



Access to Virtual and Action Learning Live Online

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*3rd Evaluation Report based on an
“AVALON Post-Course-Survey”
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Education and Culture DG

Lifelong Learning Programme

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Foreword

Based on the results of the Expert interviews¹ a pre-course and a post-course-survey² for participants were developed. The pre-course-survey serves as a "check-in" in order to get contact details and general information about the participants which is relevant for the teachers. The post-course-survey evaluates the course and supports or refutes certain assumptions concerning quality criteria with respect to language learning in Second Life. This report therefore is addressed to the project partners providing feedback on their work. In addition it serves as a useful orientation for teachers who would like to start teaching in Second Life. (The surveys are provided as printable files²).

We sent out invitations to the post-course-survey to 240 participants of certain AVALON Language courses. 51 people replied to the survey and 41 from these were completed and therefore valid answers that could be used for this Evaluation report.

Completed and valid answers to the survey:		
German for beginners	0	0.00%
North Sami course	0	0.00%
Business English course 1&2	12	29.27%
Italian for beginners	11	26.83%
Debating course	4	9.76%
Teacher Training Course	5	12.20%
FCE Speaking Skills Course	7	17.07%
Business English Course 3	2	4.88%

¹ <http://avalonlearning.pbworks.com/w/page/33804693/Evaluation-Reports>

² <http://avalonlearning.pbworks.com/w/page/31646829/Surveys>

The survey was split into 6 categories:

- Basic Information
- Course design
- Personal Benefit
- Statements
- Technical aspects and environment
- Closing questions

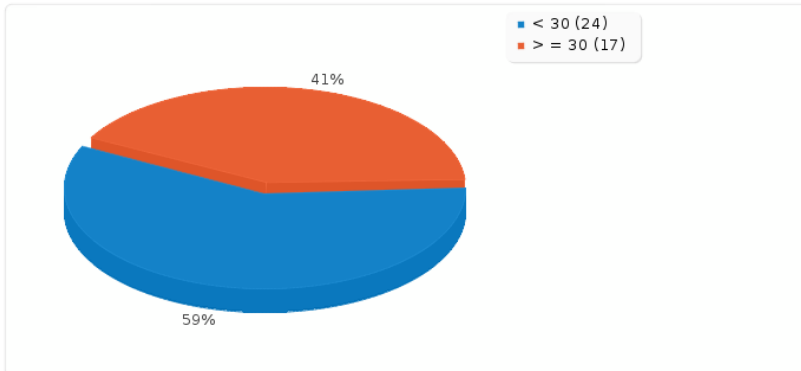
All data are prepared as pie charts in order to ensure a quick overview for the reader. Some are self-explanatory and therefore do not need a written addition while others are presented with a written discussion to give more information for the interested reader.

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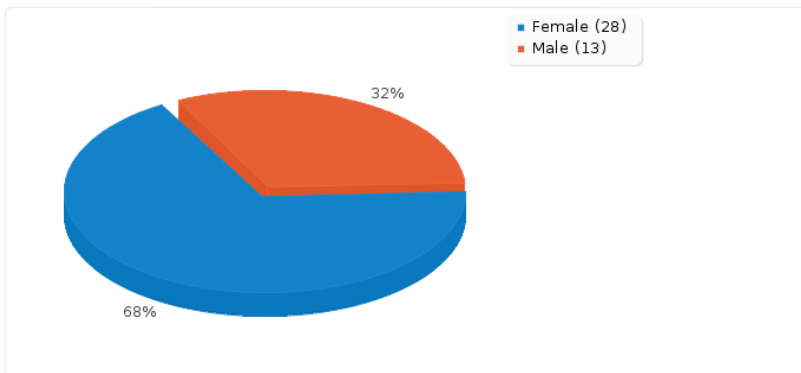
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1 Basic Information

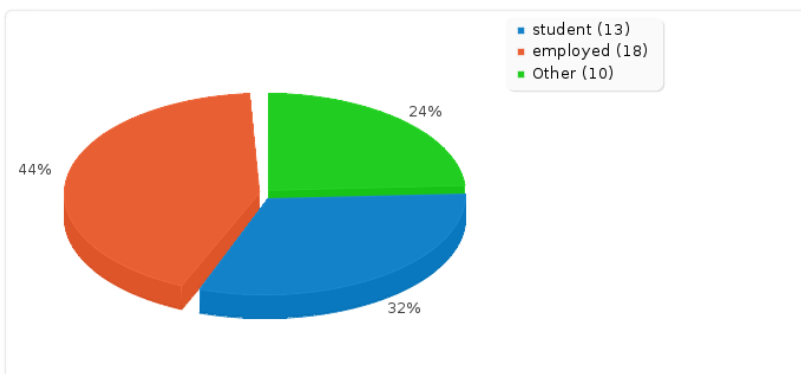
1.1 What is your age?



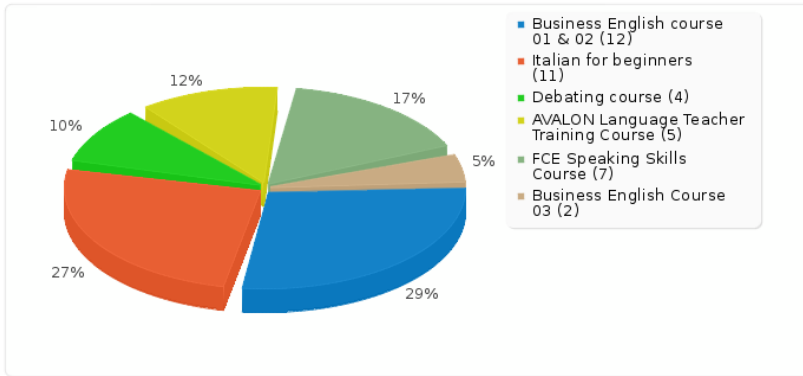
1.2 What is your gender?



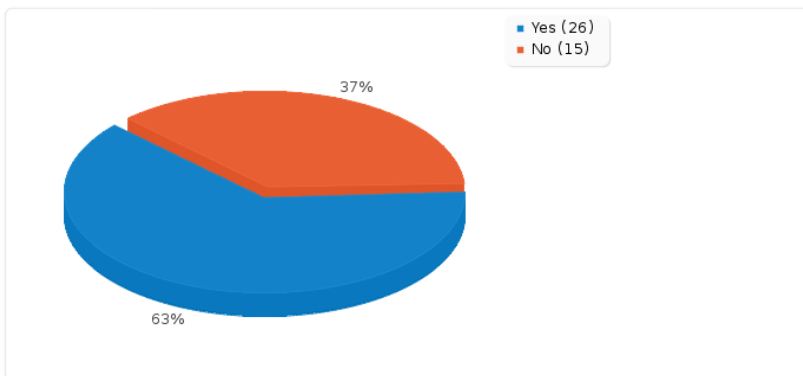
1.3 What is your occupation?



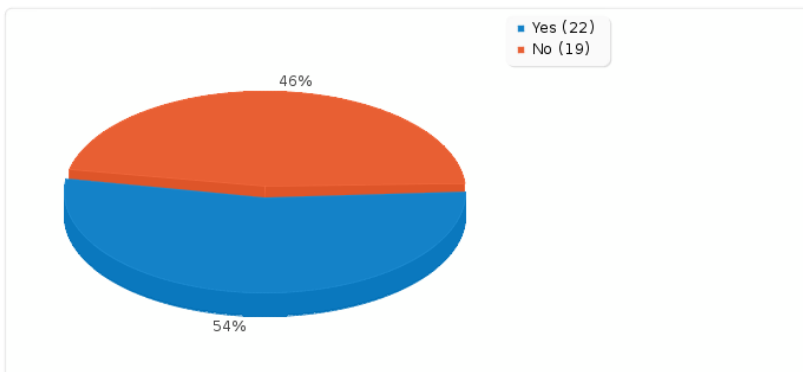
1.4 What Second Life course activity have you just finished?



1.5 Was this the first time you have attended an online learning course?

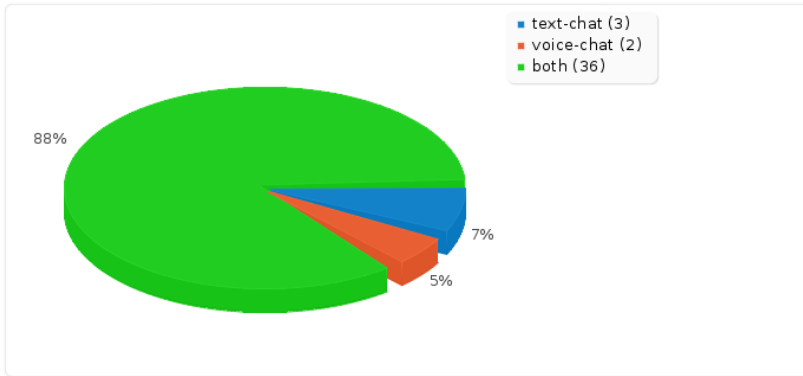


1.6 Was this the first time you have entered Second Life?

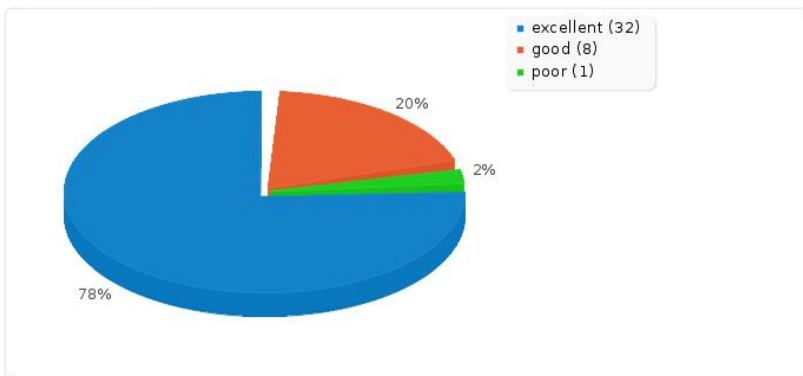


For 26 of the 41 respondents the AVALON course was the first online learning course they had ever taken part in. Therefore it is not really surprising that except from 4 people the participation in the AVALON course also represents their first contact with Second Life.

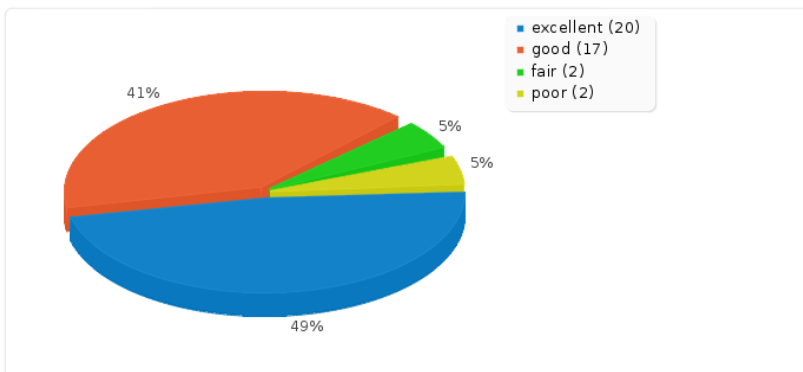
1.7 Did you use text-chat or voice-chat during the course?



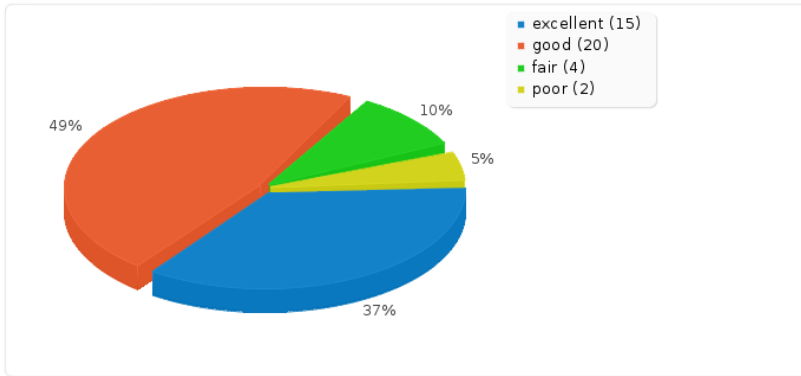
1.8 Instructor(s) was/were?



1.9 Learning environment was:

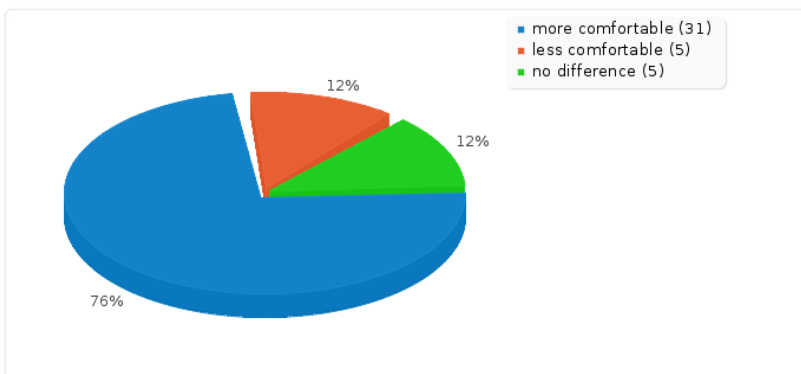


1.10 Assigned tasks were:



Within the rating questions concerning the Instructors, the learning environment and the assigned tasks, the Instructors got the most positive evaluation. 32 from 41 respondents rated the instructors as “excellent”. 8 people rated them at least as “good” and only 1 as “poor”. The opinions about the learning environment were more divided, but also mainly positive: 20 respondents regarded the AVALON Learning Island as “excellent” and 17 as “good”. 2 people rated the environment as “fair” and 2 others even as “poor”. Altogether the assigned tasks evaluated more negatively with 15 people rating them as “excellent” and 20 people as “good”, this is something to follow-up for further investigation. This results show that the Instructors did a good job teaching and coaching their participants in the virtual world of Second Life. The fact that the students also regarded the learning environment itself as satisfying suggests that they might look upon their experience in Second Life as something positive.

1.11 Has this Second Life course made you feel more / less / no difference comfortable communicating in the target language?

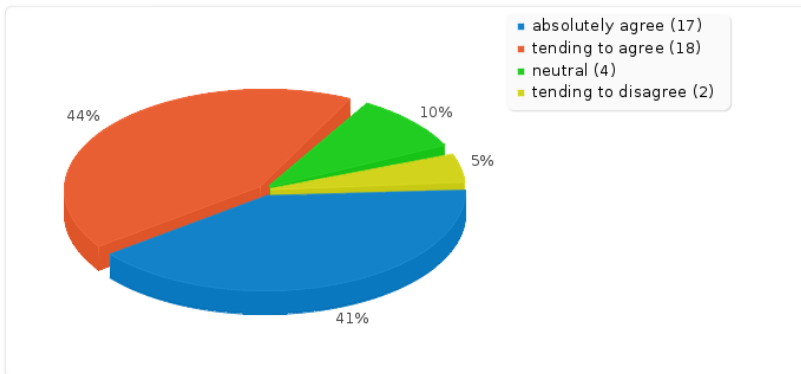


Through this question the assumed added value of learning a language in Second Life should be supported or rejected. It is assumed that communicating in a foreign language could be easier in a more anonymous setting like Second Life than it is in a face-to-face situation. The majority of the respondents (31) shared the opinion that their participation in the AVALON course made them feel more comfortable communicating in the target language. For 5 people their participation in the

course had no influence on their feeling concerning communicating in a foreign language. 5 other respondents indicate that their course in Second Life made them feel less comfortable communicating in the target language.

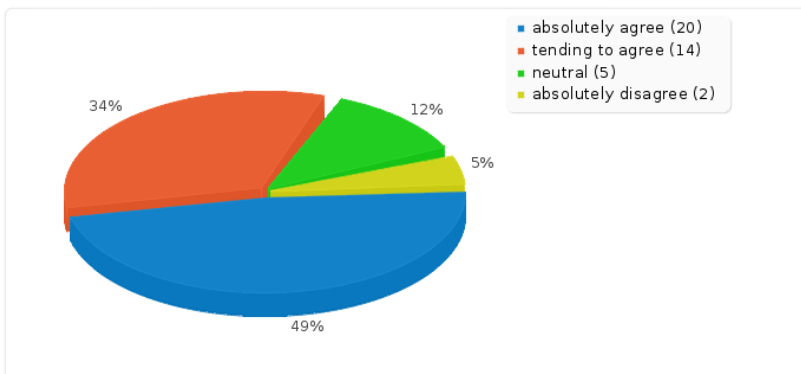
2 Course design

2.1 The objectives were clearly stated at the beginning of the course:



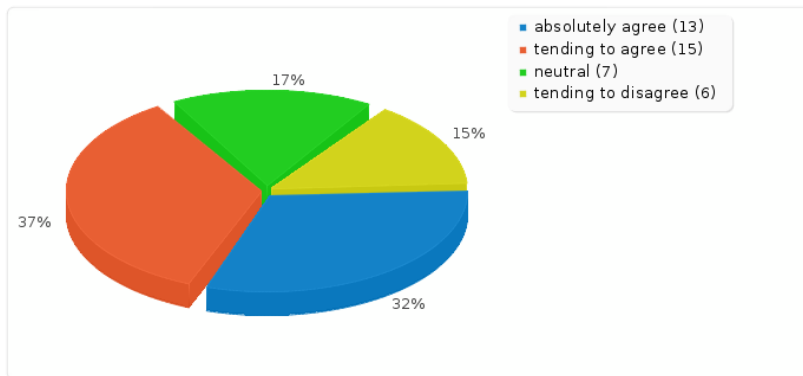
The majority of participants (85%) regard the objectives as clearly stated at the beginning of the course. This means that the course instructor obviously established an appropriate way of mediating the main objectives to the students. Only a small proportion of the students (5%) rate the defined objectives as not adequately communicated. 10% of the students were neutral.

2.2 The content of the language course met my expectations / needs.



In this question we find that 49% of the participants considered the content of the language course as meeting their own expectations/ needs, 34% of the appear to be mostly happy with the course content. Only 5% (two students out of 41) absolutely disagree with the presented content which means that they had totally different expectations in this case. Five students were neutral.

2.3 The length of the language course was appropriate.

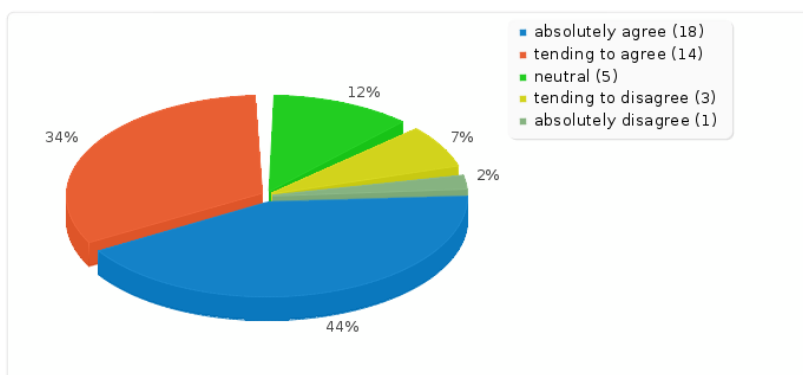


7 of the 41 students (17%) felt neutral about the length of the language course. This could result from the fact that for more than half of the respondents (63%) it was their first online language course ever and so they might not have had certain expectations concerning an appropriate length. 28 students, nearly 70%, regard the length of the course as adequate.

Maybe the first few lessons seemed much shorter for “newbies”, because the technology and the recent learning environment appear unusual to them. At the beginning a lot of time is needed to orientate in the new learning environment and so a proportionally standard length course might seem rather short.

15% (6 students) were not satisfied with the length of the course. Unfortunately we don't know whether they found the lessons too short or too long at this point.

2.4 Enough time for discussions and queries was provided.



Within the survey the students were asked to appraise whether there was enough time for discussions and queries provided during the lessons.

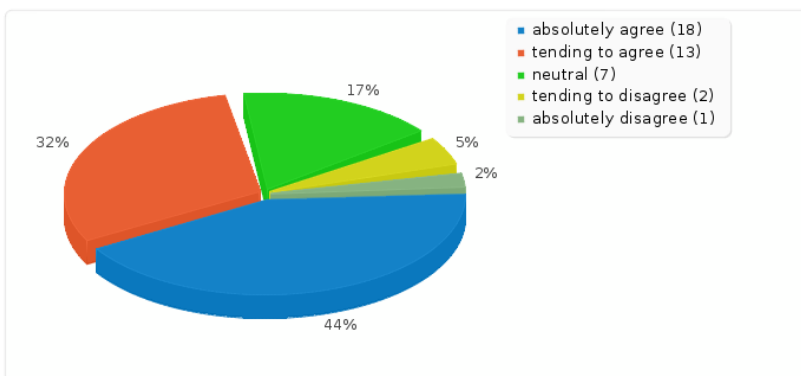
32 students (78%) stated the provided time for discussions and queries was adequate. This means that during the lessons the instructor obviously scheduled enough time for discussion points and questions. This kind of teaching practice helps get the students more involved in the learning

environment and of course in the content.

5 students (12%) were neutral on this topic, maybe because they generally regard discussing queries as not as important as other students.

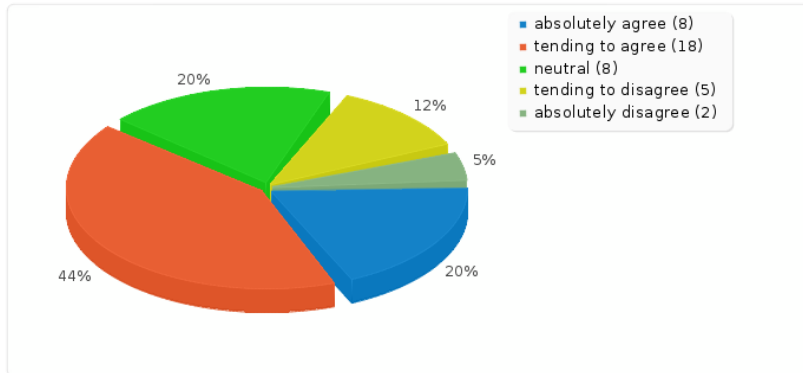
Almost 10% (4 respondents) suggest that there were not enough possibilities to clarify discussion points.

2.5 Appropriate "out-of-world" support was provided.



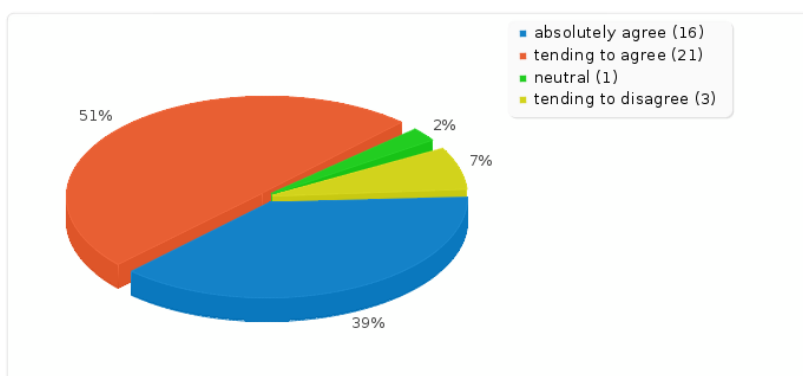
This question provides an insight into the support provided outside of Second Life. During and after the course the participants and the Instructors had the possibility to contact each other via Skype or e-mail. The majority of the attendees (44 %) absolutely agreed that appropriate “out-of-world” was provided. At least 32 % tended to agree that the support was good. 7 participants indicate that they feel neutral about the “out-of-world”-support. On the other hand 3 from 41 respondents seemed to be not satisfied with the “out-of-world”-support and “tended to disagree” or “absolutely disagreed” with this statement. The experience with the participants so far suggests that the dissatisfaction of these respondents probably arises out of technical difficulties in that case the participants would have liked to get more support concerning this issue – not only in Second Life but also outside.

2.6 With the help of provided learning materials a good self-study was possible.



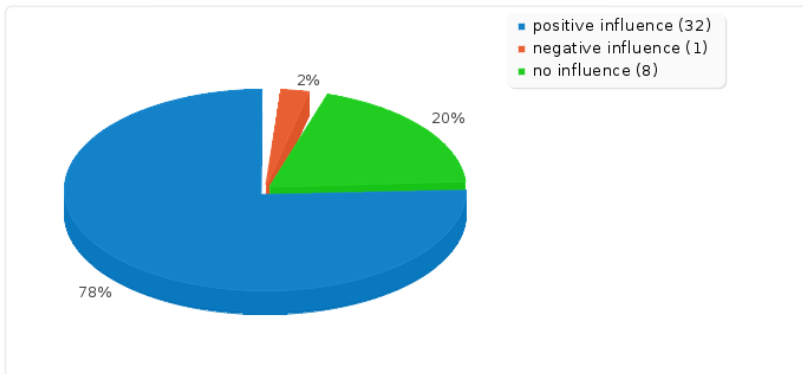
Through this question the participant's satisfaction concerning the provided learning materials can be evaluated. These learning materials provide the possibility for self-study outside of the face-to-face meetings. Learning material was provided in different forms: document download from the LMS Moodle, notecards in Second Life etc. The majority of answers level off at "tending to agree" (18 respondents). 8 participants felt neutral about the provided learning material and the possibility of being able to self more independently. Altogether 7 respondents indicated that they "tend to disagree" or "absolutely disagreed" with this statement. This could imply that there is room for improvement concerning the provided learning materials.

2.7 The Instructor took the expectations and learning targets of the group into consideration.



The absolute majority of the respondents "absolutely agreed" or "tended to agree" with the statement that "the Instructor took the expectations and learning targets of the group into consideration". This implies that the Instructors did not push their plan through but co-operated with the group by taking their expectations and learning targets into consideration.

2.8 The fact that the Instructors took the expectations and learning targets of the group into consideration had a positive / negative / no influence on the course.

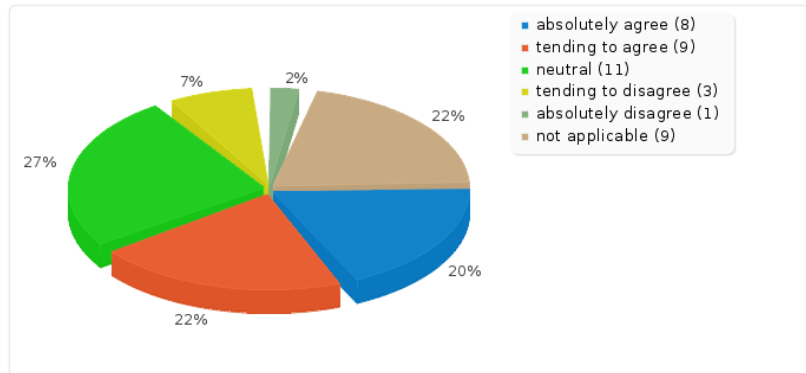


As the majority of the respondents indicated that the Instructor took their expectations and learning targets into consideration it is sensible to find out if they felt positively towards this process. 32 people agreed on the statement that “the fact that the Instructors took the expectations and learning targets of the group into consideration” had a “positive influence on the course”. For 8 respondents it had no influence at all and only 1 respondent indicated that the described procedure of the Instructor had a negative influence on the course. Taken together these two questions can be seen as really positive feedback for the Instructors.

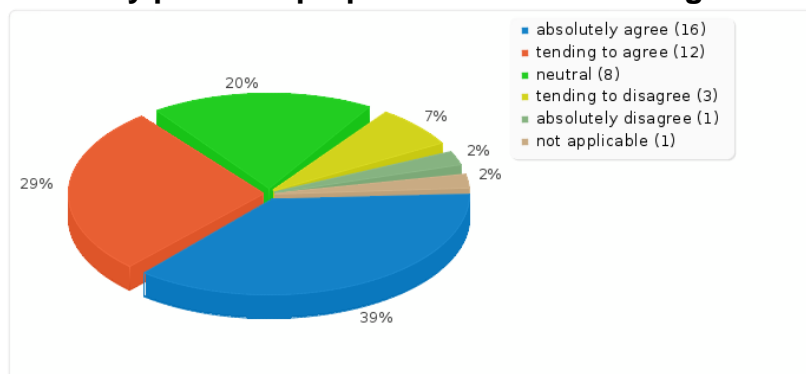
3 Personal Benefit

3.1 The following issues were particularly helpful and beneficial to my progress:

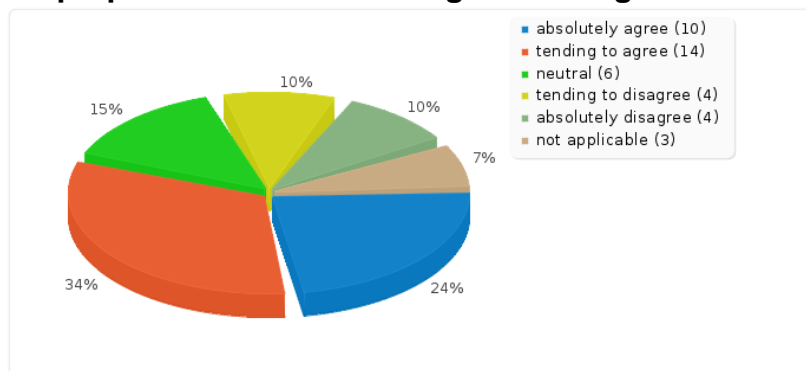
1. The language-learning-material in the Moodle



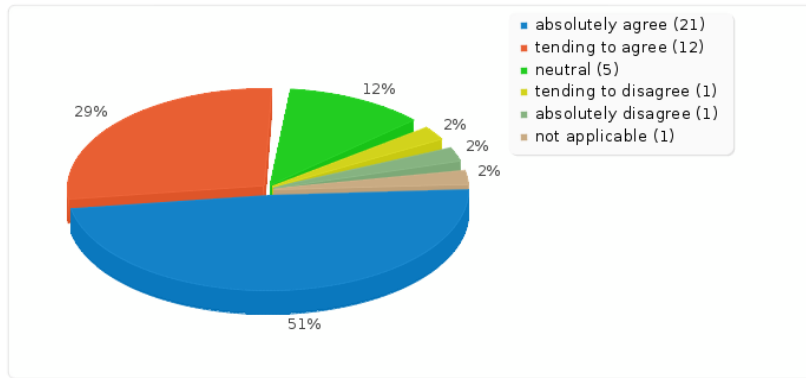
2. My personal preparation for the coming lesson



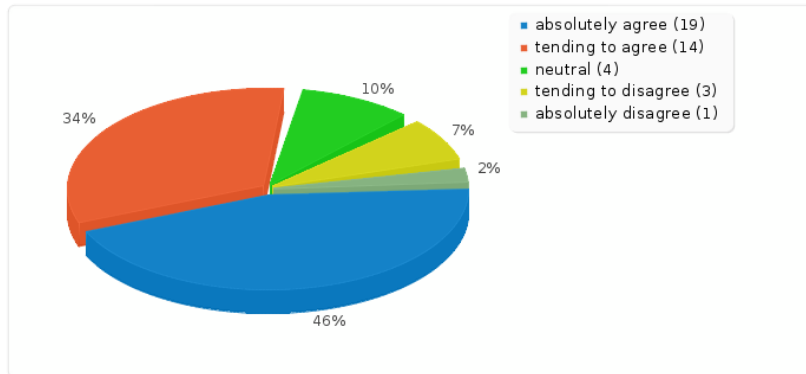
3. The preparation for the coming lesson together with my team



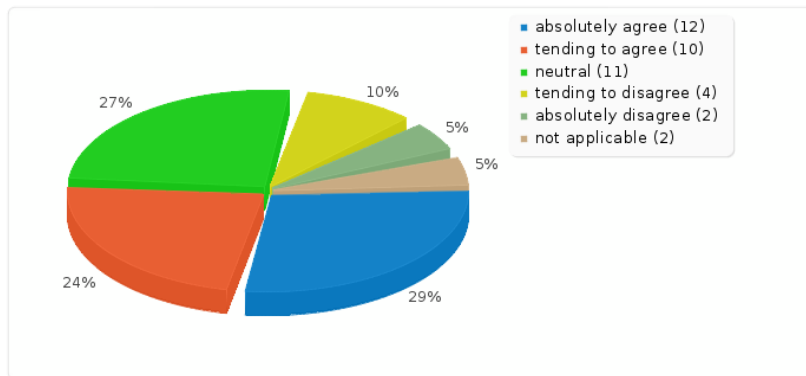
4. The teacher-led-lessons in Second Life



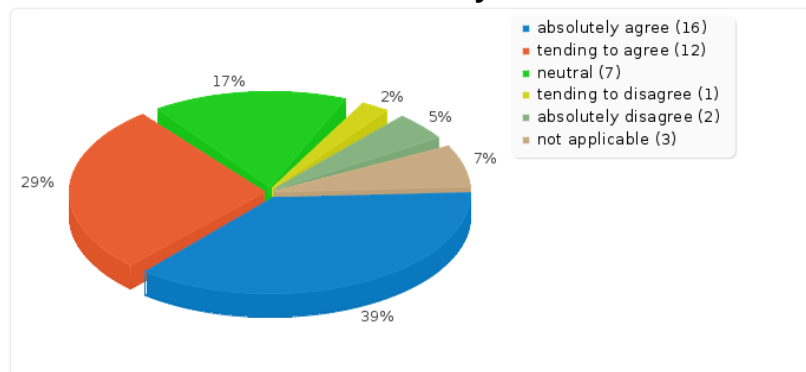
5. The group activities in Second Life



6. The homework after the lessons



7. The reflections of my instructor



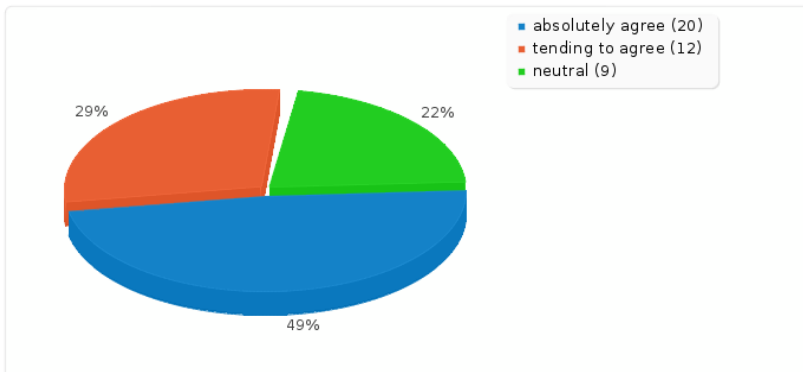
In a group of questions named “personal benefit” the respondents were asked if certain issues were particularly helpful and beneficial to their learning progress or not. A rating scale from “absolutely agree”, “tending to agree” to “neutral”, “tending to disagree” and “absolutely disagree” was provided. Another possibility was to answer the question with “not applicable”.

Within this group of questions the “teacher-led-lessons” and the “group activities” turned out to be most helpful and beneficial to the learning process of the participants. 33 people “absolutely agreed” or “tended to agree” that these two issues had a positive influence on their learning progress. More than half of the respondents (28 each) also rated the “personal preparation for the coming lesson” as well as the “reflections of the instructor” as helpful and beneficial. Thirdly, 24 people “absolutely agreed” or “tended to agree” that there is “preparation for the coming lesson together with their team”. At least 22 participants rated the “homework after the lessons” as positive for their learning progress. Only 17 respondents rated the “language-learning-material in the Moodle” as helpful and beneficial – but it has to be considered that within this question 9 people did not use the Moodle at all during their AVALON course in Second Life and thus answered with “not applicable”.

Altogether it is not clear whether the in-world group activity or the independent work were more helpful and beneficial to the learning progress for the participants. On the one hand for example “group activities” were rated the most positive but on the other hand they are directly followed by “the personal preparation for the coming lesson”. But all things considered the results show that all possibilities offered in the AVALON courses seemed to be rather more helpful and beneficial for the participants than not useful.

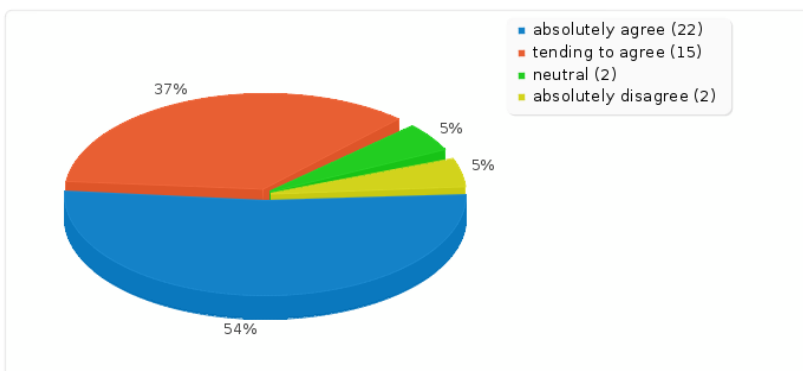
4 Statements

4.1 “Learning a language in Second Life differs from learning a language in any other online learning scenario”.



Almost half of the students who answered the survey rated learning a language in Second Life as different compared to other online learning scenarios. The fact that the courses take place in a 3D environment where each participant is able to act through an avatar offers the possibility of a range of options not available in other spaces. Second Life offers you the chance of acting, moving and talking through an avatar. In addition the AVALON language courses in Second Life are supported by text and voice chat. Voice chat has the advantage of getting in direct interaction with other participants. All these options may have contributed to this clear result. Nobody disagreed with the statement, although 9 out of 41 students feel neutral about the statement.

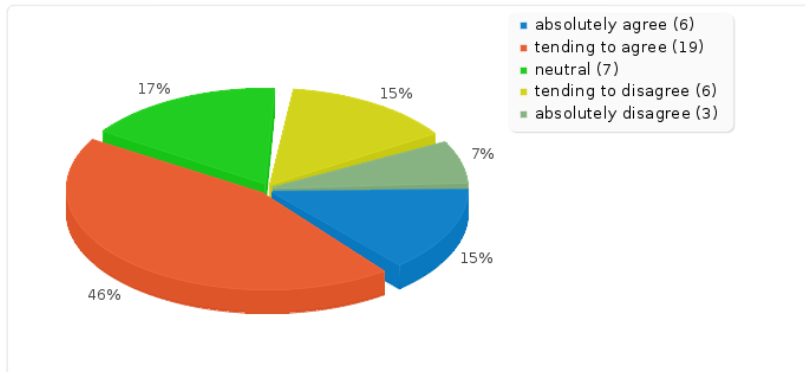
4.2 “The possibility to teleport yourself to places where your target-language is spoken is one of the biggest advantages within a Second Life language learning scenario”.



One of the advantages that Second Life offers as a learning environment is to move yourself virtually to other places. When learning a language it can be a great advantage to e.g. visit a virtual Spain while you are learning Spanish. “On location” you can meet native speakers and try out

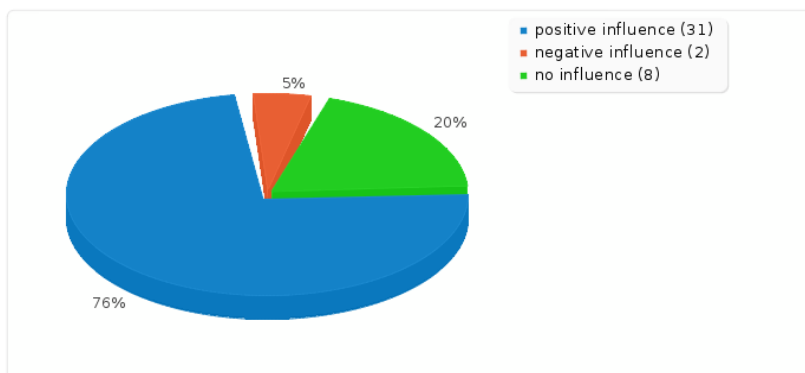
newly learned words and phrases and potentially have real conversations with other people. The answers are quite convincing: 37 from 41 students agreed with the statement that teleporting to places where you can speak the target language is one of the biggest advantages within a Second Life language learning scenario. Only 2 participants (5%) absolutely disagreed with this statement.

4.3 “Learning a language in Second Life feels like a game”.



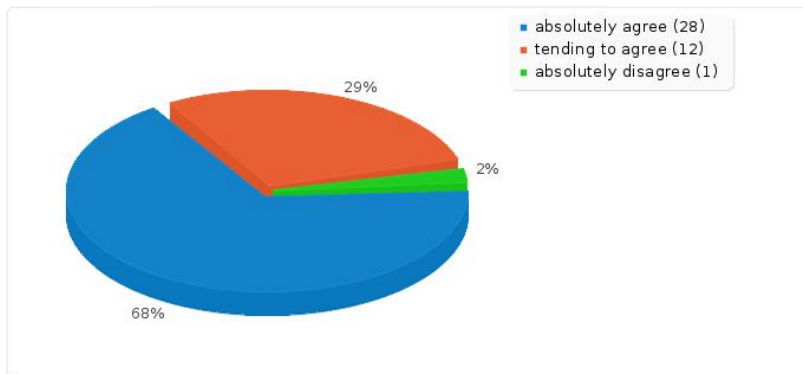
From this statement it should be inferred that Second Life can be considered by the students to be a form of game. 46% tended to agree with this statement and 15% absolutely agreed with the statement, altogether 61%. However, 39% were not convinced that it was like a game.

4.4 “Considering your answer to the previous question, what kind of influence did the game-like nature or the non-game-like nature of Second Life have on your learning motivation?”



Out of the majority that rated Second Life as a game, 76% felt a positive influence on their own learning motivation. This demonstrates that the game-character of Second Life can be regarded as advantageous for the learning process. It is possible to increase the students' learning motivation by having a 3D-platform such as Second Life as a learning environment.

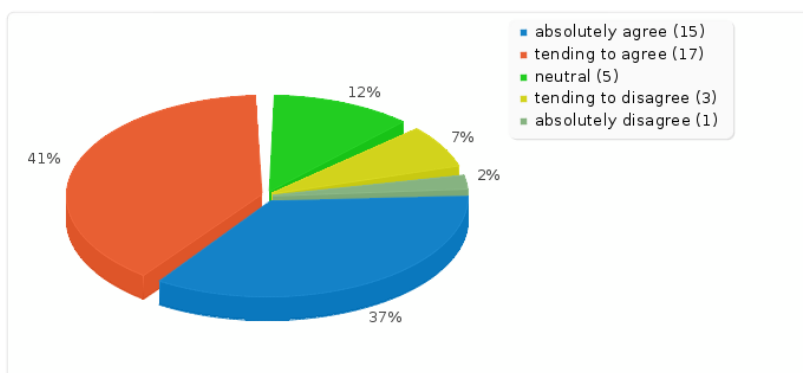
4.5 “Speaking the target language as much as possible during the lessons is the most important thing”.



In each online learning scenario the different participants have different learning methods and ideas about how a language course should be designed. Each student has different learning goals and wants to achieve other objectives. This fact basically complicates the creation of e-Learning scenarios, or learning scenarios in general, because it is not possible to meet the requirements of all participants.

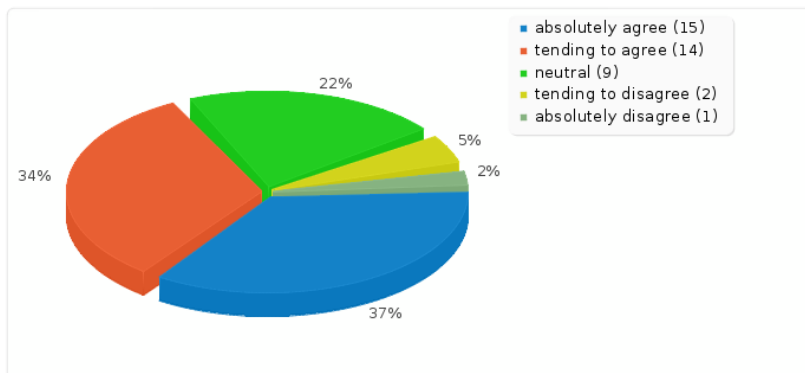
Nevertheless it can be presumed that within a language course one important criterion is to provide enough chances for learners to speak the target language. This is the reason why in the survey the students were asked to rate this statement. 68% of the respondents absolutely agreed with this statement, furthermore 29% tend to agree and consider speaking in the target language as an important feature of the course. Only one answer person did not agree with this statement.

4.6 “I had enough possibilities to speak the target language during the lessons”.



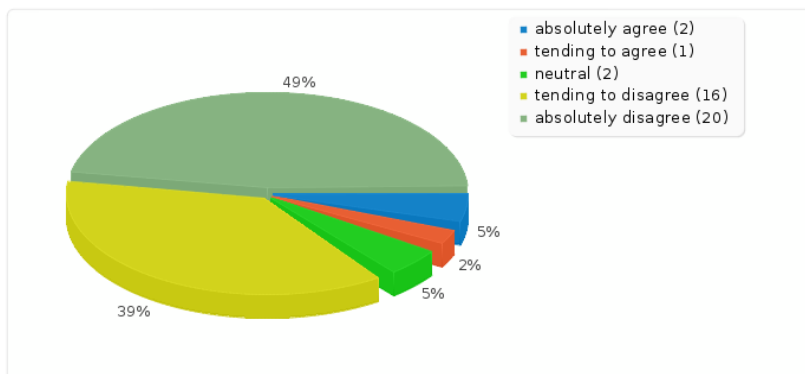
This statement ties in with the previous statement. The students were asked to appraise if there were enough possibilities to use the target language during the language courses. The first rank marked 37% of the students, more than one third. 15 of the 41 participants regarded the possibilities to improve the language as adequate. 17 students tended to rate the number of possibilities as adequate. In sum there are 4 students who disagreed with that and saw the number of possibilities as not sufficient.

4.7 “Acting and speaking through Avatars made the learning situation feel more real”.



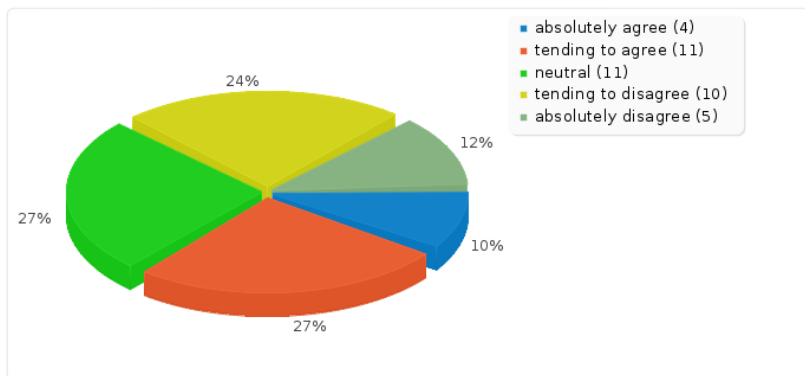
Avatars are one of the core features that a tool like Second Life as a learning environment offers to the participants. For a lot of students it is a great advantage to act through avatars in the 3D environment. They feel more comfortable using a virtual “character”. Altogether there were 29 out of the 41 students who considered the learning situation as more real when acting and speaking through an avatar. The fact that so many students rated the existence of avatars as the reason for making the learning situation feel more real can be regarded as positive for the learning situation and of course the progress. Only 3 respondents disagreed with the statement and 9 felt neutral.

4.8 “Talking to my "virtual classmates" felt like talking to a computer”.



Almost half of the students who answered the survey (49%) absolutely disagreed with this statement, 39% tend to disagree with it. This means that 36 from a total of 41 students regarded themselves as acting and talking through a virtual figure to other virtual representations of people and did not see themselves as talking to a computer. In spite of the game-like aspect of Second Life, the participants obviously consider the interactions in the virtual environment as natural. Two students (5%) felt like talking to a computer. At this point it would be interesting to ask them why it felt like talking to a computer.

4.9 “I missed mimic and gesture during the learning process”.

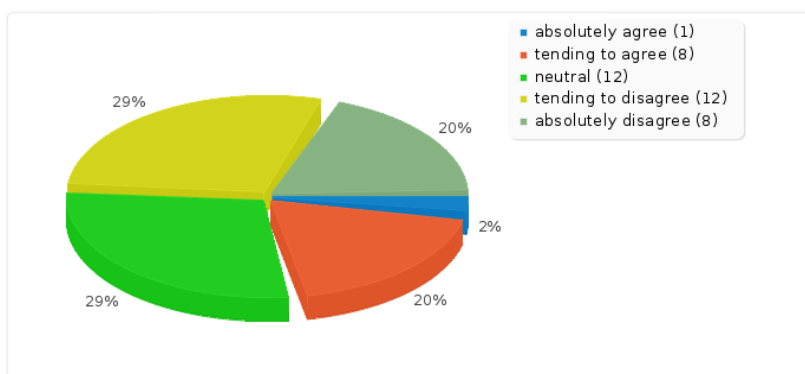


When learning a language, especially pronunciation work, it can be important to mimic and see the gestures of the teacher. In a virtual environment like SL when this is not currently possible students find this aspect of working through an avatar problematic. Learning a language within SL means the of any kind of real imitation or gestures from the teacher compared to conventional language learning courses. This is particularly a problem with early stage learners.

4 out of 41 students absolutely missed mimic and gesture during the course, 11 students tended to miss mimic and gesture during the learning process which added up to 15 students who obviously had troubles with the environment. Apart from 11 students who felt neutral about it, 15 students (37%) didn't miss mimic and gesture in any way.

In summary it can be seen that it depends on the individual personal attitude how the students rate mimic and gesture within the virtual environment and may well relate to the types of courses that they are following.

4.10 “Staying anonymous was important”.

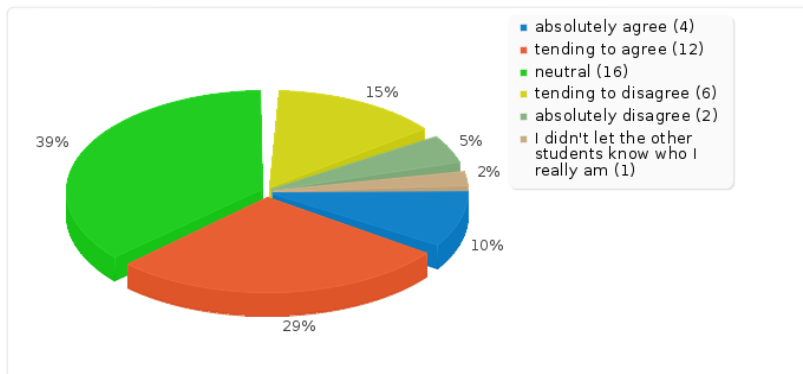


When moving around in the virtual world of Second Life it is possible to stay anonymous, it is not necessary to give out any personal details of your life. You can choose your name, your look – your complete appearance.

The majority of participants felt neutral about the possibility of being anonymous behind the avatar

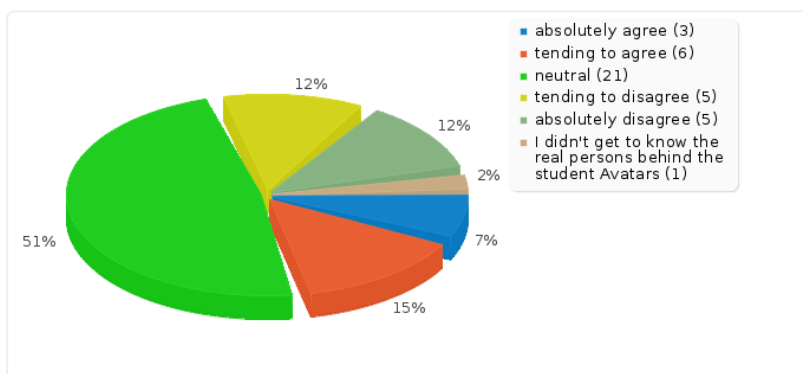
in Second Life. Just the same amount of respondents (12) “tended to disagree” that staying anonymous was important for them. 8 people even “absolutely disagreed” with that statement while for other 8 people staying anonymous was an issue and they “tended to agree” that it was important for them. It can be assumed that for the respondents the possibility to stay anonymous in Second Life was not a crucial factor for taking part in the AVALON course.

4.11 “It was important letting the other students know who I really am (in real life)”.

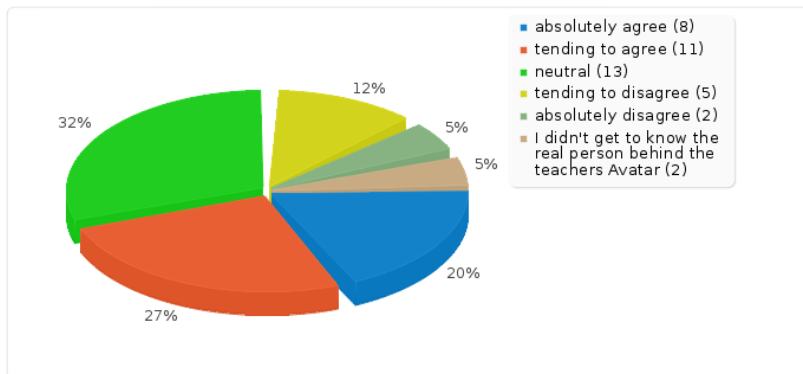


The majority of respondents felt neutral about the personal importance of letting the other students know who they are in real life. On the other hand 12 participants tended to agree that it was important for them and even 4 participants absolutely agreed with that statement. There was also 1 person who indicated that he did not let the other students know who he is in real life. With regard to the previous question it is not the surprising that the same amount of people (32) for whom staying anonymous was not very important or irrelevant agreed with this statement respectively felt neutral about it.

4.12 “It was important to get to know the real persons behind the students’ avatar”.

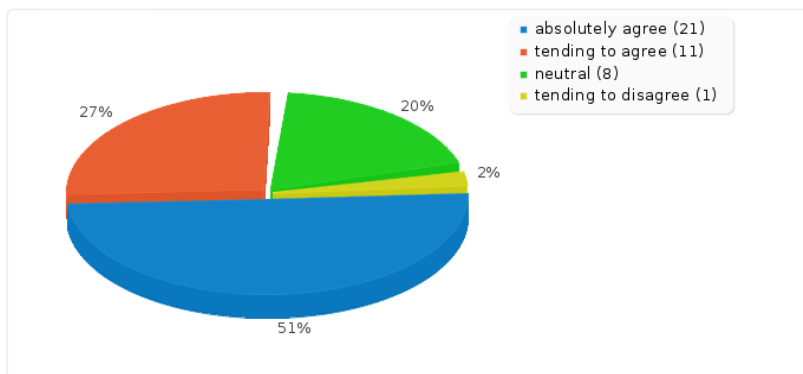


4.13 “It was important to get to know the real person behind the teachers’ avatar (professional background etc.)”.



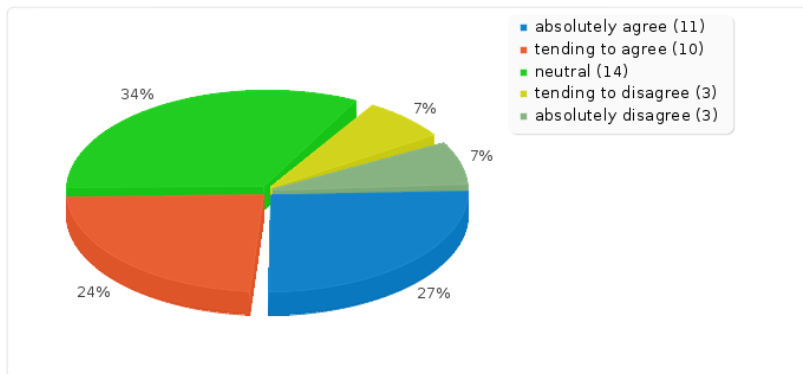
Through these two questions we should explore whether the participants judge the possible anonymity of the other students differently from the anonymity of the teachers’ avatars. The respondents should indicate whether it was important for them to get to know the real people behind the students’ avatars or the teachers’ avatar or not. It becomes obvious that the real person behind the teacher’s avatar is more important to the participants than the real persons in their group. 19 respondents absolutely agreed or tended to agree with the statement concerning the teachers’ avatars. In contrast getting to know the real persons behind the students’ avatar was only important to 9 people. However the majority of participants felt neutral about both categories.

4.14 “The teachers’ avatars looked appropriate”.



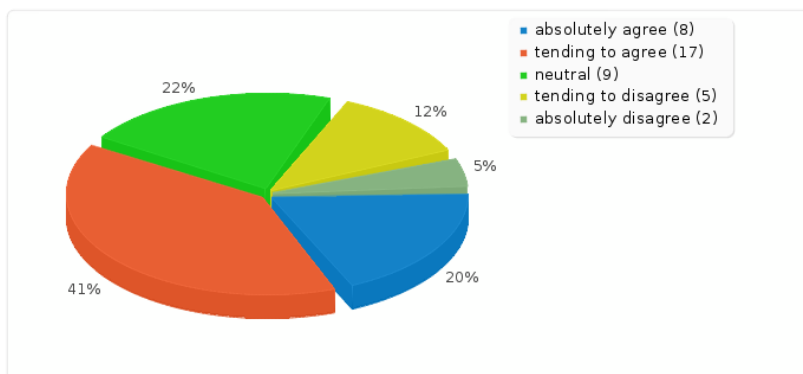
The absolute majority of participants were satisfied with the look of their teachers’ avatars. This shows that the AVALON teachers had made appropriate choices concerning the creation of their avatar.

4.15 “Speaking through an avatar made it easier to overcome inhibitions (e.g. speak in the target-language in front of the class)”.

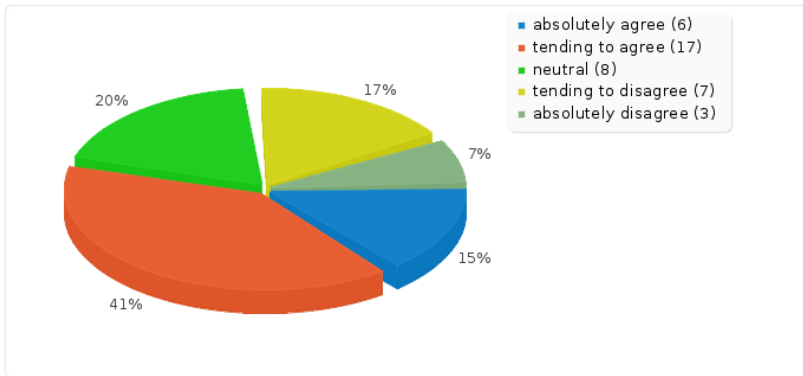


With the help of this question we can decide whether the usage of an avatar made it easier to overcome inhibitions in terms of speaking in a foreign language in front of the class etc. or not. The majority of participants felt neutral about that statement. That could be because those did not pay attention to this issue during the course, or perhaps they are seasoned language learners who realise that making an effort to speak is essential to make progress in learning language. However, 11 respondents absolutely agreed and 10 respondents tended to agree with the statement. This leads to the conclusion that speaking through an avatar is still beneficial for the process of gaining more self-confidence in the sense of speaking in a foreign language.

4.16 “It was easy to concentrate during the course”.

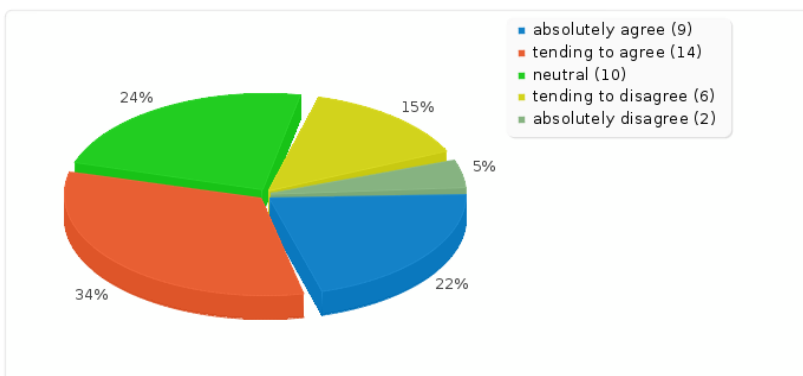


4.17 “There were not many distractions in the virtual environment”.



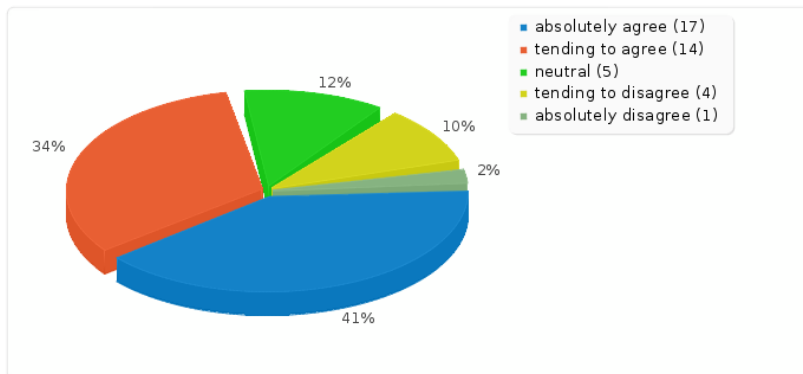
With the help of these two questions concerning the concentration and the possible distractions in the virtual environment the general atmosphere during a course can be evaluated. The two pie charts for these questions look approximately the same: the majority of respondents tended to agree or absolutely agreed with these statements. This means that it was not difficult for them to concentrate during course and that there were not many distractions in the virtual world. Altogether this constitutes a very positive feedback for the AVALON Learning Island and the way the courses were set up.

4.18 “Technical problems disturbed the learning process constantly”.



Technical problems in Second Life are not something that teachers and learners can afford to take lightly. Within this question we should consider whether technical problems had an influence on the learning process. It was asked whether the participants had the feeling that their learning process was constantly disturbed by technical problems or not. The majority of respondents indicate that technical problems disturbed their learning process constantly. At least 10 people felt neutral about this theme and even 6 people tended to disagree with this statement.

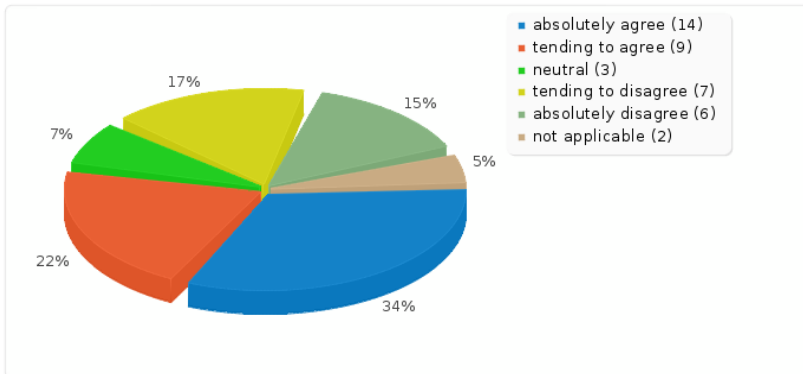
4.19 “Technical problems within Second Life did occur more often than they do in Real Life learning scenarios”.



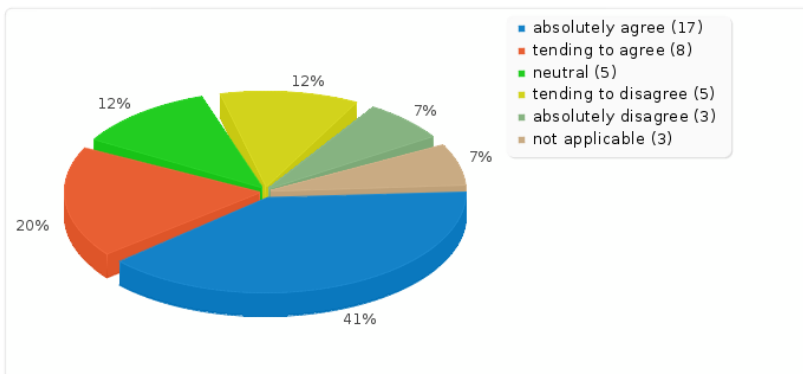
With the help of this last statement we can assess whether technical problems are more common in Second Life than they are in “Real life learning scenarios”. In learning scenarios in which people and any kind of technology come together an absolutely smoothly flowing lesson is unlikely and as one might expect a participant in Second Life has to deal with more technical problems than he probably would have to in real life. The majority of respondents absolutely agreed or tended to agree with this statement. 5 people felt neutral and at least 5 other participants did not think that technical problems occur more often in Second Life.

5 Technical aspects and environment

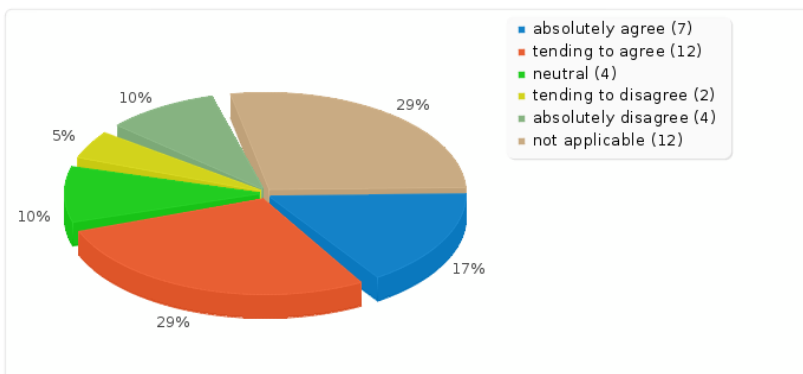
5.1 “At the beginning I had difficulties with the handling of Second Life”.



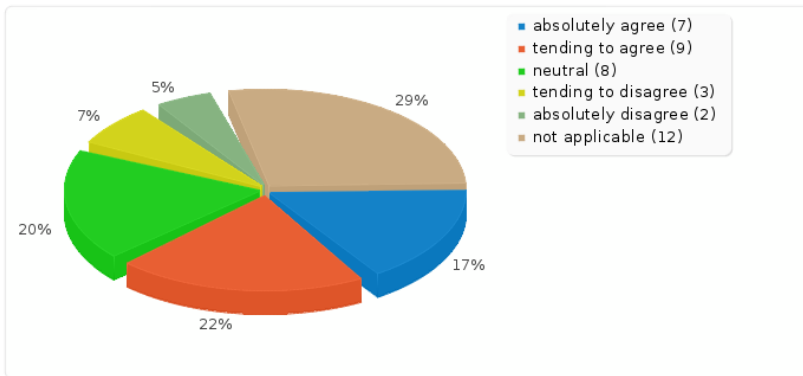
5.2 “After the second session I felt quite comfortable with Second Life and my avatar”.



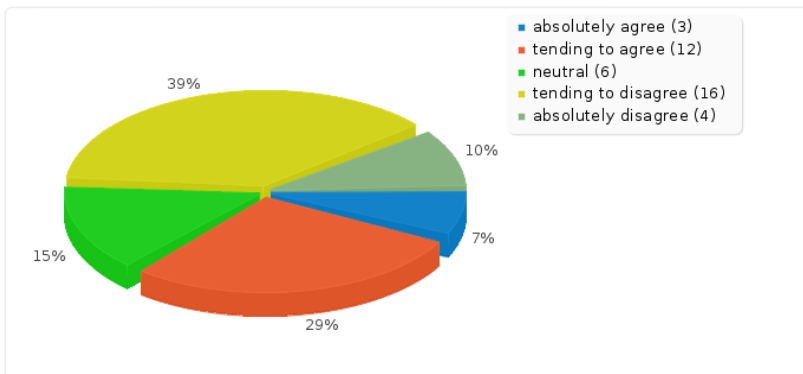
5.3 “At the beginning I had difficulties finding my way around Moodle”.



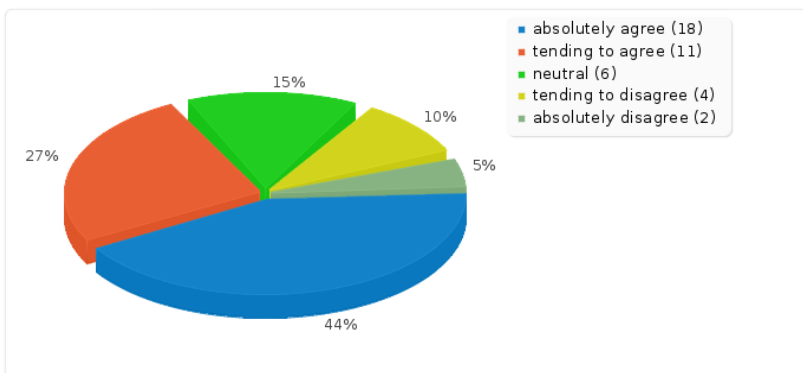
5.4 “After the second session it was easy for me to find the resources I needed in Moodle”.



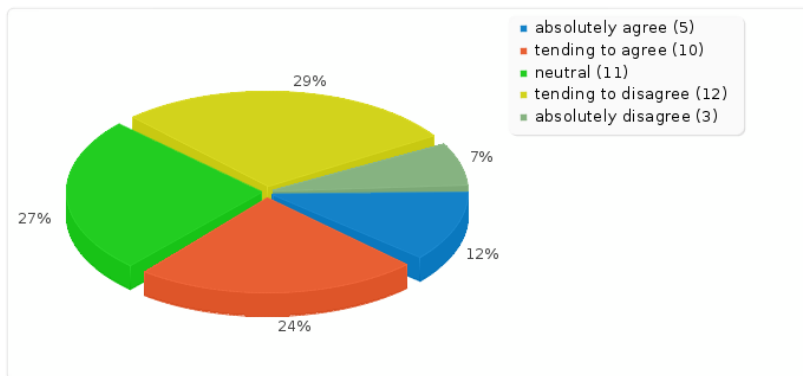
5.5 “I often had problems correctly understanding what other people were saying”.



5.6 “My equipment (computer, internet) was well capable of running Second Life”.



5.7 “Using Second Life as a language learning platform demands many technical skills”.



Within the survey the students were asked to answer some questions concerning technical aspects and the environment. The questions were about the handling of Second Life in general and if the students felt comfortable with Second Life as a learning environment and with their avatars. Besides the students had to judge sound quality, their equipment and the technical skills which are demanded for attending a language course in SL.

The results of this part in the survey show that there were more students who obviously had difficulties with the handling of Second Life than students who could easily manage the first steps in Second Life. Referring to this first question it has to be explored why these 25 students (56%) had difficulties with the handling of Second Life at the beginning of the course. This relates to another question in this section where the participants should rate the demanded technical skills that are needed to attend a language learning course within Second Life. 37% assessed that many technical skills are required for attending a language learning course within Second Life. About 15 students assumed the opposite; they obviously judged the level of demanded technical skills as acceptable in this connection.

There were some people who did not feel comfortable with the virtual environment in general. Even after the second session there are about 8 students who did not feel comfortable with Second Life and their avatars. However 25 participants, which is more than a half, felt more comfortable after the second session. This demonstrates that the number of students who felt comfortable with the whole environment appeared to rise after each lesson; this is to be expected as the students inevitably became more comfortable with the environments that were expected to use on the course.

Concerning sound quality in Second Life, it is obviously not as problematic as it is supposed to be. Apart from 6 students who felt neutral about this issue, only 15 students often had problems with correctly understanding what other people were saying. The majority of the students who answered the survey judged the sound quality as acceptable in this context. The technical equipment of 29 participants was well capable of running Second Life. Only 2 students had

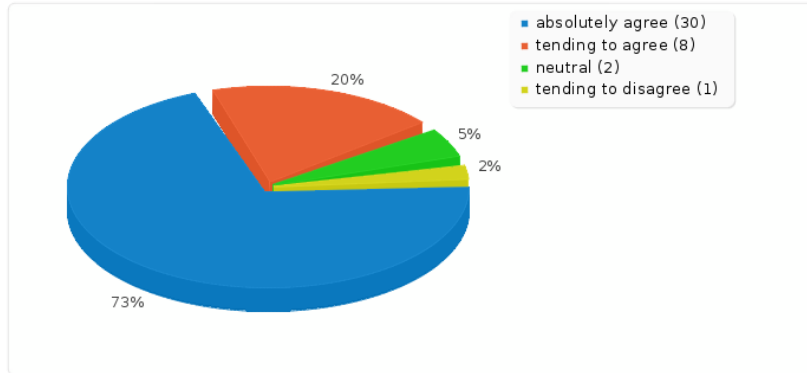
troubles getting Second Life running with their “technical equipment”.

All in all technical aspects appear not to be as problematical as might be expected from the comments that we had received at the beginning of the project. In practice Second Life seems to work better than had been assumed.

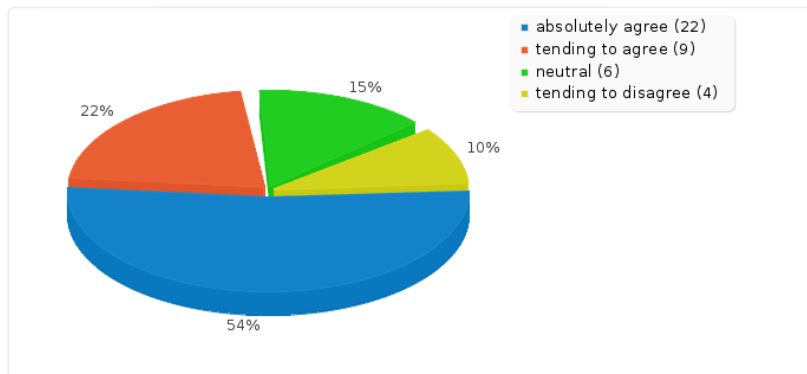
6 Closing Questions

Looking back on the course, the following items were important to me, and therefore my motivation to participate:

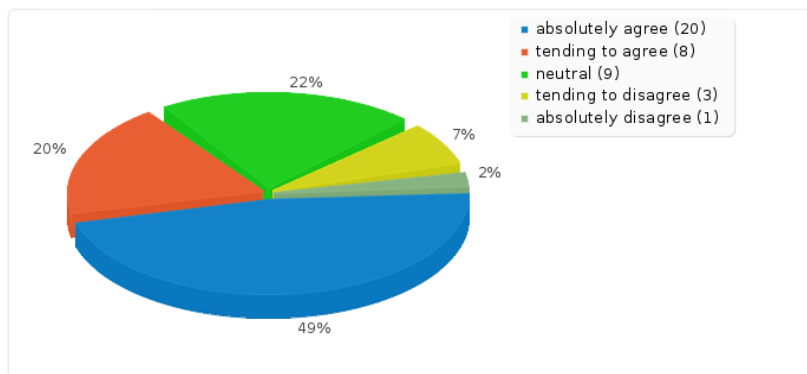
6.1 Learning the language



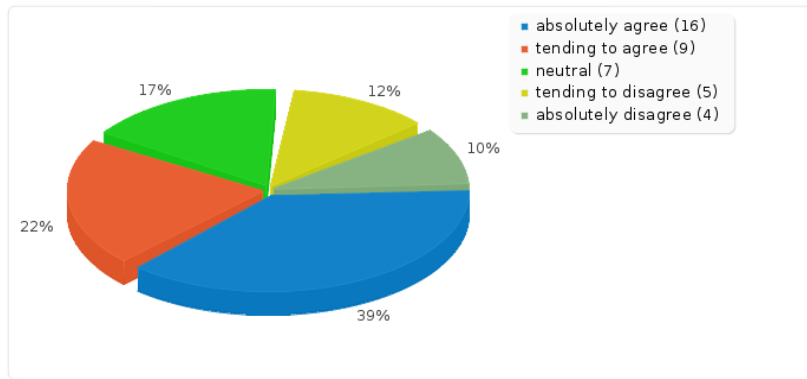
6.2 Enjoyment



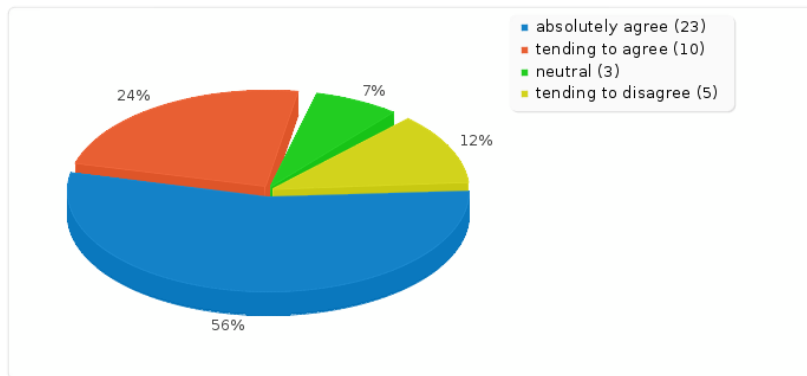
6.3 Meeting new people



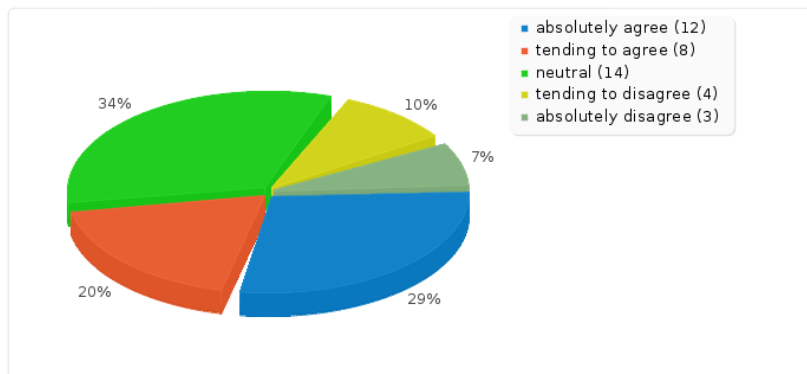
6.4 Getting to know Second Life (better)



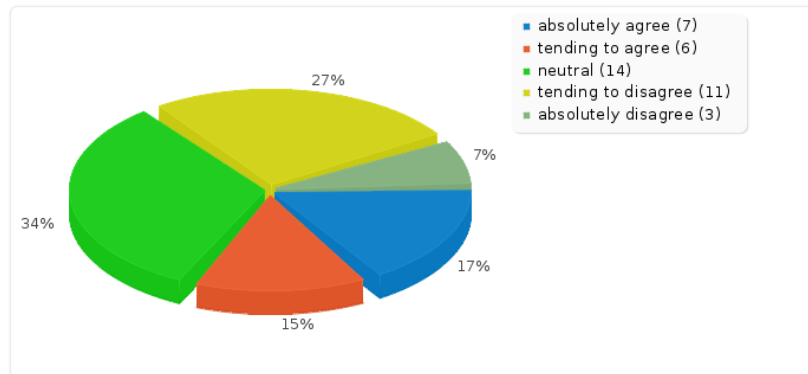
6.5 Trying out something new



6.6 Being mobile



6.7 It was easier for me to speak freely in this kind of environment than in a face-to-face situation



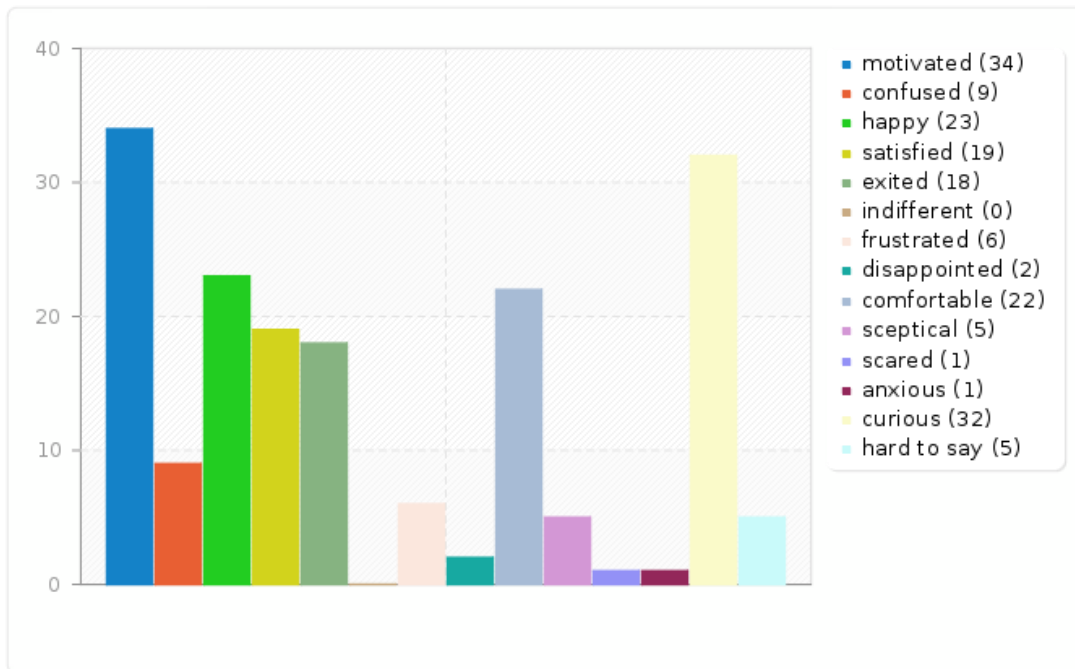
In line with the last part of the survey the students were asked to rate how important and beneficial some issues were for their motivation to participate.

The issue which was obviously most important for the students was “learning the language”. Nearly all the students 38 out of 41 rated this issue as very important for their motivation to participate and agreed with this statement. For only one student it was not that important; learning a language was maybe not the main reason for attending one of these courses. The aspect of enjoyment was also very beneficial within the learning process: 22 participants (54%) absolutely agreed with it and rated enjoyment as very important for their motivation. Furthermore, there were 9 students who tended to agree with it, which makes in sum 31. Only 4 students did not rate enjoyment in general as important for their motivation. Issues that also seemed to be profitable for the participants were the possibility of trying out something new on the one hand and meeting new people on the other hand. In total, 80% of the students wanted to try out something new and almost 70% wanted to meet new people through this language course in Second Life. These two aspects increased the students' motivation to participate. Within Second Life the participants had the possibility to try out something new: a new environment, new learning methods as well as the company of new people. In these context 25 students wanted to get to know Second Life better, 9 students did not rate this aspect as beneficial for their motivation. The fact that the students were able to access Second Life from different places as well as being able to freely move inside Second Life added up to the result of the item “being mobile”: besides 14 students (34%) felt neutral about this, 20 regarded this advantage as helpful within the learning process and their motivation in general.

The item which was rated as lowest in the responses to these closing questions is the following: “It was easier for me to speak freely in this environment than in face-to-face”. This is a very interesting aspect because it is often presumed that most of the students feel freer when talking through an avatar in this environment rather than face-to-face. For 13 participants it felt easier speaking in the virtual environment rather than in face-to-face-settings. 14 students prefer talking in face-to-face and regard this as easier.

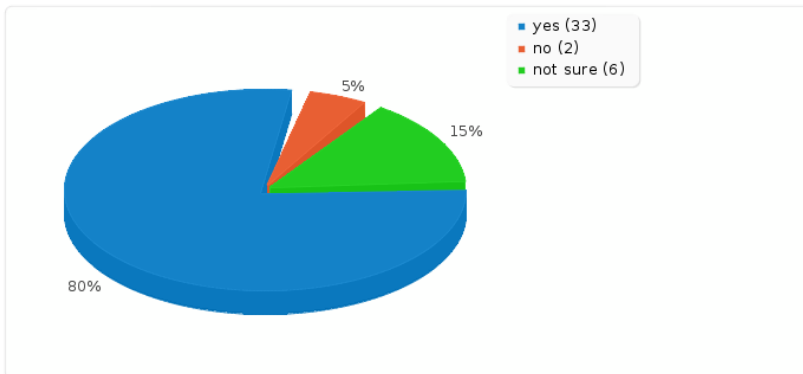
In general there are many reasons why there might be an increase in the motivation to participate. Out of these results we can declare a tendency for some issues but in fact it depends on the personal attitude.

6.8 Please try to describe how you feel about the learning experience in Second Life

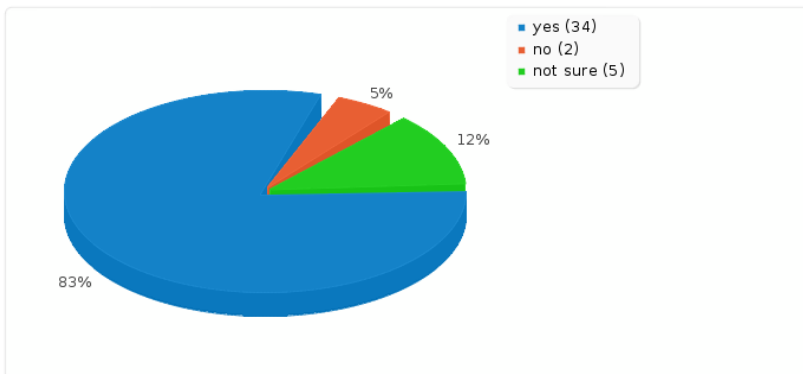


Through this question we can see how the participants felt about their learning experience in Second Life. The respondents had the possibility to choose between certain feelings from which they should tick all that applied. The majority of the respondents associated positive feelings with their learning experience in Second Life. Most participants felt “motivated”, “happy”, “comfortable” and “curious”. “Satisfied” and “exited” were also named quite often.

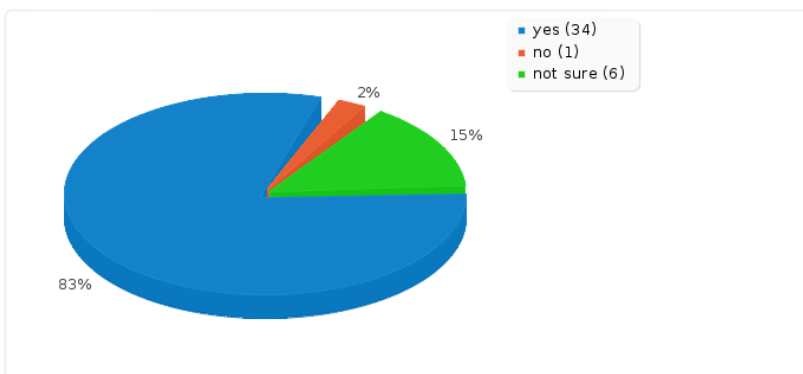
6.9 In your opinion, do you think that Second Life is an appropriate environment for learning?



6.10 Would you attend a course like this again?



6.11 Would you recommend this course to your friends / colleagues?



The three pie charts for these questions look approximately the same, this is not surprising: the absolute majority of the respondents regarded Second Life as an appropriate environment for learning. Except for one all of these respondents would attend a course like this again and furthermore recommend this course to their friends / colleagues. 12 and 15 people were not sure about this issues.