Access to Virtual and Action Learning Live Online

Project Number: 143643-LLP-1-2008-UK

Grant Agreement: 2008 – 4833 / 001-001

Sub-programme or KA: KA3-KA3MP

Interview-Guideline

"AVALON Experts' Interview"

Interview-Guideline

General issues

Could you please introduce yourself shortly and tell us a little bit about your professional background!

1) Since when do you use Second Life?

2) Have you already used Second Life for teaching or learning a language?

3) How important is the design of a learning-environment for you?

4) On which visual criteria was the Avalon Learning Island created?

5) When thinking about learning environments the image of a closed, delimited room with doors, windows, chairs and a blackboard often comes into our minds automatically. What is the reason for not realizing this image within Avalon Learning? Why was no "conventional" class room designed?

6) In your opinion, which advantages does a 3D-environment have compared to learning language in an ordinary way? Could you please think of scenarios that are probably exclusively realizable within SL?

7) What might students keep away from participating in a language learning course in Second Life? → How can this situation be solved?

Technique

1) How grave are the technical problems within Second Life?

2) Could you think of solutions for these technical problems?

3) Can a technically proper learning unit be guaranteed? Or are there taken liberties with technical problems because they also occur in real life units now and then?

4) On the basis of the forgone questionnaire the largest possible number of students for a language class averaged at about 15 students. Could you please think of certain problems that could probably turn up if more than 15 learners would participate? Are there any certain experienced data?

5) What are the main reasons for believing in Second Life as the adequate platform for a language course? Even though technical problems cannot be dismissed.

Avatars and learning

6) What kind of influence does the existence of avatars have on learning language in SL?

7) Should the avatars look like typical teachers? Why / why not?

8) Which advantage or disadvantage could this have?

9) What kind of influence does the look of teachers and learners have on the learning process as well as on their relationship?

10) Thinking of a virtual teacher: how important are mimic and gesture to learn a language? Do you think that students will miss mimic and gesture within SL?

11) Is it an essential goal that the participants get to know the "real" persons behind the avatars? (Is a typical round of introductions planned at the beginning of the first course?)

12) Will cultural differences be an issue within the learning process? Do you see a problem in a possible divide between the persons behind the avatars?

Learning activities / teaching methods

13) Is an orientation phase important for the process of a language course?

14) Apart from the applications that are explained in the Orientation Island, what else should be taught during this orientation phase? What else do learners have to know to be sufficiently prepared for a language course?

15) Within the questionnaire 9 from 11 respondents state that it will be quite easy to bring a student who misses a course back into current class action. How could a "bringing back" be realized concretely?

16) How will delays of students be handled? (Ignored?)

17) Are there differences in terms of doing a course for Erasmus- or for Grundtvig-students? If so, could you please think of a situation where the forms of the courses deviate from each other?

18) Could you please describe a possible task for learners within a course?

19) Which kind of learning materials will be offered for the learners?

20) What might students keep away from learning as such during a course? → How can this situation be solved?

21) In the survey the majority regard the anonymity in SL as an advantage within the learning process… why? Could you name concrete examples?

22) Is it imaginable that the motivation of the learners is very high at the beginning (because SL is something *new*) and stagnates afterwards? If so, which arrangements can be set to counteract?

23) What has to be considered when starting group work? How will it be realised? How much time is needed?

24) The majority of the respondents in the survey regarded the issue "examinations" as not very important for the language course… what is your opinion about it? Which other possibilities are there to verify learning targets?

25) Relating to the examinations: will there be a difference between Grundtvig-and Erasmus-students?

26) How can a high quality course be guaranteed when there are no design bases for the success? How can success be measured without any tests?

27) So is assessment unimportant for the course?

28) At which point can a learn-unit be regarded as satisfying for the teacher/learner?

29) In your opinion, what is more important within an Avalon Learning course: enjoyment or learning the language?

30) How would you rate the quality of a language course if enjoyment is regarded as important as it was within the survey?

31) Is there a discrepancy between enjoyment and learning?

32) In the forgone questionnaire the majority of the respondents considered the concentration involvement in a Second Life lesson as higher as in regular classes. Do you assume that a higher concentration/involvement automatically means a good successful class?

33) What kind of goals can be defined for a language course in SL? What should the outcome at the end of a course (exactly) be?