LIS 694 Information Behavior in Virtual Environments

Spring 2011: Meets Thursdays 1:00 - 3:40 p.m. HL2K and online in virtual worlds
Instructor: Dr. Diane Nahl, Professor
Office: HL3C; Voicemail: 956-5809; Email (quickest response): nahl@hawaii.edu
Web Site: http://www2.hawaii.edu/~nahl/courses694IBVE.html
Course Google Group: https://groups.google.com/forum/?hl=en#!forum/lis-694-information-behavior-in-virtual-environments
Office Hours: Email for appt.

Expanded Seminar Description
This seminar takes place in immersive virtual world platforms including Second Life (SL), Inworldz, Heritage Key, Blue Mars and other virtual information environments. The seminar allows students to examine virtual world innovations including avatar-mediated library services, immersive educational environments, historic recreations, and others. Students join inworld professional groups and interest groups; study avatar information needs and information seeking behavior; create virtual interactive collections, subject guides and pathfinders; acquire virtual world information literacy (VWIL) and basic building skills; and master information sharing and presentation tools. Projects involve students in applying skills learned via inworld tasks in producing VW informative events. Project-based, research and professional focus, inworld and classroom workshop format.

Seminar participants compare information behavior models to apply in VW information environments. Students conduct research on virtual information needs, as well as acquiring and applying information literacy skills needed to accomplish tasks and assignments in immersive environments. Students meet the librarians of Second Life and learn their roles and functions in providing inworld library research tools, services, and activities. Student teams choose subjects and create interactive exhibits and public events for Info Island and Sustainability Island.

Significance of VE Courses for Librarians and Information Scientists
VE courses in graduate library and information science programs prepare graduates to operate within the rapidly evolving virtual workplace and virtual educational environment. The VE education movement continues to grow, and the 600 million tweens currently playing and learning in VEs for kids and young adults will begin to enter college within five years, willing, prepared, and expecting to learn in engaging virtual educational environments. Librarians, educators and information science researchers are preparing for the increase in VE participation through pioneering work in SL and other VEs, developing innovative approaches to traditional functions and resources, meeting information seekers and learners on VE ground, understanding and meeting the information needs of VW users, and supporting and collaborating with educators in VE learning environments. In addition, librarians and information professionals take full advantage of the professional networking capacity of SL by sponsoring frequent meetings and conferences for professional development and presenting research. Information behavior researchers are studying virtual environments to discover how current information seeking models apply.
Prerequisite: None. Not required, but helps if comfortable using the web, social networking sites, and learning new things.
Professional Core Competencies
1. Professional Ethics
4. Technological Knowledge
5. Knowledge Dissemination--Service
6. Knowledge Accumulation--Education and Lifelong Learning
7. Knowledge Inquiry--Research
9. Social, Historical, and Cultural Context

Program Student Learning Outcomes
This seminar addresses the following objectives of the LIS Program, enabling students to:

1. Demonstrate an understanding of the philosophy, principles, policies and ethics of library and information science and technology;

3. Apply the basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments;

5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources;

6. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information sources;

9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;

10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;

11. Demonstrate basic competency in the latest specialized information technologies.

Course Student Learning Objectives
Students will:

1. Create subject exhibits and pathfinders to virtual locations.

2. Critically review research and theoretical literature on aspects of information services in virtual environments.

3. Report on field observations of online and avatar-mediated information seeking, and avatar-created information collections and information sharing objects.

4. Design, conduct, and report on virtual environment service learning projects.

5. Apply philosophical and ethical principles in designing and evaluating virtual environment information objects and events.

Course/Teaching Philosophy
The goal of the seminar is to enable students to apply information behavior models developed for manual and Web systems to virtual worlds, to acquire virtual information service abilities, to network with online and inworld avatar-librarians, and to design professional and educational VE exhibits and events from the users’ perspective. The seminar participants constitute a learning community since all are VE information system users. The seminar takes a person-centered and hands-on approach to better understanding the VE information
experience. Assignments involve students in creating and assessing interactive experiences in virtual environments.

The Field Research Report assignment helps students to focus on the attentional demands in information-intensive virtual environments. Students design and develop VE Events Projects in the lab during Project Workshops to facilitate creating interactive information sharing objects and community events. Participants conduct weekly discussions from the readings on significant issues in virtual environments for educators, libraries, librarians, students and users. The Virtual Pathfinder and Exhibits assignment enables students to explore SL and create subject guides linking virtual places embedded with content and digital materials. The VE Professional Meetings and Publishing assignment integrates participants into professional activities in Second Life.

Professional Expectations
LIS graduate students are responsible for observing the highest standards of intellectual and personal integrity in every aspect of their careers at the University of Hawaii. The profession promotes ethical and behavioral standards in public service and dealings with colleagues. LIS students are expected to adopt these values and enact them in their interactions with fellow students, faculty, staff and professionals. Please read the Professional Expectations Notice for LIS Graduate Students at UH: http://www.hawaii.edu/lis/students.php?page=profexp

In consideration of everyone, please turn off cell phones and pagers during class.

Teaching Method
Seminars promote the exchange of ideas so attendance and constructive participation are required. Synchronous online attendance is acceptable on particular session dates. Primary emphasis is on creating immersive learning projects, collaborative work, group discussion, critical analysis, and presentation of experiences, readings, and projects. Assignments are designed to promote these activities in conjunction with guest avatar instructors, demonstrations, Project Workshops, and practical problem-solving exercises to enliven concepts and theories in readings. Consult written assignment instructions pp. 9-15.

Format & Emphasis
Professional Service Learning
Collaboration and Teamwork
Inworld and Classroom Lab Workshops
Avatar-Librarian Mentoring
Avatar Information Seeking

VE Project Domains
Reference Service, Information Seeking, and Information Literacy
Creating Collections and Subject Guides
Publishing, Information Sharing and Presentation Tools
Producing Professional and Educational Events

Research Methods
Students will study and apply the following research methods in course assignments:
Information Retrieval method to analyze SL search strategies; Participant-Observer method to study naturally occurring activities in VE information settings; Content Analysis of user discourse to study VE information practices.
Requirements

Readings
Assigned reading is on the course schedule and will be the focus of class discussions. Students will selectively present material and collaboratively lead weekly discussions and exercises.

Assignments and Grading

Field Research Report 20%
  Written (10%)
  Oral (10%)
Virtual Pathfinders & Exhibits (2) 30%
  Inworld Objects (20%)  
  Oral (10%)
VE Events Projects (2) 30%
VE Professional Meetings and Publishing (1) 20%

100%


Due Dates
One point (1) will be deducted each day for late assignments. If you miss class, you may attend the online portion, and you are responsible for obtaining notes from classmates and materials from the instructor. If you have an oral presentation due the same day as a written/project assignment, you may turn-in the written assignment one session later without penalty.

Participation Requirements
Active class participation is essential when discussing readings, practicing skills, and working in groups. Class exercises and discussions are central to the seminar’s purpose of examining VW information systems. Literature Partners will present material from weekly readings and all members are expected to participate in the discussions. Attendance is required, online attendance is permitted for certain sessions. Two or more absences require written reports on the required readings for missed sessions. Full points (20%) will be awarded only if all participation requirements are met.

To accomplish these requirements, students:
1) Actively participate in class exercises and discussions.
2) Take written notes from lectures and readings that address the material and promote thoughtful consideration of issues.
3) Prepare discussion activities, exercises, questions and present observations, understandings, comments, insights, and criticism.
4) Listen and learn from each other’s contributions through constructive comments and reactions in discussions.
5) Create well thought-out responses for discussion.
6) Discuss readings without flipping through pages during the discussion to locate "the answer" because it removes a person from the discussion.
**Technology Requirements**

This course requires you to use a **computer** to produce all of the written assignments. PCs are available in the open LIS Alcove Lab in HL 3 and during posted hours in HL 2K (first obtain an **ICS student account**—application forms available in class and the LIS office HL 2). You are required to have a **Gmail account** for this course, and to subscribe to and use the **LIS 694 Google Group** for updated course information: [https://groups.google.com/forum/?hl=en#! forum/lis-694-information-behavior-in-virtual-environments](https://groups.google.com/forum/?hl=en#!forum/lis-694-information-behavior-in-virtual-environments)

Students use **Google Documents** to collaborate on assignments electronically. Personal laptops are permitted and encouraged in class, UH login to wireless network required. Laptops may not be as effective for SL since wireless signal strength may be weaker than hard-wired lab machines. **Always bring your ICS account login to class.** See the Second Life system requirements (Minimum Requirements may not be sufficient for a decent graphic experience): [http://secondlife.com/support/system-requirements/](http://secondlife.com/support/system-requirements/)

Students are expected to join SL groups, use relevant databases, the Web, other VEs and SL to explore the issues and content in the course. Students will locate and study electronic resources pertinent to the course topics, utilize several online database systems, and prepare assignments integrating these activities. See the Assignment Instructions pp. 9-15.

**Registering for Second Life**

1.) Review the System Requirements, Recommended works best: [http://secondlife.com/support/system-requirements/](http://secondlife.com/support/system-requirements/)

2.) Download the Second Life Viewer 2 software: Click the big orange Download button (there are other choices below it, ignore those for now) [http://secondlife.com/support/downloads/?lang=en-US](http://secondlife.com/support/downloads/?lang=en-US)

3.) Registering for a free SL account requires name and email. You get your account and avatar immediately upon registering. Think carefully about choosing your avatar name, it cannot be changed, although you can create multiple avatars. Shorter names are easier to manage.

4.) Choosing an avatar: On the Download page, click **Join Now >>** or go to [http://secondlife.com/?lang=en-US](http://secondlife.com/?lang=en-US) or use the convenient procedure set up for academics through the Virtual Ability site: [http://virtualability.org/signup.aspx](http://virtualability.org/signup.aspx) (You may skip the Assistive Technology and Information Request pages)

5.) After registering and downloading the SL client you can login for the first time. Your avatar will either land at the main SL Orientation Area or at the Orientation area on Virtual Ability Island (if you used the virtualability site). Teleport to UH System Island by clicking, or pasting the link below into a Web browser. It opens a Web page with a Teleport button that takes you directly to the UH Island [http://slurl.com/secondlife/University%20of%20Hawaii/56/226/2](http://slurl.com/secondlife/University%20of%20Hawaii/56/226/2) [Note: if you joined through the main SL site and not Virtual Ability you may have to complete Orientation Island before being able to teleport to UH] This draft Second Life Guide was created by LIS students Sean Thibadeaux, Yoko Yamamoto and Matt Brown. [http://guides.library.manoa.hawaii.edu/SLGuide](http://guides.library.manoa.hawaii.edu/SLGuide)
**LIS 694 Spring 2011 COURSE SCHEDULE**  
*(Subject to change)*

<table>
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<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments &amp; Due Dates</th>
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| (1)   | JAN 13 | Virtual Worlds as Educational Learning Environments | **Readings:**  
**Exercise:** Join groups: [UH System, Second Life Library 2.0, LISSU]  
**Exercise:** SL Orientation |
| (2)   | JAN 20 | Research Ethics  
Trendy Topics LIS Career Fair: Video Conference  
*Tuesday, January 25, 2011 6 am -3 pm Hawaii time*  
http://www.trendytopics.info/T2careerfairschedule.pdf | **Readings:** Research Ethics, & Human Subjects sites, Certification Tutorial, SL Community Standards & Terms of Service;  
**DUE:** Consent form & Research Ethics Certificate  
**Exercise:** Collaboration  
**Project Workshop:** Exhibit 1; Creating Information Sharing Objects |
| (3)   | JAN 27 | Information Seeking in Virtual Environments  
Rolig Loon & Abbey Zenith, CVL Board | **Readings:** Mon  
**DUE:** Trendy Topics VC feedback (1/25)  
**Project Workshop:** Exhibit 1; Event Planning |
| (4)   | FEB 3  | Information Visibility | **Readings:** Mansourian *et al.*  
**DUE:** *Pathfinder & Exhibit 1*  
**Exercise:** Noticing behavior  
**Project Workshop:** Exhibit 2; Event planning |
| (5)   | FEB 10 | Affective Load and Engagement | **Readings:** Nahl  
**Exercise:** Affective load  
**Project Workshop:** Exhibit 2 |
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<th>Week</th>
<th>Date</th>
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<th>Readings</th>
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<tr>
<td>(6)</td>
<td>FEB 17</td>
<td>History of Information Behavior Models</td>
<td>Wilson</td>
<td>VE Event 1:</td>
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<td>(7)</td>
<td>FEB 24</td>
<td>Blended Learning</td>
<td>Webber</td>
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<td>Machinima Class 2/24 4 pm &amp;</td>
<td>DUE: Exercise: Machinima class</td>
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<td>2/25 4:30 pm Hawaii time</td>
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<td>Project Workshop: Exhibit 2</td>
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<td>Swanson, UC Davis &amp; Derry</td>
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<td>McMahon, Seanchai Library, Info Island</td>
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<td>(8)</td>
<td>MAR 3</td>
<td>VEs for Kids and Young Adults</td>
<td>JVWR; KZERO</td>
<td>*Pathfinder &amp; Exhibit 2</td>
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<td>DUE: Project Workshop: Exhibit 3</td>
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<td>(9)</td>
<td>MAR 10</td>
<td>VEs for Kids and Young Adults</td>
<td>JVWR; Jokaydia</td>
<td>Other VEs comparison</td>
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<td>DUE: Exercise: Project Workshop: Event planning</td>
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<td>MAR 17</td>
<td>VEs in Higher Education</td>
<td>DeLucia et al.</td>
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<td>DUE: Exercise: Project Workshop: Event planning</td>
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<td>MAR 24</td>
<td>Spring Break</td>
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<td>MAR 31</td>
<td>Wed-based VEs</td>
<td><strong>Readings:</strong> Pomerantz <em>et al.</em>; IPL15 Things&lt;br&gt;DUE: *Pathfinder &amp; Exhibit 3&lt;br&gt;<strong>Exercise:</strong> Web 2.0&lt;br&gt;<strong>Project Workshop:</strong> Exhibit 4</td>
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<td>APR 07</td>
<td>VEs and the Semantic Web</td>
<td><strong>Readings:</strong> Lesko <em>et al.</em>&lt;br&gt;DUE: <strong>Exercise:</strong>&lt;br&gt;<strong>Project Workshop:</strong> Event Planning; Exhibit 4</td>
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<td>APR 14</td>
<td>VE Innovations in Teaching and Learning</td>
<td><strong>Readings:</strong> JVWE&lt;br&gt;DUE: Field Research Report&lt;br&gt;<strong>Project Workshop:</strong> Event Planning</td>
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<td>APR 21</td>
<td>VE Preservation</td>
<td><strong>DUE:</strong> VE Event 2:</td>
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<td>APR 28</td>
<td>Projects Course Evaluation</td>
<td><strong>DUE:</strong> Published or In Press RezLibris articles; Project presentations in SL</td>
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<td>MAY 05</td>
<td>Pre-Finals Week</td>
<td><strong>DUE:</strong> *Pathfinder &amp; Exhibit 4; Project presentations in SL; All assignments</td>
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ASSIGNMENT INSTRUCTIONS

Google group

Class updates, resources, and threads are in the google group for the course. https://groups.google.com/forum/?hl=en#!forum/lis-694-information-behavior-in-virtual-environments

Weekly readings from the text are on the Course Schedule. Each week students present 5-10 minutes each of highlights or activities relating to the readings. Apply the concepts and IB models to concrete VE experiences. Creativity and inworld activity are encouraged!

Collaborative weekly exercises and Project Workshops build VW skills and help participants develop VW group projects. Participants are required to complete in class and outside class exercises.

Joining SL Groups

Seminar participants join a minimum of 5 professional, educational, and cultural groups. Three groups are required for the assignments and for building privileges:
1) LIS Student Union; 2) University of Hawaii System; 3) Second Life Library 2.0

You may select two or more other SL groups according to your interests and preferences. Practice looking at avatar Profiles, then double click on any group listed in a profile to see the profile for the group. This helps you decide about joining. Use Search people to find groups relating to a particular aspect of some area. There is a limit of 25 groups in SL. Many people have several avatars in order to belong to more groups.

Group membership brings access privileges, information sent in IMs, notices about events and activities, free items and affiliation with helpful people of similar interests. Use the notifications to plan on attending several events, activities, and locations in order to explore for your events projects assignments and your pathfinder and exhibit assignment. You may wish to join groups relevant to your exhibit topics.

You can receive invitations to join groups by clicking signs or when someone sends a direct invitation. Some groups are Open Enrollment and can be joined by clicking within their profile. Some commercial establishments offer group membership for discounts and gifts. You can leave a group any time.

Inworld Time

The major part of each session is held in Second Life. Students must attend inworld and in the Lab. Later in the term we will plan online only sessions and won’t meet in the Lab ( though you may). Seminar participants must spend at least 4 hours per week inworld outside of class, working on assignments and with team members. It is important to explore SL to learn it and to prepare for assignments. You may use the HL 2K lab machines whenever the room is free.

SL Help Portal: http://secondlife.com/support/?query=video%25252btutorial

Seminar Presentations

Participants present on readings, exercises, assignments, experiences and events. The final class features a poster-session of student work presented inworld. Choose any of your work to present in the session. Might be sponsored by SLA-ASIST student chapters.
Virtual Pathfinders and Exhibits

This assignment involves creating subject guides, information sharing objects, and landmarks for SL information seekers. Subject guides for digital collections linking to the Web and to inworld material, and thematic landmarks linking to SL locations can provide educators, students, and researchers greater access to materials on particular topics. Portions of each class are devoted to lab time for Project Workshops.

Students work in pairs to research, create and post two Virtual Pathfinders and Exhibits based on subject themes. Students will post their work on the small exhibits area near the LIS Student Union and the Reference Desk on Info Island. Each exhibit remains up for one month January through May. See due dates on syllabus.

Procedures
1. Explore CVL collections and others to select a topic more specific than a major subject area. A scope note for the topic identifies the intended audience, focus and the coverage of the topic.
2. Use Robin Mochi’s Sloog page, Reference Desk resources on Info Island, periodical databases, and the SL Search function to select and visit places in Second Life that would be useful to educators and students.
3. Discuss with a librarian the concept, placement (arrangement) and timing of your exhibit. Topics will be finalized through consultation with the instructor and mentor librarian.
4. Develop evaluation criteria for SL site selection based on Web site evaluation criteria, such as, site has to work well with no dead links or dead clicks, interactive things work properly, accuracy of information, whether information sources are cited, etc. Discuss how you applied these criteria in your site selection process.
5. Create brief annotations for Exhibit objects, URLs and Landmarks. Add your site selection criteria explanation to this document.
6. All graphics used must be public domain, copyright free, and cited somewhere in the production. Watch this video on copyright: http://www.youtube.com/watch?v=CJn_jC4FNDo&feature=player_embedded
7. Create and texture prims and objects to present the content including interactive objects, Notecards, Landmarks (teleports), and a media prim (MOAP). Set permissions in the Edit pane to allow the exhibit to be copied by anyone.
8. Remove the exhibit on time to permit the next exhibit to be posted.
9. Exhibits will be evaluated according to the grading criteria below and feedback from mentor librarians.

Virtual Pathfinder and Exhibit Resources
Robin Mochi’s Sloog page: http://www.sloog.org/avatars/id/Robin-Mochi/places
SL Search
Info Island Reference Desk resources and nearby CVL Community Virtual Library collections: http://maps.secondlife.com/secondlife/Info%20Island/115/112/34
Relevant disciplinary databases

Sample Topics [not limited to these!]
The growth and expansion of virtual worlds
Intellectual property in virtual worlds
The mobile revolution and the rise of m-learning

Grading criteria: Working links and teleports; sites relevant to theme or subject; spelling and grammar in tags and notecards; accurate and complete citations to SL and Web and traditional sources; useful evaluation criteria for chosen resources; helpful annotations; creativity in presentation of exhibit.
VE Field Research Report

Students will be introduced to a variety of virtual abilities and immersive learning environments that serve as information grounds for systematic self-observations of interface use. Several behavioral filters allowing students to record affective, cognitive and sensorimotor activity in adjusting to the interface will be introduced during class lab sessions and used to make observations for the Field Journal. Students attend a variety of SL events and may explore other virtual worlds to create Field Journal entries.

Typical SL Activities

- Acquiring basic VE skills (communicating, walking, sitting, flying, teleporting)
- Searching for information, groups, individuals, items or locations inworld
- Interacting with objects to share or receive information (touching prims or opening boxes, attaching, wearing or activating and using items)
- Creating presentations and using presentation tools (uploading, media prims, scripts)
- Building and making interactive objects (posters, signs, booths, exhibits, etc.)
- Working with textures (images)
- Managing Inventory

The purpose of this assignment is to enable students to gain skill in assessing the effectiveness of VEs through longitudinal systematic self-observation:

- Studying the self as user longitudinally on natural socio-technical VE information ground.
- Using research concepts, methods, and statistics to analyze one’s own user behavior and make useful recommendations for redesign and improvement of VE outcomes.
- Valuing self-observation as a useful tool for analyzing information behavior and improving system and service design.

Systematically analyze your experience with Second Life according to criteria found in readings and given in class exercises. Keep a systematic Field Journal of your reactions as a user of the VE, participate in exercises using the VE, and write a report of your experiences according to criteria below, given in class, and your own additional criteria. Critique external and internal instructions on using the VE, particularly where you experience a lack of clarity and you feel uncertainty, how you coped with and resolved the confusion, etc.

The content of the Field Journal will reflect your work and experiences on Second Life CVL, LIS Student Union, UH Island projects and activities, other sims and/or other VEs. The Field Journal represents your personal experiences working in SL and other VEs, and the report represents a content analysis of your own concurrent user-generated discourse about the immersive VE. Cite IB models and methods from the required readings and from related material to explain and support your findings.
Requirements

1. Create a Second Life account, avatar, download the software, login, and begin the first orientation exercise (follow specific instructions given in lab).

2. Explore the VE in both formal (class exercises and assignments) and informal (individual pursuits) situations. Keep a Field Journal to document your personal reactions (affective, cognitive, sensorimotor) while concurrently using the VE. Make a minimum of 10 Field Journal entries throughout the term both in and outside of lab. You may compare SL to another VE. The Field Journal will be turned in as an appendix.

3. Appropriate information behavior filters for Field Journal data gathering will be provided in lab. In addition select evaluation criteria from readings and related material.

4. Focus the analysis on yourself as a member of a community of users of the VE and collaborating with like-users, by developing or selecting user-oriented criteria to add to the standard criteria that make sense for VE users.

5. Test the VE against your evaluation criteria by identifying and performing tasks that are routine for that interface. Many provided via lab exercises and homework.

6. Present your findings, demonstrate aspects of the VE, and lead a discussion on the merits and limitations of VE for 20 minutes. Oral presentations in Second Life will be scheduled on April 28 or May 5.

7. Submit a written analysis of your findings posted to your Web site, including a well-organized, point-by-point assessment. Submit Field Journal Entries separately as an appendix (may exclude from Web version) Written Web report due May 12.

Data Analysis

Both statistical analysis and content analysis will be used to analyze portions of your Field Journal data. After reviewing the data for recurring patterns or themes, or patterns of development like a learning curve, make selections to illustrate the findings. Statistical analyses will be kept simple (ratings and frequencies). Content analysis is used for categorizing user-generated discourse and other textual or visual data, e.g. VE photos you took.

Grading Criteria: Clarity of user focus in evaluation criteria; clear distinctions made between criteria; evidence of critical assessment; useful content analysis of concurrent user-generated discourse; cogent demonstration; active interaction with class in discussion and presentation; audibility; readability.
VE Events Projects

Students join the group Second Life Library 2.0, login at least twice weekly and attend some of the events advertised in Group IM and Group Notices. Students will work in teams to design, create, and implement two different professional and educational events in SL. Portions of each class are devoted to lab time for Project Workshops on these events.

Design an Event (pairs)
Events will be held at various times and in various locations, depending on what you decide. The class works as a team to select a theme or area from the list below:

1. Event related to one of the exhibits produced by 694.
2. Organize one of the scheduled meetings or activities on info Island or UH Islands. CVL Calendar (in Pacific/SLT): [https://www.google.com/calendar/embed?src=3bb3buph2sacrtvmici65p80tk@group.calendar.google.com&ctz=America/Los_Angeles&gsessionid=UrvhD885jOZv1yAgTho1Q](https://www.google.com/calendar/embed?src=3bb3buph2sacrtvmici65p80tk@group.calendar.google.com&ctz=America/Los_Angeles&gsessionid=UrvhD885jOZv1yAgTho1Q)

Join groups to get notices so you can attend similar events to experience how they work. Consult with representatives of the sponsoring groups for guidance regarding procedures, scheduling, etc.

Use google documents to collaboratively organize, plan and publicize the event. A model google planning document will be provided.

Events will be graded according to the criteria below and with feedback from mentor librarians.

Grading criteria: accurate spelling and grammar in signs, displays, objects, and notecards; complete citations where text and graphics are used; useful event evaluation criteria; creativity in presentation of event; good publicity strategy and implementation; good organization and communication during the planning process.
Professional Meetings and Publishing

Students attend scheduled events and meetings, obtain feedback from participants and write a short article after the session or event for the SL periodical RezLibris http://www.rezlibris.com/

Requirements:
1. Read the latest issue of RezLibris to prepare for writing a short piece based on the session or event. The Trendy Topics Video Conference, events surrounding your own exhibits, or the exhibits themselves also qualify.
2. Each student writes and publishes one RezLibris article. Co-authored works are fine if you produce two pieces.
3. Discuss the topics with snow Scarmon and obtain a deadline that is very soon after the event.
4. Take photos and include in the write-ups.
5. Meet deadlines and make timely corrections before publication.
6. Accurately cite and credit work including graphics.

RezLibris contact: snow Scarmon in SL

Attendance at the Trendy Topics video conference is required on January 25. You may attend selected sessions as your schedule permits. Try to attend several sessions to get the full benefit of this career conference that helps you prepare for a position in the field. Take notes on your experience in the VE for a feedback session in class the following week. You may also write up this VE experience for the Field Journal.

Attendance at the machinima sessions on February 24 & 25 are required. Take notes on your experience in the VE for a feedback session in class the following week. You may also write up this VE experience for the Field Journal.

Trendy Topics: LIS Career Fair:  A One Day Online Conference
Tuesday, January 25, 2011
Full Schedule:  http://www.trendytopics.info/T2careerfairschedule.pdf
Registration free to LIS 694 students. Registration provides access to all the live online presentations and discussions, and to the conference archive of recordings and slide sets.
Register:  http://TrendyTopics.eventbee.com/event?eid=759178305
Trendy Topics Conference Series Website:  http://www.trendytopics.info/
Start Time:  6 am Hawaii time
End Time:  1 pm Hawaii time
TAP Information Services (www.tapinformation.com) helps organizations innovate. The School of Library and Information Science at San José State University (http://slisweb.sjsu.edu) offers a Master of Library and Information Science degree, accredited by the American Library Association.

Contacts: Lori Bell, SJSU lbell927@gmail.com
Tom Peters at tpeters@tapinformation.com

A machinima class on filming in virtual worlds, intellectual property and copyright issues surrounding remixing others’ audio or making derivative products.
Thursday and Friday, February 24 at 4 pm & Feb 25 at 4:30 pm Hawaii time
The class begins on the 24th with acquiring the free tools and on the 25th we attend a musical theatre performance, film parts of it and each upload a short clip to a site where we could all remix the clips to produce a group video that is creative commons.
HVX Silverstar is a superb machinimist and health sciences librarian at UC Davis who will teach
the machinima classes
Derry McMahon is a renown storyteller and librarian at Seanchai Library on info island who will
provide the music and performance.

Contact: HVX Silverstar <hvxsilverstar@gmail.com>

Grading criteria: accurate spelling and grammar in publication; accurate and complete citations where text
and graphics are used; creativity in write-up of event; meeting publication deadlines.
Required Seminar Readings

The syllabus identifies required readings each week and the schedule below cites the readings with links to the material. Readings are intended to promote critical thinking and in-depth discussion of ideas and concepts, and to help you apply VE concepts, methods and measures to your IB study. All members participate in weekly discussions and activities.

Weekly Research Literature Highlights

Seminar participants present selected highlights from each week’s readings. Use a variety of formats to engage participants for 5-10 minutes each week while addressing your own ideas, realizations and insights in relation to the content, e.g., issues, concepts, ideas, implications, controversies, challenges, new technologies, strategies, models and conceptual frameworks, etc. How does the reading relate to VEs, librarians or libraries? Make efforts to apply elements of IB models to concrete VE experiences. It is necessary to select personally meaningful, curious or challenging sections in a given reading, be selective and integrate points you consider to be most interesting and useful.

Human Research Ethics  [1/20]

http://www.hawaii.edu/irb/  UH Committee on Human Studies (Institutional Review Board IRB)
http://www.hawaii.edu/irb/html/manual/5.html#_Toc488457833  UH policy on class assignments involving human participants:
“While researcher practica are not under the purview of the CHS, the CHS staff is available for consultation with students and for class presentation regarding issues of the protection of the rights and welfare of human subjects. It is important to note that data collected as practica cannot at a later date be used for presentation at conferences, publications, or doctoral dissertations.”

Create an account and complete the entire tutorial, take the quizzes, get the Certificate (est. time 45’–60’), and turn in the Certificate via email by January 20: Protecting Human Research Participants, NIH  http://phrp.nihtraining.com/index.php

“46.101 (b) Unless otherwise required by department or agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.”

Second Life Community Standards (CS) and Terms of Service (ToS)
http://secondlife.com/corporate/tos.php

Print, sign and submit the SL Consent Form:  https://docs.google.com/document/d/18AyBDrtMPwRM9lKU2hxDXm0sJ2DvW9_8JKnp4SjjCNo/edit?hl=en&authkey=CMuZl9I0#
Information Seeking in Virtual Environments  [1/27]


Information Visibility  [2/3]


Affective Load and Engagement  [2/10]


History of Information Behavior Models  [2/17]


Blended Learning  [2/24]


VEs for Kids and Young Adults  [3/3]

Select an article from this issue of JVWR to discuss in class: *Journal of Virtual Worlds Research* Volume 3, Number 2 Virtual Worlds for Kids http://jvwresearch.org/page/volume_3_number_2_virtual_worlds_and_kids


VEs for Kids and Young Adults [3/10]

Select an article from this issue of JVWR to discuss in class: *Journal of Virtual Worlds Research* Volume 3, Number 2 Virtual Worlds for Kids
http://jvwresearch.org/page/volume_3_number_2_virtual_worlds_and_kids

Explore other VEs using Jokaydia Virtual Worlds Wiki: http://wiki.jokaydia.com/page/Vws_list
Explore Ancient Worlds at Heritage Key Web Tour: http://heritage-key.com/about-heritage-key

VEs in Higher Education [3/17]

[UH login required to get pdf]

Wed-based VEs [3/31]

http://muse.jhu.edu.eres.library.manoa.hawaii.edu/journals/portal_libraries_and_the_academy/v008/8.1pomerantz.pdf

IPL 15 Things: http://vll.ipl.org/15things/index.html

VEs and the Semantic Web [4/7]


VEs Innovations in Teaching and Learning [4/14]
Select an article from this inaugural issue of JVWE to discuss in class: *Journal of Virtual Worlds and Education* Volume 1, Number 1 http://www.jvwe.org/

VE Preservation [4/21]