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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 GülmezProf Dr. John O’Connor Assistant Prof. Dr. Duygu GürRes.Asst.Ersin İnalRes. Asst. Gülay Güler | Monday16.00-18.00 |  | **mgulmez@cag.edu.tr****John@TUD.edu****duygugur@cag.edu.tr****ersininal@cag.edu.tr****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 and Meeting | Magua Theriac, Assistants | **In World** |
| **2** | Team Meeting & Teamworking | By Magua, Sitearm & ISP Team |  **In World** |
| **3** | Whole Brain Health Session & Dress Rehearsal |  WBH Team | **In World** |
| **4** | Teamwork and Collaboration | Sitearm | **In World** |
| **5** | Tooyaa’s Lecture  | Tooyaa (WBH) | **In World** |
| **6** | Teamwork | By students | **In World** |
| **7** | Marshall McLuhan | By Accupa Tae |  |
| **8** | Online Communities and Relationships by Gentle Heron  | Gentle Heron | **In World** |
| **9** | Final Project Milestone! | ISP Team | **In World** |
| **10** | National Holiday |  | **In World** |
| **11** | Presentation | Students | **In World** |
| **12** | Debrief |  ISP Team  | **In World** |
| **13** | Delia Lake Presentation | Delia Lake | **In World** |
| **14** |  Presentation of Metaverse Certificates | Magua, Assistants & 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 uploaded to Moodle system). |
| **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** |
| **Final Project**  | **1** | **70%** |  |
| ***Blog Entries & Assignments*** | **3 (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** |
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**INSTRUCTIONS**

1. Students will create a blog page and publish the assignments there. These blog posts are also delivered from Moodle as assignment files. Assignments will be assessed according to the rubric attached below.
2. Also students will take some extra training about digital skills in Metaverse from Whole Brain Health Team in Second Life. Dates will be announced for these training sessions. Attendance and completion of these training sessions will also be assessed individually.

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| **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:** |

1. Students will organize a final project in Second Life and they will write a report about this project. This report will be assessed according to the following criterias:

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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: |

**FINAL PROJECT BRIEF**

‘No one is too small to make a difference’

The United Nations Sustainable Development Goals are a universal call to action in the face of global poverty and the impact of climate change on our planet. Seventeen goals were agreed by all member states in 2015 as part of the 2030 Agenda for Sustainable Development. We have seven years left to achieve success and secure the future of humanity on Earth.

The United Nations call follows a Warning to Humanity issued by the Union of Concerned Scientists as long ago as 1992. They ‘feared that humanity was pushing Earth’s ecosystems beyond their capacities to support the web of life’. Six years ago the warning was updated as 15,000 scientists from around the world published World Scientists’ Warning to Humanity: A Second Notice. French philosopher Bernard Stiegler suggests that the excesses of the consumerist model are responsible for driving the world rapidly towards a dead end. Speaking in London at the Work Marathon event in 2018 he argued that a radically new approach to shaping our society is required.

Rather than allowing capital and technology to dictate we need to bring epistemological, technological, artistic, judicial, social and economic questions together in order to shape the future. This calls for a rethink of our way of life are growing more persistent as evidenced by activists such as Oğuz Ergen from Türkiye and Greta Thunberg from Sweden.

In 2022 the UN selected Ergen as one of the six new ‘Young Leaders’ in the UNDP-Samsung Generation17 programme for his work on the problem of pollution in the Gulf of Izmir. Thunberg, speaking at Davos in 2019 said ‘our house is on fire’ and implored world leaders to extinguish the fire before it gets out of control. Later that year she published her talks in a little book titled No One is Too Small to Make a Difference. If one small Swedish schoolgirl can make a difference in the world then it follows that we can all do so. What difference can you make?

The Brief

Meet in your teams and discuss this text. Read the referenced texts and look at the videos to inform and expand your understanding. Find additional sources to deepen your knowledge and share these with your team members. · Discuss your response to the issues.

· How does this make you feel?

· What might you be able to do about it?

Develop your ideas into a collective response and design an action plan in response to the crisis. Decide what you can do individually in your families, local communities or university. Agree on a joint approach and select a single action or a change that you think will lead to a specific outcome. Develop a strategy to achieve your goal and an approach to communicating it to others in your community so they will join you in achieving greater success.

Submission

Build an installation in Second Life that explains your project to visitors and devise a guided tour that you will give to residents encouraging them to do something similar. Each team member should have a specific role in the tour. Write a reflective review of the team project and how it progressed. Refer to team building theory and describe how it played out in your experience of the project. In particular, describe your own contribution to the project and to the team.