Collaboration in Second Life: Lesson Plan 1

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Type of Lesson: Multimedia, Simulation

Lesson Plan Title – Storyboarding in Second Life

Discipline and Topic – Technology, Audio Recording, Digital Collaboration

Target Population –
Grade Level: post-secondary
Population Characteristics: Learners have basic to advanced Second Life skills. They are motivated and comfortable with technology.
Lesson Groupings: Individual, small groups and whole-class, synchronous and asynchronous – class-size limit: 24 students.

Curriculum Links – Prior to this lesson attendees will have learned basic Second Life skills including basic building skills. Students will have studied different methods of digital storytelling. Following this lesson students will use Second Life to create a type of animated short story or video called "machinima" (machine + cinema).

Objectives –Please state these in the form of what students will be able to do.

- Participants will be able to utilize Second Life to collaborate on a digital story.

- Using the Second Life interface and tools, participants will be able to present ideas and conduct meetings in Second Life.

Media Literacy Objectives –
- Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.

- Use technology tools and resources for managing and communicating personal/professional information.

- Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.

- Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Materials – High-speed Internet connection, multimedia capable computer system with high-end graphics card capable of running Second Life, headset and microphone.

Timing – Space will be available in Second Life. The duration of this lesson is one week. However, estimated individual participation time is approximately 9 hours.

Scope and Sequence –

Day 1
Students will meet with the instructor in Second Life (SL), where they will be divided into small groups, approximately 4 students per group, and they will be given the assignment to plan and storyboard a short story using SL snapshots (screen captures) and other SL presentation capabilities, culminating in a group presentation, with audio/streaming voice, of each storyboard. Each group will be given a parcel of land on which to layout their storyboard and prepare for their presentation. They will also be given $200 Linden Dollars (less than one US dollar) to be used for taking up to 20 snapshots. Students will have the opportunity to ask questions of the instructor and peers during this time, and to begin planning their project. (2 hours)

Days 2-4
Groups develop their stories and plan their presentations. The storyboards must utilize SL avatars and scenes and be developed with visuals that include SL snapshots. (Approximately 6 hours)

Day 5
The whole class meets in SL to watch and listen to each small group's storyboard presentation. Group participants should take turns speaking, telling the story, describing scenes and/or acting in character. (2 hours)

Week 2
Students and instructor individually critique each storyboard and submit their critiques using a Notecard dropbox for each group. (Due by day 2 of week 2.)

Students individually read their group's peer and instructor reviews and write a summary essay of their learning. (Due by the end of week 2.)

Supplemental Materials –

- Land (collaborative space) in Second Life.

- Notecard dropbox (interactive object in Second Life).

- Approximately 8 US dollars worth of Second Life currency for taking snapshots.

Evaluation of Students –

Objectives	1 point	2 points	3 points
Story concept and development	Poorly conceived and developed	Adequately conceived and developed	Well conceived and developed.
Storyboard presentation	Not well prepared or presented.	Adequately prepared and presented.	Well prepared and presented.
Critiques	Poor or incomplete.	Appropriate and complete.	Thoughtful and complete.
Essay	Essay is weak or incomplete.	Essay is sufficient.	Essay is thoughtful and insightful.

Evaluation of the Lesson –

Students should be enthusiastic and engaged, and their work should showcase their creativity. This will be a good indication of the quality of the lesson. If the stories seem underdeveloped, then it might indicate that the time for the lesson should be extended.