Teaching Risk with Virtual Worlds
Experience and Lessons Learned in Second Life and Other Virtual Worlds

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This talk & paper: http://perisic.com/csedu13

Cambridge
Oxford
London
The Ten Knowledge Areas of Project Management

- Cost, Time, Scope, Quality
- Stakeholders, Human Resources, Communication
- Procurement, Integration,
- Risk

Project Management Institute (PMI); A guide to the Project Management Body of Knowledge (PMBOK guide), Fifth Edition; Newton Square, PA, 2013.

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Situated Learning
Herrington, J. and Oliver, R. (2000)

- authentic context, activities and assessment;
- expert performances;
- multiple roles and perspectives; collaborative construction of knowledge;
- reflection and articulation;
- coaching and scaffolding.

Authentic Context

- Virtual Worlds are able to provide authentic context.
- What does ‘virtual’ actually mean in this context? Students build ‘real’ stuff within the virtual world.
- The notion of simulated and real space blur... (Conrad, Neale & Charles 2010).

Teaching of “Ten Knowledge Areas of Project Management”

Situated Learning; Authentic Context

- Cost, Time, Scope, Quality
- Stakeholders, Human Resources, Communication
- Procurement, Integration,
- Risk

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Straightforward | Medium | Difficult

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Virtual Worlds in the University of Bedfordshire

- 2007-2010 Second Life
- 2010 OSGrid (Dreamland Metaverse)
- 2011-2012 Reaction Grid
- 2012-2013 Institutional Hosted World

Conrad, Marc (2011); Leaving the Lindens: Teaching in Virtual Worlds of Other Providers; Proceedings of ReLIVE 2011, Milton Keynes. Available at: http://sl.sanfoh.com/relive11
Situated Learning at the University of Bedfordshire

- Project Management:
  - Build a Showcase within a virtual world about a topic
  - Groups of 5-10 or more
  - Must be professionally managed
  - Need to use PRINCE2®
The Islands of “Bedfordia” and “University of Bedfordshire” within Second Life as of March 2010.
Two University of Bedfordshire Educators in front of a student showcase in 2009
Reaction Grid as in March 2012
Screenshot presented to the AY 11/12 postgraduate course to illustrate the location where to build.

http://perisic.com/csedu13
The same area towards the end of assignment.
April 2013 PG Course, Virtual World hosted within the University of Bedfordshire.
These look all very much the same???
Risks in Virtual Worlds
(common to all of these)

- Availability of the Virtual World on the client side.
- Availability of the service provider.
- Availability of the building area.
- Interference with other groups.
- Disappearance of in-world objects.
Types of Virtual Worlds

- Main Stream Provider (Second Life)
- Dedicated Provider (e.g. Reaction Grid)
- OSGrid
- Institutionally Hosted
- Student Hosted
Levels of Immersion

- There is a substantive difference between these virtual world implementations:
- **Implications for the perception of risk.**
Levels of Context

- There is a substantive difference between these virtual world implementations concerning context:
  - Talk is on Tuesday (Session 5) 16:15-17:45; R5

- Implications for the perception of risk.
Risk in Different Types of Virtual Worlds

- **Main Stream Provider (Second Life)**
  - Risk with interaction with provider, also in-world.

- **Dedicated Provider (e.g. Reaction Grid)**
  - Risk with interaction with provider, not in-world.

- **OSGrid**
  - Risk with interaction between ‘worlds’?

- **Institutionally Hosted**
  - Risk maintained within institution (good or bad?)

- **Student Hosted**
  - Risk resides with individual students.
Summary / Conclusion

- Virtual worlds are good for teaching Project Management, in particular concerning Risk following the Situated Learning approach.
- Different types of Virtual Worlds imply different perception and experience of Risk.
- Educators need to take this into account when implementing activities.