SYLLABUS

FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES

Course Code	Course Title		Credit	ECTS
ITL 314	Virtual Worlds		3 (3-0-3)	6

Prerequisite Courses:	None			
Language of Instruction:	English	Mode of Instruction:	Second Life	
Course Type and Level:	Elective / Spring Semester			

Title, First Name, and Last Name of the Course Instructor	Lecture Hours	Office Hours	Contacts
Assoc. Prof. Dr. Murat GÜLMEZ	Monday 16:00-19:00	Wednesday 10:00-11:00	mgulmez@cag.edu.tr
Teaching Assistant: Res. Asst. Beste ZORLULAR			bestezorlular@cag.edu.tr

Course Objective

	Upon successful completion of this course, the student will be able to;	Relationship	
		Prog. Output	Net Effect
Course Learning Outcomes	1 Students will be able to access online communities and virtual worlds.	2	5
	2 Students will be able to act collaboratively in an intercultural online environment.	1,2	5,5
	3 Students will be able to establish and maintain virtual relationships and work effectively in a virtual team.	6	4
	4 Students will be able to create original objects and content on the Second Life platform	2,5	4,5
	5 Students will understand how Virtual Worlds can be used to enhance societal well-being.	2,9,4	5,5,5

Course Content:	The Metaverse course is organized as a joint course in collaboration with Dublin Institute of Technology and Çağ University. The course will be conducted in Second Life, an online virtual environment accessed through avatars. Participants from Ireland and Turkey will share the same virtual space for this course. Students will observe how the environment functions and evaluate the process of creating virtual content. This course also aims to teach students how to effectively manage teamwork in a virtual and intercultural setting while dealing with various challenges such as cultural differences, language barriers, time zone differences, and technological issues. Additionally, the course provides opportunities for collaboration, interaction, and networking among participants and instructors from different disciplines, institutions, and cultures. Technological components of Virtual Worlds, as well as ethical and social issues related to Virtual Worlds, will be covered in this course. Thus, after completing the semester, students will be able to understand the role of Virtual Worlds in today's society.

Course Contents: (Weekly Course Plan)

Weeks	Topics	Preparation	Teaching Methods and Techniques
1	Introduction / Orientation / Ice Breaker	Students should acquire basic preliminary knowledge about the Metaverse and virtual worlds.	Lecture, Question & Answer, Discussion
2	Assign Students into Teams & Project Brief	Students should review the briefing document outlining the overall objectives of the programme and the challenge to be conducted throughout the semester.	Lecture, Presentation, Discussion
3	Teamwork and Collaboration Talk – Sitearm	Students should come to	Lecture, Discussion, Case Study

	Madonna (or Acuppa Tae)	class having reflected on their previous experiences in team-based projects and collaborative work.	Analysis
4	Absolute Beginners Building Class – Builders Brewery	Students should complete a brief preview of basic movement, camera controls, and object interaction in virtual environments.	Hands-on Instruction, Demonstration, Individual Work
5	From Hammer to Pixel: Society and Technology – Acuppa Tae	Students should have completed a short reading or watched a video on the relationship between technology and society.	Lecture, Question & Answer, Discussion
6	Accessibility Tips – Gentle Heron / Happy Hippo Building	Students should have a basic understanding of the concept of accessibility in digital environments.	Lecture, Example Review, Discussion
7	Where Eco Systems Crash: Site Visit to Abyss Observatory – Delia Lake	Students should conduct preliminary research on virtual ecosystems and the structures of online communities.	Virtual Field Trip, Observation, Discussion
8	Midterm Exam		
9	Midterm Exam		
10	Online Communities and Relationships: Site Visit to Virtual Ability – Gentle Heron	Students should reflect on communication and interaction patterns within online communities.	Virtual Field Trip, Review, Q&A
11	Metaliteracy and Digital Citizenship: Site Visit to Community Virtual Library – Valibrarian	Students should read a short text on digital citizenship and information literacy.	Lecture, Review, Discussion
12	Identity with Intent – Sitearm Madonna / Acuppa Tae	Students should reflect on concepts of digital identity and representation.	Lecture, Discussion
13	Dry Run of Student Presentations	Students should have completed draft versions of their project presentations.	Presentation, Feedback
14	Student Team Project Presentations	Students should have finalized their team projects and presentation materials.	Presentation, Discussion, Evaluation
15	Reflection & Feedback Session	Students should reflect on the experiences gained and learning outcomes achieved throughout the programme.	Discussion, Reflective Evaluation, Q&A
16	Student Challenge Awards Ceremony	Students should have reviewed their projects and their individual contributions to the process.	Presentation, Evaluation, Celebration Activity
17	Final Exam		
18	Final Exam		

Course Resources	
Textbook:	The lesson responsible teaching member's notes . Web page : **www.cag.edu.tr/murat-gulmez**
Recommended Resources:	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 , AZ, Freitas , A., Schlemmer , E., & Pedron , C. D. (2016). the virtual use worlds for developing intercultural competencies . 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.
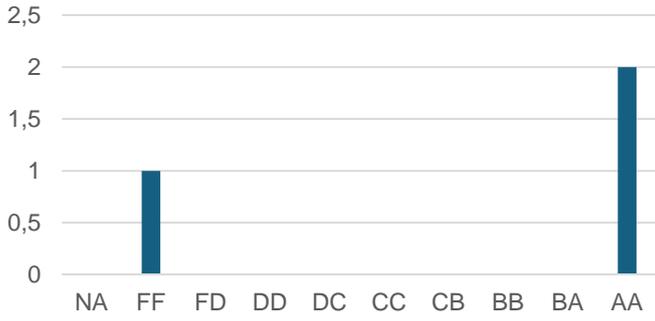
Course Assessment and Evaluation

Activities	Number	Effect	Notes
Assignments	4	%30	
Final Project and Report	1	%70	

ECTS Table

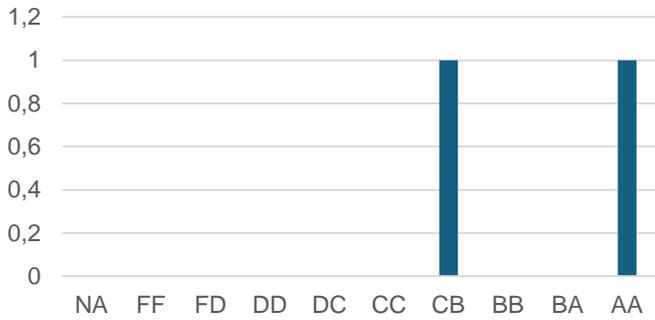| Content	Number	Hours	Total
Classes in Virtual World	14	3	42
Out-of-Class Work	14	3	42
Assignments	1	48	48
Final Project	1	40	40
		Total:	172
		Total / 30:	172/30=5.73
		ECTS Credit:	6

Past Achievements
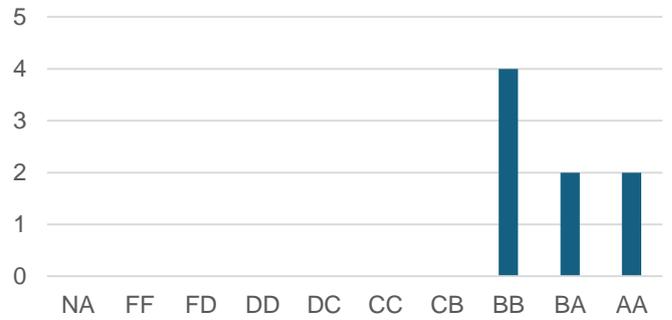
2025-2026 Fall Semester

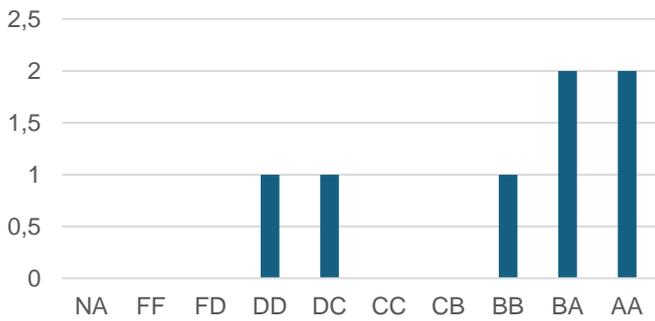

2024-2025 Fall Semester

2024-2025 Spring Semester

2023-2024 Fall Semester

2023-2024 Spring Semester

ITL 314 VIRTUAL WORLDS PROJECT EVALUATION RUBRIC

Student Number				
Student Name/Surname				
Criterias	**Performance Evaluation**			**Point**
	Insufficient	**Satisfactory**	**Excellent**	
1. Format and Use of Scientific Sources	**0-3** Many of the references are taken from non-peer-reviewed or non-professional sources and lack credibility. Serious formatting errors make the project difficult to read, such as inconsistent fonts, poor organization, or missing headings.	**4-6** Generally, professional and reliable sources have been used; citations are mostly clear and accurate. Formatting has been applied appropriately in most sections; however, minor inconsistencies are present (e.g., irregular spacing, incorrect citations, or errors in the formatting of visuals).	**7-10** Strong evidence has been presented from professional and reliable sources; citations are clear, accurate, and appropriately formatted. Overall formatting is consistent, visually correct, and enhances the readability of the project. This includes the proper use of headings, alignments, spacing, and visuals.	
2. Teamwork	**0-5** Effective collaboration among group members was not achieved, and task distribution was not properly planned. Most members made only limited contributions to the project.	**6-12** Collaboration among group members was generally achieved. Task distribution was fair; however, some shortcomings were present. Most members made adequate contributions to the project.	**13-20** Strong collaboration among group members is clearly evident. Task distribution is fair and effective. All members have made meaningful contributions to the project.	
3. Content and Use of the Sustainable Development Goals (SDGs)	**0-5** The content is not clearly articulated, and the main elements are not evident. Project information is poorly organized, addressed superficially, or contains incomplete and inaccurate information. The sustainability goals are either not addressed or mentioned only superficially. The project does not demonstrate alignment with or contribution to these goals.	**6-12** The content and main elements are adequately defined, and relevant information has been collected. The information is generally consistent and sufficient; however, minor gaps or inconsistencies may be present. The sustainability goals are addressed, but their integration is not fully developed.	**13-20** The content is clearly defined, and the main elements are examined in detail. The information is analyzed accurately and effectively. The sustainability goals are strongly and clearly integrated into the project, with their significance emphasized and contributions presented in a meaningful way.	
4. Organization	**0-5** The organization is inadequate, and it is difficult to maintain the reader's interest. The project has a disorganized structure.	**6-12** The organization is generally structured and succeeds in engaging the reader; however, some shortcomings or areas of confusion may be present.	**13-20** The organization is impressive and maintains the reader's interest from beginning to end. The project presents a clear structure and strong coherence.	
5. Presentation	**0-3** Presentation is unclear and disorganized, with insufficient	**4-6** Presentation is mostly clear and organized, but visuals or	**7-10** Presentation is clear, engaging, and well-	

	supporting materials (graphs, visuals, etc.).	supporting materials are insufficient.	organized with effective use of supporting visuals.	
	0-5	**6-12**	**13-20**	
6. Purpose and Functionality	The project outputs are not aligned with the stated purpose or do not provide meaningful value for the company. Functionality is unclear or minimal and demonstrates only a limited connection to the company's objectives.	The project outputs are partially aligned with the stated purpose and provide a moderate level of value for the company. Functionality is somewhat useful and addresses the sustainability goals; however, its impact is limited.	The project outputs demonstrate strong alignment with the stated purpose and add significant value to the company. Functionality is highly effective, particularly in terms of sustainability and innovation, providing clear and meaningful contributions to the company's objectives.	