet, discuss, debate, role play

The screenshot displays a virtual meeting environment. At the top, a browser-like interface shows navigation buttons (back, forward, home), a search bar, and a status bar with 'Me', 'Communicate', 'World', 'Build', 'Help', 'Advanced', 'L\$ 9,399', 'BUY L\$', and '3:20 AM PDT'. The main area is a 3D-rendered room with a wooden floor and blue walls. A large screen at the front displays a presentation titled 'School of Information Studies Centre' with a globe graphic and text: 'archiving the present', 'preserving for the future', and 'NATIONAL FILM & SOUND ARCHIVE'. Several avatars are seated in colorful chairs (red, blue, yellow, green) facing the screen. A chat window in the bottom left shows a message from 'LenaLotus Latte': 'Do you think that reputation is detrimental to institutions' capacity to preserve?'. A control bar at the bottom includes buttons for 'Click here to chat.', 'Speak', 'Gesture', 'Move', 'View', and a camera icon. A vertical toolbar on the right side contains icons for navigation and interaction.

Me Communicate World Build Help Advanced L\$ 9,399 BUY L\$ 3:20 AM PDT

School of Information Studies Learning Centre - Meeting Hall, jokaydia III - Moderate M Search

SIS Staff Coolhand Brentley

CSU-SIS Member Radar Mode

CSU-SIS Friend OhMy Kidd

INF520 Bex Mistwood

SIS Host LenaLotus Latte

SIS Host Cas Georgie

Phryne Porterfield

archiving the present

preserving for the future

NATIONAL FILM & SOUND ARCHIVE

Do you think that reputation is detrimental to institutions' capacity to preserve?

Click here to chat. Speak Gesture Move View

in groups



or one-to-one



... professional development, excursions



... and socialize



they also present assignments



The study

- **Aim – to evaluate and compare student perceptions before and after their Second Life experience**
- **14 undergraduate, 8 postgraduate enrolled in ‘Preservation of Information Resources’, one lecturer, one tutor**
- **Most students Australian, 2 from elsewhere, range of cultural backgrounds**
- **High level of anxiety about using Second Life**

The task

- **All students attended subject-related lectures and Second Life training session**
- **Major assessment task: a slide presentation followed by discussion**
- **Other students expected to be the 'audience', interact, ask questions and comment**
- **Marks to be awarded for content and presentation style, not technical ability**

Evaluation

- **Students asked to express expectations about Second Life on the discussion board early in the semester, before their experience**
- **Feedback on the Second Life experience gathered from the end of session subject survey**
- **Pre-Second Life, all post grad students responded, and half under-grad students**
- **Post-Second Life, few direct responses to survey, but more anecdotal responses**

Before

- **Students who attended training had little trouble negotiating the SL environment**
- **All students presented their assignments and attended at least one lecture**
- **Comments before indicated they were interested but nervous:**
 - ‘Second Life is completely new to me, but I am looking forward to the task ...’*
 - ‘... experiencing some trepidation about Second Life ...’*

After

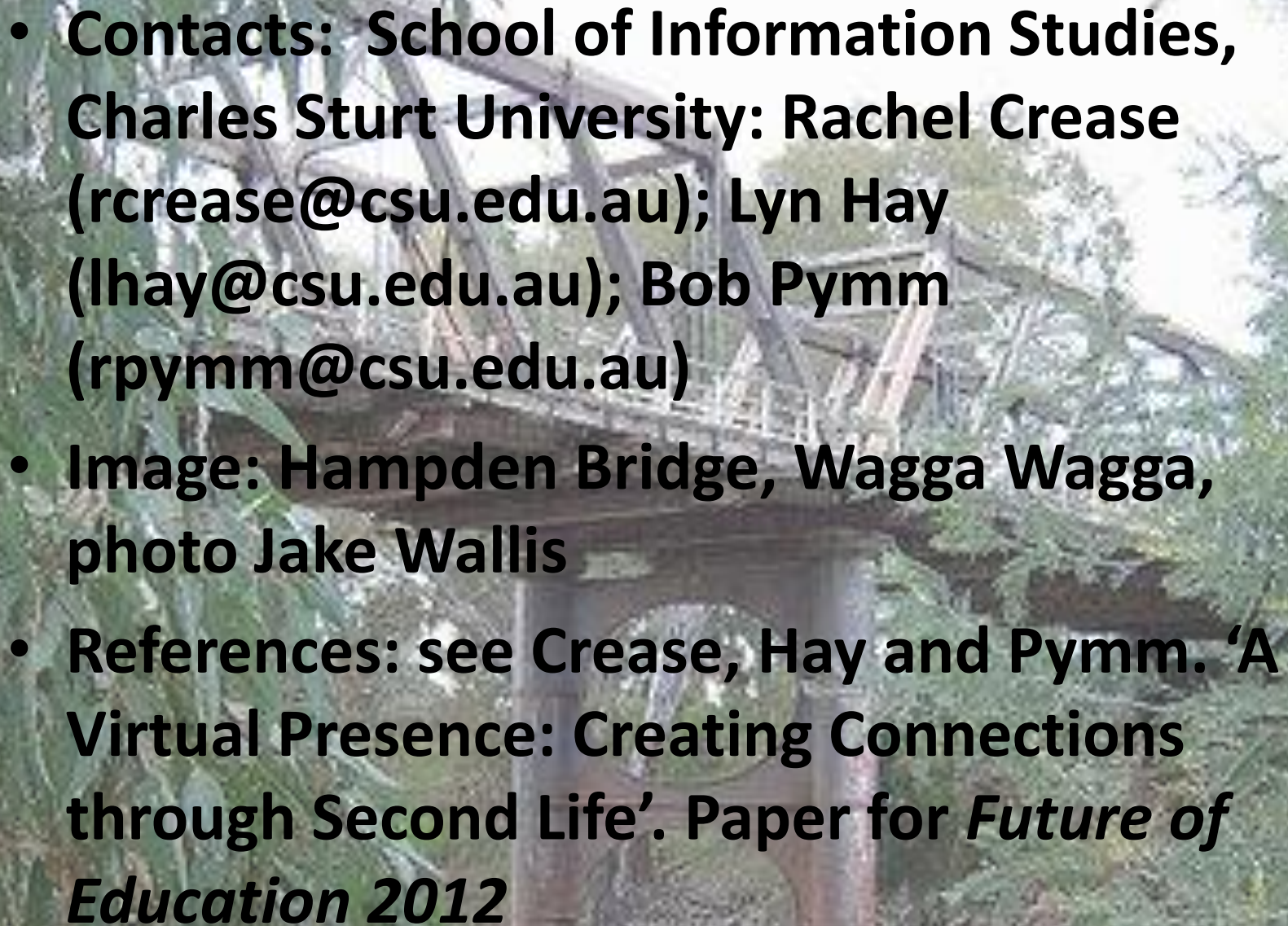
- All but one direct comments positive
... Initially I was dubious ... however, it proved a very valuable learning experience ...
... more interaction with the lecturer than I have traditionally experienced ...
... I have a few friends on Second Life now ...
- One student not convinced, noting that *despite being good to hear other students,* the expense of buying headphones and problems connecting *caused them stress ...*

Challenges

- **Steep learning curve, two students did not attend training, this caused problems for them**
- **Needs a fair amount of commitment, time and mind, from staff and students if it is to work**
- **Can be hard for students who don't have good internet or fast computer**

Outcomes

- **SL can provide an effective learning space**
- **Initial anxieties common but not surprising**
- **Training program built confidence and proficiency**
- **Presentation was straightforward for most**
- **Low response rate after, but almost all positive**
- **Conversations ‘in world’ support the view that Second Life increases student engagement and interaction**

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 - **Image: Hampden Bridge, Wagga Wagga, photo Jake Wallis**
 - **References: see Crease, Hay and Pymm. 'A Virtual Presence: Creating Connections through Second Life'. Paper for *Future of Education 2012***