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| ***ÇAĞ UNIVERSITY***  ***FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** | | | | | | | | | | | | | | | | | | | | | |
| **Code** | | | | **Course Title** | | | | | | | | | | | **Credit** | | | | **ECTS** | | |
| **ITL 314** | | | | MetaVerse – International Student Project in a Virtual World | | | | | | | | | | | 3 (2-2-3) | | | | 6 | | |
| **Prerequisites** | | | | | | | | **None** | | | | | | | | | | | | | |
| **Language of Instruction** | | | | | | | | English | | | **Mode of Delivery** | | | | | **Online/Virtual Campus** | | | | | |
| **Type and Level of Course** | | | | | | | | **Elective/3rd Year/Spring Semester EQF- Level 6** | | | | | | | | | | | | | |
| **Lecturers** | | | | | **Name(s)** | | | | | | **LectureHours** | | | | **Office Hours** | | | | **Contacts** | | |
| **Course Coordinators**  **Course Assistants** | | | | | Assoc.Prof.Dr. Murat Gülmez  Prof Dr. John O’Connor  Res.Asst.Ersin İnal  Res. Asst. Gülay Güler | | | | | | Monday  16.00 – 19.00  (From March 31st  15.00 - 18.00) | | | | Monday  09.30-12.00 | | | | [**mgulmez@cag.edu.tr**](mailto:mgulmez@cag.edu.tr)  [**John@TUD.edu**](mailto:John@TUD.edu)  [**ersininal@cag.edu.tr**](mailto:ersininal@cag.edu.tr)  [**gulayguler@cag.edu.tr**](mailto:gulayguler@cag.edu.tr) | | |
| **Course Objective** | | | | | **The course is developed to help students understand the metaverse environments and how online virtual (immersive) environments function and find out the potential for developing and using these platforms for professional and social use. With in the course The students create and manage an avatar of their own in order to experience of being a resident in an extablished open source virtual world. An effective knowledge of how online virtual environments and communities function is getting increasingly essential for anyone working in a professional contemporary environment. The course allow students to explore an existing virtual world by engaging in virtual comminitiesand organizations, learn how to navigate and communicate. Additionally, the students participate lectures about sustainability, communication, team building, digital citizenship, metaliteracy and 3D content creating provided by profesionals and educators from all around the world. To create a comprehensive awareness of Virtual Worlds, a wide understanding and appreciation of Virtual World applications and the vital possible future role that they would play in modern world.** | | | | | | | | | | | | | | | | |
| **Learning Outcomes of the Course** | |  | **Students who have completed the course successfully should be able to** | | | | | | | | | | | | | | | **Relationship** | | | |
| **Prog. Output** | | | **Net Effect** |
| 1 | **Access online communities and virtual worlds** | | | | | | | | | | | | | | | **2** | | | **5** |
| 2 | **Engage collaboratively in a cross-cultural online environment** | | | | | | | | | | | | | | | **1,2** | | | **5** |
| 3 | **Establish and maintain virtual relationship and work in teams** | | | | | | | | | | | | | | | **6** | | | **4** |
| 4 | **Create original object/content in SL and personal blog** | | | | | | | | | | | | | | | **2,5** | | | **4** |
| 5 | **Understand how to use Virtual Worlds for the society and learn about sustainability** | | | | | | | | | | | | | | | **2,9,4** | | | **5** |
| **Course Description: Metaverse course is organized as a joint course in cooperation with Technology University od Dublin and Cag University. The course will be delivered in Second Life, an online virtual environments, through avatars. Participants from Ireland and Turkey will engage in the same virtual environment for this course. Students will see how the environment functions and evaluate the way in which a virtual content is created. This course also aims to teach students how to manage an effective team work in a virtual and intercultural environment while dealing with many barriers such as cultural difference, language barriers, time difference, technological problems etc. This course will also give the opportunity for interaction, collaboration and networking between participants and lecturers from different disciplines, institutions and cultures. Technological components of Virtual Worlds, ethical and social issues related to Virtual Worlds will be covered during this course. So, after one semester study, students will be able to understand the role of Virtual Worlds in today’s society.** | | | | | | | | | | | | | | | | | | | | | |
| **Course Contents:(Weekly Lecture Plan )** | | | | | | | | | | | | | | | | | | | | | |
| **Weeks** | **Topics** | | | | | | | | | | | **Preparation** | | | | | **TeachingMethods** | | | | |
| **1** | Introduction & Orientation | | | | | | | | | | | Accupa Tae, Magua | | | | | **In World** | | | | |
| **2** | Student Team Project Briefing | | | | | | | | | | | Accupa Tae | | | | | **In World** | | | | |
| **3** | Teamwork & Collaboration | | | | | | | | | | | Sitearm | | | | | **In World** | | | | |
| **4** | Metaliteracy & Digital Citizenship | | | | | | | | | | | Valibrarian Gregg | | | | | **In World** | | | | |
| **5** | From Hammer to Pixel | | | | | | | | | | | Accupa Tae | | | | | **In World** | | | | |
| **6** | Work on Team Project | | | | | | | | | | | Magua, Assistants, Students | | | | | **In World** | | | | |
| **7** | Online Communities & Relationships Lecture and Site Visit to Virtual Ability | | | | | | | | | | | Gentle Heron | | | | | **In World** | | | | |
| **8** | Work on Team Project by Students | | | | | | | | | | | Students | | | | | **In World** | | | | |
| **9** | Work on Team Project by Students | | | | | | | | | | | Students | | | | | **In World** | | | | |
| **10** | Work on Team Project by Students | | | | | | | | | | | Students | | | | | **In World** | | | | |
| **11** | Project Presentation Rehearsal & Object Creation | | | | | | | | | | | Magua, Assistants, Students | | | | | **In World** | | | | |
| **12** | Reflection & Feedback Session | | | | | | | | | | | Accupa Tae & Magua | | | | | **Face-to-Face** | | | | |
| **13** | Virtual Reality Session (VR Lab) | | | | | | | | | | | Magua, Assistants | | | | | **In World** | | | | |
| **14** | FINAL REPORT SUBMISSION | | | | | | | | | | | Students | | | | | **In World** | | | | |
| **REFERENCES** | | | | | | | | | | | | | | | | | | | | | |
| **Essantial Reading** | | | | | |  | | | | | | | | | | | | | | | |
| **Course Notes** | | | | | | Instructor’s notes webpage: [www.cag.edu.tr/murat-gulmez](http://www.cag.edu.tr/murat-gulmez)  Second Life Guide (It will be delivered by instructor) | | | | | | | | | | | | | | | |
| **Relatedlinks** | | | | | | <https://secondlife.com/>  [HOME | Virtual Worlds (virtualworldscaguniversity.com)](https://www.virtualworldscaguniversity.com/) | | | | | | | | | | | | | | | |
| **Recommended Reading** | | | | | | 1).Igbrude, C., O’Connor, J., & Turner, D. (2014, September). Inter-university international collaboration for an online course: a case study. In *International Conference on E-Learning, E-Education, and Online Training* (pp. 159-166). Springer, Cham.  2). Girvan, C. (2018). What is a virtual world? Definition and classification. *Educational Technology Research and Development*, *66*(5), 1087-1100.  3).Machado, L., Klein, A. Z., Freitas, A., Schlemmer, E., & Pedron, C. D. (2016). The use of virtual worlds for developing intercultural competences. *International Journal of Information and Communication Technology Education (IJICTE)*, *12*(3), 51-64.  4). Guo, Y., & Barnes, S. (2011). Purchase behavior in virtual worlds: An empirical investigation in Second Life. *Information & Management*, *48*(7), 303-312.  5). Kohler, T., Matzler, K., & Füller, J. (2009). Avatar-based innovation: Using virtual worlds for real-world innovation. *Technovation*, *29*(6-7), 395-407. | | | | | | | | | | | | | | | |
| **ASSESSMENT METHODS** | | | | | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | **Number** | | | **Effect** | | | **Notes** | | | | | | | | |
| **Project & Report** | | | | | | | **1** | | | **70%** | | |  | | | | | | | | |
| ***Blog Entries & Assignments*** | | | | | | | **4 (in 10 weeks)** | | | **30%** | | |  | | | | | | | | |
| **ECTS TABLE** | | | | | | | | | | | | | | | | | | | | | |
| **Contents** | | | | | | | | | **Number** | | | | | **Hours** | | | | | | **Total** | |
| **Hours in Classroom or Virtual Classroom** | | | | | | | | | **14** | | | | | **3** | | | | | | **42** | |
| **HoursoutClassroom** | | | | | | | | | **14** | | | | | **3** | | | | | | **42** | |
| **Project** | | | | | | | | | **1** | | | | | **48** | | | | | | **48** | |
| **Blog & Assignments** | | | | | | | | | **1** | | | | | **40** | | | | | | **40** | |
| **Total**  **Total / 30**  **ECTS Credit** | | | | | | | | | | | | | | | | | | | | **172** | |
| **=172/30=5.73** | |
| **6** | |
| **RECENT PERFORMANCE** | | | | | | | | | | | | | | | | | | | | | |
| |  |  | | --- | --- | |  |  | |  |  | | | | | | | | | | | | | | | | | | | | | | |

VR CHALLENGE INSTRUCTIONS AND RUBRIC

**Theme: Serious Simulations in the Metaverse**

Students are challenged to build an immersive environment that demonstrates serious learning in 3D.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| VR Challenge RUBRIC | Score 0 | Score 1-2 | Score 3-4 | Score 5 |
| Authenticity/ Accuracy of Content | Not accurate or authentic (noticeable errors) | Some accuracy or authenticity apparent. | Most of the build is accurate and authentic | Very accurate and authentic with clear purpose |
| Balanced Sides-without Bias | Bias is apparent | Content is somewhat biased/unbalanc ed | Content shows little bias | No bias and content is balanced |
| Accessible/ Aesthetic Appeal | Accessibility problems apparent | Some accessibility issues | Accessibility has been addressed | Very Accessible and visually appealing |
| Interaction and/or Immersion | No interaction | Some interaction and/or immersion | Apparent interactive content | Very interactive |
| Presentation | No explanation of purpose or content | Purpose inferred | Purpose is clear | Well paced/ Speakeasy and Voice |

**Authenticity and Accuracy** should be apparent in your build and presentation. Where did your information come from (citations or resources listed). Examples include: accurate historical content of a particular era, authentic clothing and objects from the time, or accurate scientific language and concepts demonstrated with sources documented.

**Balanced without Bias** means you have shown both sides of any concept or argument, if applicable. Examples would be showing both sides of a political issue such as fracking or climate change.

**Accessibility and Aesthetic** appeal show that you have considered people with hearing loss or low vision in your build or presentation. A well designed build considers the colors and textures. Examples: Eye Pleasing tones and no spinning neon signs!

Points to cover are examples from \*[Gentle Heron’s checklist](https://docs.google.com/document/d/1Ju8CDqrD-DzfM9llyH_Hgp0pDw1sJgCa/edit?usp=sharing&ouid=110817063173571646014&rtpof=true&sd=true):

1. Are there clear instructions for what to see or where to go?
2. Is interactivity clear to the viewer?
3. Are objects clearly labeled?
4. Is it easy to move around (no difficult stairways)?
5. Is signage easy to read (with rotating particles)?

*(\*Note this checklist is meant to provide awareness of potential for embedding accessibility and not expected to be fully adopted by student builds*.)

**Interaction and/or Immersion** means your audience can do something, click and interact with objects rather than just view slides.

**Presentation** includes how you explain your content to your audience. The presentation should show the subject matter clearly using both voice and text. A good pacing of information enhances the build.

**INSTRUCTIONS**

1. Students will create a blog page and publish the assignments there. These blog posts are also delivered as assignment files via e-mail. Assignments will be assessed according to the rubric attached below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ITL 314 Virtual Worlds – Assignment Rubric** | | | | |
| **Assignment** |  | | | |
| **Student Name:** |  | | | |
| **Student ID:** |  | | | |
|  |  | | | |
| **Evaluation of the Assignment** | | | | |
| **Criterion** | **Performance Evaluating** | | | Point |
| **Not Enough** | **Enough** | **Successful** | **100** |
|  |  |  |
| **Originality** | **0 to 10 points** | **11 to 20 points** | **21 to 30 points** | 30 |
| The thoughts and/or comments contained in the report are entirely excerpts. These views are not supported by scientific citations. | The thoughts and/or comments in the report are mostly excerpts, original personal opinions and are rare. | The report is based entirely on original ideas and comments. These views are supported by scientific citations. |
|  | **Comments:** | | | |
| **Written Communication Skills** | **0 to 10 points** | **11 to 20 points** | **21 to 30 points** | 30 |
| The written report exhibits multiple errors in grammar, sentence structure, and/or spelling; inadequate writing skills; reader finds it difficult to maintain interest. | Written research report displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar, sentence structure. Writing is usually engaging and keeps the reader’s attention. | Writing is compelling and sustains interest throughout; readability of the report is enhanced by facility in language use/word choice, excellent mechanics, and syntactic variety. |
|  | **Comments:** | | |  |
| **Activity Compatibility with the content of the report** | **0 to 15 points** | **16 to 25 points** | **26 to 40 points** | 40 |
| The thoughts and/or comments in the report do not literally coincide with the activities carried out. The participant did not follow the activity and did not understand the subject to be explained. | The thoughts and/or comments in the report have common aspects with the activities carried out. The participant partly followed the activity and could partly understand the subject to be explained. | The thoughts and/or comments in the report fully coincide with the activities carried out. The participant followed the activity fully and internalized the subject to be explained. |
|  | **Comments:** | | | |

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| **ITL 314 – Virtual Worlds – International Student Project Rubric** | | | | |
| Assignment | Final Project | | | |
| Student Name: |  | | | |
| Student ID: |  | | | |
|  |  | | | |
| **Evaluation of the Project** | | | | |
| Criterion | **Performance Evaluation** | | | Point |
| Insufficient | Sufficient | Successful | 100 |
|  |  |  |
| 1. Project | 0 to 20 points | 21 to 40 points | 41 to 60 points | 60 |
| The project failed. It did not reach the goal. The use of tools were insufficient for presentation and  activities were missing. | The project is completed; but there are shortcomings.  The use of tools were sufficient for presentation; activities could not be carried out fully. | The project has been successfully completed.  The use of tools were successful; and the activities are completed. |
|  | Comments: | | | |
| 2. Teamwork and activities | 0 to 6 points | 7 to 14 points | 15 to 20 points | 20 |
| Teamwork could not be done effectively. There was no communication within the team There was no planning and organizing within the team. | Teamwork was sufficient;  There was little communication within the team. There was planning and organizing within the team but it was not sufficient. | Teamwork is successful; there was very good communication within the team. Planning and organizing within the team was sufficient and performed very well. |
|  | Comments: |  |  |  |
| **Evaluation of the report** | | | | |
| 3. Content | 0 to 5 points | 6 to 10 points | 10 to 15 points | 15 |
| The concept, or idea is not clearly articulated, or its component elements are not identified or described. Learning outcomes were not understood and described satisfyingly. | Adequately identifies and describes the concept, or idea and its components; gathers and examines information relating to the concept, or idea. Learning outcomes were understood, but could not be described satisfyingly. | Effectively formulates a clear description of the concept or idea and specifies major elements to be examined. Learning outcomes were understood and described satisfyingly. |
|  | Comments: | | | |
| 4. Written Communication Skills | 0 to 1 points | 2 to 3 points | 4 to 5 points | 5 |
| The written project exhibits multiple errors in grammar, sentence structure and/or spelling; inadequate writing skills. | Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar, sentence structure. | Readability of the project is enhanced by facility in language use/word choice, excellent mechanics, and syntactic variety; uses language conventions effectively. |
|  | Comments: | | | |