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Games Used in Engaging Virtual Environments for Real-time Language Education

IO8: Training of project partners on how to create games



Disclaimer

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EU FUNDED GUINEVERE PROJECT (2017-2019)

IO Number: 8

IO Name: Training of project partners on how to create games

Description: All project partners will attend a workshop conducted by LETS about the technical aspects of how to create games. A training kit will be developed to assist the partners with the basics of how to build and script in the various virtual worlds which are part of this project. This includes guidance on how to enter Minecraft or how to enter an OpenSim Installation or Second Life.

To leverage the affordances of these immersive environments, participants will focus on:

- designing and creating language games
- creating objects using script, sound, and images
- creating single-user games and multi-user games

creating engaging learning environments for immersive scenarios and global simulations
adjusting object settings for permissions and physics

This hands-on experience will inform the partners of technical difficulties and introduce them to the affordances of various virtual environments. This will include playing a learn match on the mobile device provided by VE.

Dissemination Level: Public

Signed off by: Project Coordinator

Date Signed off:

European Commission Lifelong Learning Programme Key Activity 2 (ICT)
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List of Abbreviations

SLURL:	Second Life Uniform Resource Locator
SL:	Second Life
OS:	OpenSim
MC:	Minecraft

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1. Introduction

Entering new environments at the beginning of a project is a challenging task even for experienced project partners. To ease this process and to provide some training material along the way was the intention of LETS when offering formal training sessions and training material for the project partners on how to build games.

As it turned out, not many of these formal training sessions took place and instead extended periods of informal learning opportunities were needed in order to acquire the needed know-how in learning about Minecraft. By the time the training kit took shape, this was no longer necessary for the project partners but was available in time the teacher training course.

At the beginning of this IO8 workpackage, a needs analysis took place and it turned out, that the project partners almost unanimously mentioned that they know much about SL and OS but little or nothing about Minecraft. This posed a problem because LETS also has a lot of expertise on how to work in OpenSim and Second Life but no solid expertise in Minecraft and could not offer workshops on how to build games in Minecraft at the early stage of the project.

There were however informal training opportunities provided by EVO Minecraft MOOC and LETS encouraged the project partners to take advantage of the 5 weeks of EVO session in a community driven experiential learning type endeavour. EVO sessions run for 5 weeks, are organised by TESOL America and is a series of online activities for English teachers from mid January to mid February every year.

Carol Rainbow UCLAN and Heike Philp of LETS took part in EVO and managed to build the first home in survival mode. Learn through play. If it had not been for the help of the small group of educators this would have been a difficult thing to do because when playing survival mode, one has to face the challenge to 'survive', eat and mine. All of which is rather difficult at the beginning without guidance. This small group of educators helped us set foot on a piece of land where we could build a house which served to protect. At the end of the EVO session (Feb 2018) we were very fortunate that some of these community members joined the GUINEVERE Minecraft server to help us develop this environment. Most of learning took place whilst building, exploring and mining over many weeks of informal play, mostly during evening hours.

Additionally we invited children to play during summer. This Minecraft summer was fascinating to say the least. To get an idea how advanced children use Minecraft, please read this report.

https://docs.google.com/document/d/1gP8o8YyVDe8bGqoVJJ0AxSDKtz0i9_wsmAICxsqQJAY/edit

To describe this learning and training experience, it was necessary for LETS to first analyse the partners' expertise, conduct a needs analysis for the training requirements.

2. Partner expertise

UIST stated that they already have a lot of experience in 'playing' in Minecraft and that they are also very experienced in OpenSim and Second Life. UIST themselves have been in Second Life for a number of years and have set-up their own islands in this environment. They set up their first presence in Second Life in 2012 and brought along their teacher trainees. They then established their own islands a few years later and joined the CAMELOT project as project partner to create machinima.

Their confident use of technology is due to a close cooperation between the English department and the informatics department plus a close cooperation with their research team. They explore various virtual environments together. The cross-fertilising cooperation on

campus shows itself in the high level of student teacher trainees output. Machinima produced by University teacher trainees won awards. Whilst they have not documented the internal training as such, they documented and published the outcomes: www.teacheranima.com

They conceptualised and built their first games for language learning when teaching Turkish and Italian and have programmers at hand to create 'escape the room' type of scenario which has been placed on EduNation for everyone to play. Their immense pedagogical knowledge in immersive environments led to an informed development of theory of game design (IO1), guidelines for language teachers (IO5).

Whilst being expert users in Second Life and OpenSim, there is informal know-how of Minecraft because of having played this game with children during leisure time.

This 'hands-on' approach also are the recommendations by the department as input to the teacher training course development. Currently they are entrusted with the app development which will demonstrate the indepth know-how about game design and pedagogical values for studying a language. In their feedback they mentioned that their experience in SL and OS inspired them to initiate an app idea for the project.

3DLES has been programming and scripting in Second Life and OpenSim for a number of years in a wide range of project. Nick Zwart is a programmer and worked intensely on setting up the servers for Minecraft. This in itself required a lot of self-study with the aid of books. Settings such as how to revert back to a previous map (needed once because of destructive visitors) and admin settings on how to set certain areas of the map to adventure mode, settings up users rights and other technical support tasks were vital when setting up the server. Nick had been an exemplary self-study example being used to this as system administrator working with handbooks and video tutorials of the net.

UCLAN has in depth experience in using Second Life and Open Sim. As former project coordinator in the previous EU funded project CAMELOT (2013-2015) Dr. Michael Thomas has been working closely with teacher trainer and language educator Carol Rainbow and research assistant Christel Schneider, both who each have more than a decade of experience in virtual worlds. They are co-authors of the book "Making and Using Machinima in the Language Classroom" the round, 2014.

Carol Rainbow has been teacher trainer in and for Second Life and OpenSim for many years and in EU funded AVALON, CAMELOT and now GUINEVERE project. She was the main teacher trainer in Edmondo, a virtual OpenSim world developed by INDIRE, Italy and regularly provided training sessions during nearly a decade of EVO sessions. She was chief trainer from the very beginning already in the AVALON project (2009-2011). For the GUINEVERE project she built a beautiful island for machinima and role-play with houses, landscapes, gardens, streets and added some 10+ scenes on a skydeck with different rooms and shops designed to serve as immersive environments for machinima production.

During the GUINEVERE project Carol Rainbow showed herself to be a pioneer in learning about Minecraft and spent extensive time online to learn the ins and outs of this new environment. Her indepth knowledge of Minecraft is impressive and self-taught. Regularly she socializes with other educators in various Minecraft installation and spends much time reading about it on numerous forums. She masters the art of machinima creation and created countless 'How to ...' video tutorials and knowledge base tutorials for potential students of the GUINEVERE pilot course. Her knowledge is unsurpassed.

Christel Schneider holds a Master of Arts in Virtual Worlds awarded to her with distinction from the University of West England in Bristol. She has already been part of the development team in Second Life on EduNation and created her own games, scripting and

building them. She created one of the outstanding deliverables of this project, a document categorizing and describing games which had been created prior and during the project.

Again here, extensive experience in Second Life and OpenSim was present and no formal training was required. What was needed was a training session for Minecraft. This called for lots of experiential learning on behalf of UCLAN and LETS and no formal training session was possible at this early stage of the project. A few playful sessions were conducted with Silvia Benini, part of the UCLan research team.

LETS took the lead in this training initiative because of previous experience of running several training courses on how to build games in Second Life and OpenSim. It was planned that Philp was to create a training program which would make it easy for partners to catch up whilst providing the material for the final development of the teacher training course. As it turned out, many partners struggled to familiarise themselves with Minecraft whilst being expert users in the other two virtual environments.

Philp however did not know Minecraft herself and was not able to create a training course. In the course of the year this know-how was acquired with numerous informal and self-study and peer-to-peer learning activities in Minecraft. Having spent many evenings ‘playing’ these situations informed the current know-how. This experiential learning and learning-by-doing together with Carol and Dakotah Redstone a former educational technologist in the States, they learned together to work Minecraft. Whilst this has not actually led to a formal training program as planned at the outset, it has however provided a collection of materials on how to learn to use a new virtual environment.

IUL was leading game development prior to GUINEVERE and conducted a number of training sessions on how to build games in virtual worlds in their OpenSim called Edmondo. They have been teaching and maintaining an OpenSim region (Edmondo) for more than 10 years and have conducted countless number of hours in providing teacher education.

IUL also has extensive experience in Minecraft. Their expert users are teachers in Primary and Secondary schools in Italy (Brinzio and others) and they have been conducting research in using Minecraft EDU in Primary and Secondary education for about 3 years. During the pilot course we learned much from these teachers.

3. Needs Analysis

At the beginning of the training work package, the following needs analysis was conducted with all project partners who were asked to fill in the table and indicate with your initials the kind of games or activities you would like to see being developed/ trained in. Add your own ideas and indicate what skills and where they would be best performed.

Table 1. Needs analysis Skills needed

Skills needed	SL Second Life	OS OpenSim /3DLES	MC Minecraft	Other
How to enter				
Moving around				
Building	SB (Silvia Benini, UCLAN)	SB	LC (Letizia Cinganotto, IUL); SB, CS (Christel Schneider UCLAN)	Kitely CS LC

Scripting	SB	SB	CS NZ (Nick Zwart, 3DLES) LC SB,	Kitely CS LC
Adding Sound	SB	SB	CS LC SB	Kitely CS LC
Getting sound working and controlling environment			LC SB, CS	
Creating a game	SB	SB	CS NZ LC SB	Kitely CS LC
Changing outfits/ avatars			NZ LC SB	

Table 2. Needs analysis Type of activities

Type of activity	Skills/ Outcome	Duration	Best performed in MC/SL/OS
Role play			SL/OS/MC
Simulation			
Treasure hunt (SB)	foster collaboration; critical thinking; enhance communicative skills; conduct effective negotiation		SL/OS/MC
Board Games			SL/OS
Problem based game			SL/OS/MC
Project based or task based activity (SB)			SL/OS/MC
Warm-up (SB)	Building relationship between the student and the learning material; foster curiosity, motivation and collaboration; enhance students' focus; review of the	5 mins	SL/OS/MC

	material learnt in the previous class		
Instructions			SL/OS/MC
Directions			SL/OS/MC
Mazes			SL/OS/MC
Farming			MC
Trading			MC
Competitive activity			MC
Story Building (SB)			SL/OS/MC
Taboo			SL/ OS
Guessing Games (SB)			SL/OS/MCC

4. Training Objectives

The training objectives for Minecraft, OpenSim and Second Life were as follows...

- creating instructions on how to enter the various virtual environments and help with technical challenges when doing so
- familiarise the partners with unknown territories in formal live online sessions
- help explore the various virtual environments by providing descriptions on where to go best (the latter was only possible sometime after the initial building on OpenSim and Minecraft were done)
- provide informal learning opportunities
- present previously developed material if applicable to new project partners

5. Online Events, workshops and more

The following list of dates and events tries to summarize the various formal and informal training opportunities which were presented to the project partners.

Jan 2018 - Feb 2018 EVO Minecraft MOOC

The EU funded project GUINEVERE started in December 2017 and in January and February each year, EVO sessions take place. One of the EVO session is about Minecraft. It is called EVO Minecraft MOOC and organized mostly by Vance Stevens. For a period of 5 weeks, various technologies are being explored for collaboration and knowledge exchange. Minecraft MOOC session in Jan/ Feb 2018.

5 weeks of gameplay with other experienced educators like Vance Stevens, Dakotah Redstone, Rose Bard, and many others proved to be a fantastic start learning about Minecraft from other experienced educators.

[http://evosessions.pbworks.com/w/page/103533067/2016 EVO Minecraft MOOC](http://evosessions.pbworks.com/w/page/103533067/2016+EVO+Minecraft+MOOC)

19 Feb 2018 Kick-off O8 meeting

Present: Nick Zwart, Silvia Benini, Christel Schneider, Tuncer Can and Carol Rainbow.

<http://lancelot.adobeconnect.com/pbvtsbsir3md/> (44min)

This first meeting served as needs analysis to determine what everyone knows about which kind of environment and where there is a training need.

24 Feb 2018 Open Sim

<http://lancelot.adobeconnect.com/p18xgrq1gs7l/> (1h 58min)

Silvia Benini from UCLAN and Heike Philp LETS hypgergrid-teleported from Guinevere island to Craftsworld to a sandbox where we rezzed objects and edited them. In the first instance these were items from a shop and helped customize Silvias avatar and next time when we meet we will use the sandbox to do some basic building with blocks.

7 March 2018 Minecraft



Figure 1: screenshot of building workshop in Minecraft

<http://lancelot.adobeconnect.com/pn3v48qwe3xl/>

During this workshop Silvia Benini and Heike Philp built a house together. This was an enjoyable game play in creative mode on flat ground. The advantage of creative mode is access to an inexhaustible inventory for materials like colorful bricks (which turned out to be wool), glass and trees.

4 April 2018 Minecraft

During this training session Carol Rainbow gave an introduction to the two forms of Minecraft - Creative and Survival and a description of each. Project partners were introduced to Discord, the voice channel app for Minecraft players. She then focused on survival training (how to get around, cutting wood, fishing and mining AND battling mobs) and later on on exploring GUINEVERE Minecraft server, teleporting and conducting two of the quests: crashed alien ship and riding a horse on the bridal path.

<https://docs.google.com/document/d/1KTKYO3vJPY8frJry7vpxh7vzQX7aodzK9HlwUHf6Ycl/edit>

Recording: <http://lancelot.adobeconnect.com/p2bpz5clw9r3/> (1h58)

Minecraft workshops at Virtual Round Table WebConferene, 27-29 April 2019

Workshops on how to use Minecraft were offered by Carol for the wider audience of the Virtual Round Table Web Conference. www.virtual-round-table.com

Thursday, 24 April 2018 Minecraft

RECORDING (53min) <http://lancelot.adobeconnect.com/pl5mgvb1v8je/>

Instructions on how to join and how to prepare by watching some videos are [HERE](#)

Sunday, 29 April 2018 Minecraft

During the Virtual Round Table web conference two workshops on how to use Minecraft for language educations were conducted by Carol Rainbow. One on 24 April and another one on 29 April 2018 during the Minecraft symposium conducted by the organizers of the Minecraft MOOC.

Despite quite a number of attending participants at the conference, only very few actually joined Carol in Minecraft.

RECORDING (41min): <http://lancelot.adobeconnect.com/pd5uhrwos17h/>

Add server: mc.guinevereproject.eu

The following is some material provided to the workshop participants.

Equipment/ Software needed

Minecraft software by Mojang (about 25 USD) or borrow your child's software!

Add server: mc.guinevereproject.eu

Preparation

- 1) Watch the video
"How to sign up a Minecraft Server" Video tutorial
or follow these instructions <https://youtu.be/RkSOCMwdpvA>

How to add a server

- (a) Click on PLAY

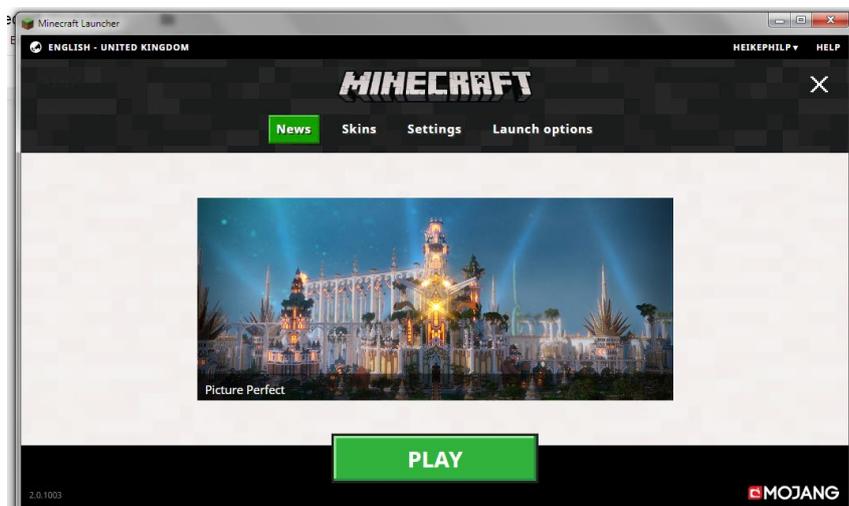


Figure 2 Screenshot Minecraft software

- (b) Select Multiplayer



Figure 3 Screenshot Minecraft software

(c) Click on Add Server



Figure 4. Screenshot Minecraft server list

(d) Type mc.guinevereproject.eu



Figure 5. Screenshot Minecraft Server details

- 2) Watch the video “Survival Shelter First Night Survival Mode Minecraft”
<https://youtu.be/JM5zaQwleoQ>
- 3) Learn how to get wood, create a shelter, create a wooden axe and survive the first night. By then you will be hungry!
- 4) We will cook eat food to rebuild our strength.
- 5) If there is any time at the end you can look around the ship, visit places from the teleport station, try building in a space just away from the centre, visit the village and ride a horse etc. There is plenty around the meeting point for you to do!

Additional resources

How to move in Minecraft

<https://youtu.be/VhPEeeHN9io>

Using your inventory in Minecraft

<https://youtu.be/EfSqyyBZE-A>

Building 1 Creative Mode

https://youtu.be/ljKwr_3R9iw

Building 2 Creative Mode

<https://youtu.be/PIHbAXocyFw>

Making light in Minecraft

<https://youtu.be/dhlwvPU1fsI>

and others on the playlist...

https://www.youtube.com/watch?v=VhPEeeHN9io&list=PLFiiyA_Uprc_WwWuhtbExQWqk-D8r1Aok

6. Gameplay and informal training

Minecraft game play

There has been a long standing tradition on EduNation to meet several times a week and regularly at 9pm UK time for a chat. This used to take place on EduNation in Second Life and over a period of nearly a year now, these informal meetings take place mostly in Minecraft. Voice chat is enabled using Discord rather than SL voice and sometimes these meetings take place in Second Life but mostly in Minecraft now.

Help from the community

Several members of the Minecraft MOOC joined the GUINEVERE Minecraft server to help develop it. Especially one person stands out in spending vast amount of time in Minecraft and is very knowledgeable. His user name is Dakotah Redstone and he shared his know how as and when the need arose and questions come up on how to do this and how to do that.

Minecraft Summer

Project partners were invited to join the summer camps to test the builds in GUINEVERE Minecraft Server. Some children joined and there were a lot of fun activities. Here is the complete report.

https://docs.google.com/document/d/1gP8o8YyVDe8bGqoVJJ0AxSDKtz0i9_wsmAICxsqQJAY/edit

7. Training material

A large bank of training material was developed for GUINEVERE. This was developed over the period of two years and it is not really possible to trace back when what kind of material was available for the project partners and when. There are video tutorials, text tutorials, links, curricula, information material, additional resources, lists of locations and types of activities and more.

Some of this material about Second Life was taken from the development in CAMELOT.

The video tutorials for OpenSim were taken in the GUINEVERE OpenSim environment, which was available from May 2018 onwards. Whilst OpenSim is very similar to Second Life, the video tutorials had to be newly created because of the different browser versions using for both virtual worlds.

Those taken in Minecraft were created by Carol Rainbow over the period of the first project year.

7.1 Training material Minecraft



Figure 6. Kids playing in Minecraft with parrots and chicken

For the purpose of this project, a Minecraft server was installed and is maintained by one of the project partners. Minecraft is not free of charge and a license needs to be purchased.

Instructions on how to enter Minecraft

There are two versions of Minecraft: Minecraft EDU and Minecraft Java Version. Minecraft EDU can only be licensed by schools and educational institutes. We as the GUINEVERE project tried to acquire licenses but were not able to. Minecraft Java Version is available for purchase on the www.minecraft.net Website. It costs a one-off purchase of approximately 25 EUR.

The GUINEVERE server is set to be played with version 1.12. Currently the version 1.13 is out. Here are some instructions on how to downgrade to version 1.12.

Here is a document to familiarise teachers with the GUINEVERE Minecraft installations.

<https://drive.google.com/open?id=14cdxHVSnfwtK-JebwBrXOSXNWkKeBaQ4>

Getting started with Minecraft

<https://docs.google.com/document/d/1rhAUTe0XcVp5OtXBPg4sOFvqAMSNqquPEEV6EAtlDVO/edit>

This document lists the various player modes (creative, survival, adventure, spectator and hardcore mode). Then it explains how large Minecraft really is and lists all of the video tutorials created for the project to familiarise oneself with first steps in survival mode and some building work in creative mode.

The report continues to elaborate on the quests in place on GUINEVERE Minecraft and areas like playgrounds, the boat, the mazes, activities for learners and more.

Video and Text Tutorials

<https://docs.google.com/spreadsheets/d/1OXXagilbwRhDVRuDRSDcu5nFqKVDhUnTtiyGbPVlsTY/edit#gid=0>

Getting in to Minecraft

<https://drive.google.com/open?id=1VnbaX4GTRZm7nivFAmraloSXtC-AVQptAriyFdk6SfE>

Setting Sound

Video 1 before you start

<https://youtu.be/pYSXAXIGcoc>

<https://drive.google.com/open?id=1Fqh2kQuGmduj9sIkJDkq41ZMwSkuae9NMEEnBQosIRV8>

Using Your Inventory - Controlling your belongings

<https://youtu.be/EfSqyyBZE-A>

https://drive.google.com/open?id=1j-IAaM0W7OLPqKZ4K4QS98KxQyw_Vi8nxA-TJcucovk

Moving In Minecraft

Controlling your avatar

<https://youtu.be/VhPEeeHN9io>

https://drive.google.com/open?id=1XxvQhHzEq8lj-nsS64MrXwc_Bih3-dOGVh8Qpool5g

NB There are boxes of resources in the shelter at the spawn point. Right click on the chests and take food, tools and weapons to start working in Minecraft.

Making your own resources (Survival mode)

Making Wooden tools

Minecraft Survival Mode

https://youtu.be/woRcGz_xszw

https://drive.google.com/open?id=1Vbs3ZI59yEkLAZv0zyGM4dhP_4MArybCgcwNuHYHQsY

Making Stone Tools

Minecraft Survival Mode

<https://youtu.be/xxeuQblyfRg>

https://drive.google.com/open?id=1Zgh6p1mM_cLADQ_ybfKZQxxrR3EdXz7BR2aom6oNkV4

Growing food

Minecraft Survival Mode

<https://youtu.be/BobdOURCYhg>

https://drive.google.com/open?id=1U9JO2nVjrn0zchp_AC2KTyv4VgG0PdAFIP1wO1oWhcM

Cooking Food

Minecraft Survival Mode

<https://youtu.be/lxfWdnOJhuE>

https://drive.google.com/open?id=1U-Gr1G3eDm_UkB6bBYCFXV1BYEkDOnKSUcmuhy5CBuw

Eating Food to restore health

Minecraft Survival Mode

<https://youtu.be/Ei2BwnKSn6Y>

Making Light in Minecraft

Minecraft Survival Mode

<https://youtu.be/dhlwvPU1fsI>
<https://drive.google.com/open?id=1dLbR6kxuu1hndCToLdvB4OFkapeCFejhytU031IFe4>

Survival Shelter

Minecraft Survival Mode

First night away from a base <https://youtu.be/JM5zaQwleoQ>

Making Night pass Quickly

Minecraft Survival Mode

<https://youtu.be/66oPhJSWtXg>

<https://drive.google.com/open?id=14x1drhxQ-EQjjdmDaUb85TKvDD-tD7uqOOCgv6yyWu8>

Basics of building 1

Creative Mode used for video

https://youtu.be/ljKwr_3R9iw

<https://drive.google.com/open?id=1GZEHXnZ7Rw-qlF5DU-R9n-IIC-URhQf2kvCyHE3IJME>

Basics of building 2

Creative mode used for video

<https://youtu.be/PIHbAXocyFw>

Fishing for food and goods

Survival mode - finding food

<https://youtu.be/as56YWIjRQc>

<https://drive.google.com/open?id=1L9rbcKGSCChQUTKJEAow2dwo-XZfz8OJNhN07L8F8ii8>

Mining for Iron and Coal in Minecraft

Survival Mode - finding coal and iron

<https://youtu.be/hX058bvadvE>

Making Iron Ingots in a furnace

Survival Mode- Using the furnace to make iron ingots

<https://youtu.be/CRQHyU-PkS8>

Making Iron weapons and armour

Survival mode - to make good weapons and armour

<https://youtu.be/2fo24UG67UQ>

Using Enchantments

Survival Mode - making your weapons better

https://youtu.be/PaCh2_D0ioo

Learning to Ride a horse to complete a treasure hunt

<https://youtu.be/BhrazoLmDZE>

<https://drive.google.com/open?id=1cArXRSLVhM2rLICN6cfrdEyWqszbJZPIDQCeAEdlmMI>

Useful Links:

<https://education.minecraft.net/>

<http://minecraftinschool.pbworks.com/w/page/37244189/FrontPage>

<http://minecraftteacher.tumblr.com/>

<https://groups.google.com/forum/#!forum/minecraft-teachers>

Minecraft Activities

Tour and photo guide creation, building, mazes, scavenger hunts, escape rooms, story telling, create how-to-guides, build after picture/ video, trading projects, create roller-coaster, a car, cell structure, famous buildings, survival guide, city plan, photo quest, fishing, tame animals, ride a horse, create comics etc.

https://docs.google.com/document/d/1Ml_bwRzhj11Y7I0SkIXxFCAfkmXIIVXgBhV_a1EU530/edit

Minecraft on YouTube

There is no shortage of 'how to' videos on YouTube. Also great wikis are available. There are plenty of buildings done by the large Minecraft community to be inspired by.

Minecraft Tutorials by **@irvSpanish**

Most common Minecraft commands

How to set home, use text chat using the T, how to move using WASD, F Function keys, Inventory E, /warp, /tp and others.

https://docs.google.com/document/d/1MczZ_1iCzVWhw0PJ9INz6Fj4eI3p8VnOhcj8i6gXDJA/edit

A list of all of the locations in GUINEVERE Minecraft (/warp....)

<https://docs.google.com/document/d/1j8VUNnNVm8HWJCveyefMng1XeK6JzyN2y1kx5MKpkTA/edit>

Quests built in GUINEVERE Minecraft

Expedition quest, spaceship crash, ride the bridle path, a photo Album, Pirate ship, the Jungle Gym, Carol's House, The Playground, the Restaurant, the Escape Room in the Pyramid, mazes, mines, roller coaster and much more.

<https://docs.google.com/document/d/1ATRPOBIRZIRw2YZsSqhpOFqGRf938Ag1Hujcuu1rh6s/edit>

7.2 Training material OpenSim



Figure 7. GUINEVERE island in OpenSim

For the purpose of this project, project partners have created an OpenSim region called GUINEVERE world. This world has 4 islands and one of which is the welcome area with a castle which holds an orientation pathway.

The other three islands are 2) movie island with scenes for roleplay and machinima taking (recording roleplay and creating a video), 3) Aedificare which allows to build and 4) Teamup, a multiplayer game area.

To enter this world, a viewer is required and it is recommended to download and install the Firestorm viewer because this one also works for Second Life.

Getting Started In Open Sim using Firestorm

How to join the GUINEVERE OpenSim site (tutorial)

https://drive.google.com/open?id=1D_dfooT7YYRJ1zBAo-IGR7FAMAINcslq

GUINEVERE OpenSim guest accounts

<https://drive.google.com/open?id=1I9dwDA9XEJdRBiHGymoG77ZosH50Mpak>

OpenSim

GUINEVERE orientation in OpenSim in various languages

https://drive.google.com/drive/u/0/folders/1TN-cnmu74PI1W52E7dS_rTYfziw2_wl

Get Voice working in Firestorm

<https://youtu.be/MJ7Ah0pTjy0>

Making a Profile in Firestorm

https://youtu.be/9KPUUONHJWlhttps://drive.google.com/open?id=1R72akmniJyBAXN1w2j2NjqT2eRD_BdL_uU5yvDvt8QU

Communication IM local chat and Call in OS Firestorm viewer

<https://youtu.be/PlmGMz-Fb5M>

https://drive.google.com/open?id=1_I0_URpFIYsD9teP81Tt83T4YeJVcQ4rc8cP_1MbAc

Making Friends in Firestorm

<https://youtu.be/PH0nRyH2xMs>

Making and Using Landmarks in Firestorm

https://youtu.be/aECY_C8QgO0

Controlling the light in Firestorm

<https://youtu.be/bfJIY8DLMk>

Using the Mini map in Firestorm

https://youtu.be/lx_EcV04Orc

Sharing Resources with students or colleagues

<https://youtu.be/kCsy24jN2Xo>

Turning up the volume of an individual Avatar in Firestorm

<https://youtu.be/tiXz1Q0xNvU>

<https://drive.google.com/open?id=1JltgApaZ5ZRc7zB0fQYCFu9IA8libHix89nYencSFzA>

Moving around Guinevere Island

<https://youtu.be/tghrNxTF3wM>

https://drive.google.com/open?id=1pc3H8WcKSUrBDHDXSfMd_q6fT8x2jVDuk3i4JBqqclK

Making Games

Simple building

<https://youtu.be/WXINUDQ9SQQ>

Adding Textures and Colours

<https://youtu.be/pN3QTgptleM>

Adding Sound files, scripts and text

<https://youtu.be/MlqUdghjNdc>

Making a game in Firestorm

https://www.youtube.com/edit?video_id=pf44YEdJchY

Other Software Needed

Audacity - guide to make sound files

<http://youtu.be/6Ye-etZu-bw>

7.3 Training material Second Life



Figure 8. EduNation island in Second Life

For the purpose of this project, an area on EduNation in Second Life has been set-up to display games which can be played. This area is in the middle of EduNation island I.

How to get to the GUINEVERE games park on EduNation (Tutorial)

<https://docs.google.com/document/d/1bKqVIS12keAfbLAI46h3tBmgr1L5dNYNKe-mr8LVPQs/edit>

Video tutorials on how to get started in Second Life

Dressing your avatar

<https://www.youtube.com/watch?v=hIPbBJ1qSSU>

Change Sound Settings

<https://www.youtube.com/watch?v=XBPs1vqPcS8>

Avatar Volume and Music control

<https://www.youtube.com/watch?v=qOm1fDsXuG0>

Change Avatar (only possible in SL Viewer - not in Firestorm)

<https://www.youtube.com/watch?v=yVo8iK1pWuA>

Communication, Chat, IM, Call Friends

<https://www.youtube.com/watch?v=ej9eHKH4lxl>

Making profiles and changing display name

https://www.youtube.com/watch?v=6CSvYe_6Tlw

Controlling light for filming

<https://www.youtube.com/watch?v=bsQ4MIMt7ug>

Using holodecks

<https://www.youtube.com/watch?v=X7r3T9rmKrM>

Animations and gestures

<https://www.youtube.com/watch?v=LD28thvfvIk>

Getting around in Second Life

<https://www.youtube.com/watch?v=LD28thvfvIk>

The mini map

<https://www.youtube.com/watch?v=6sN4RBYFiHY>

Controlling the camera

<https://www.youtube.com/watch?v=jLPjRSaBt9U>

SL World map

https://www.youtube.com/watch?v=-WPhJ_26T9c

Teleporting and teleport history

<https://www.youtube.com/watch?v=qlckxhrlu0>

ViLLAGE wiki

<http://evovillage.pbworks.com/w/page/102525367/FrontPage>

CAMELOT Project MOOT 3

<https://camelotproject.eu/MOOT3/index.html>

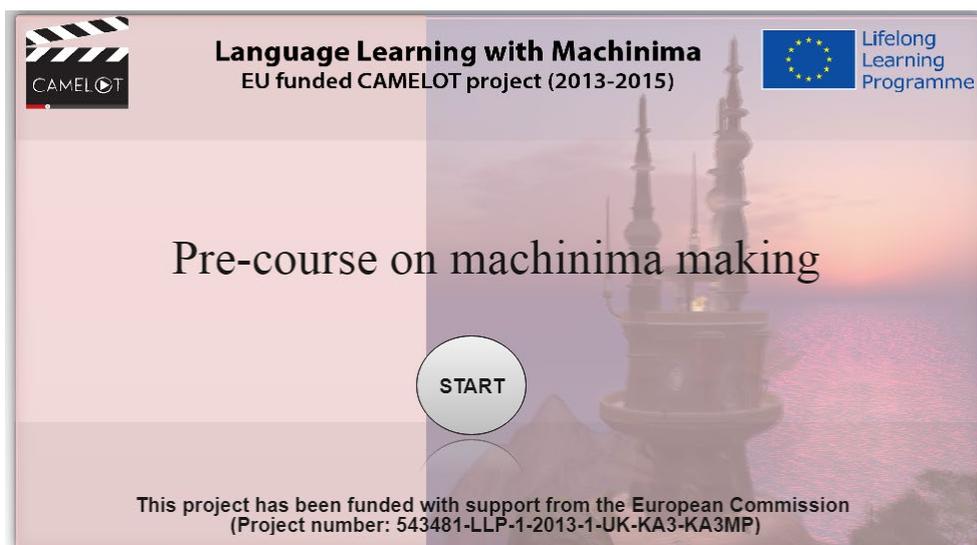


Figure 9. Screenshot Moot 3 to learn basics in Second Life

8. Project Partner Feedback

All of the project partners were invited to provide feedback on this training, the informal and the formal experience. The following are the results of the survey.

Which platform are you familiar with?

7 responses

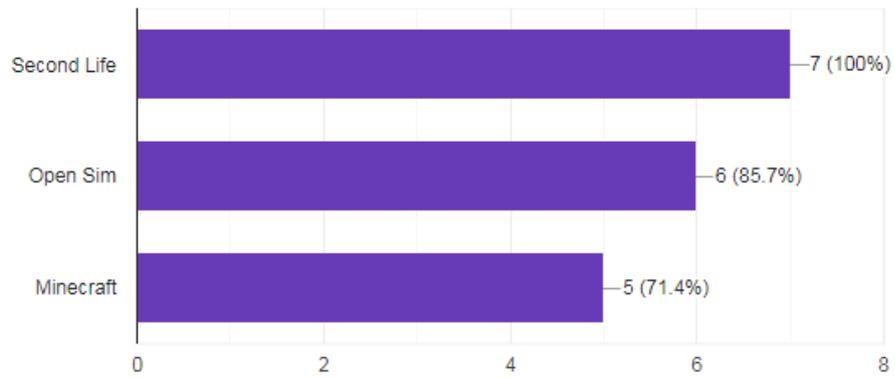


Figure 10. Survey results

Which platform are you an expert user?

6 responses

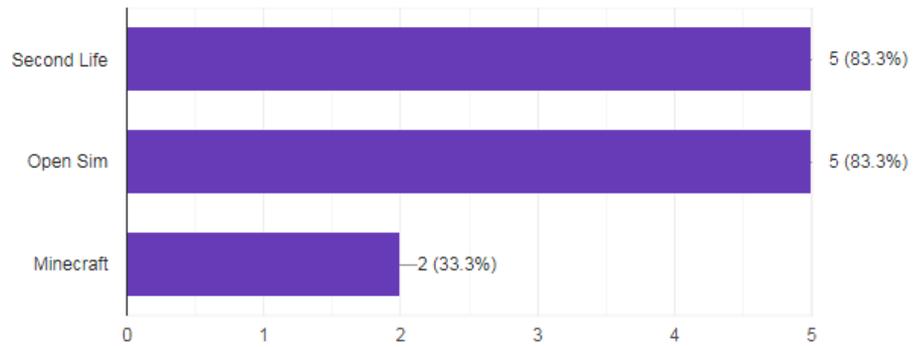


Figure 11. Survey results 2

Which of the platforms do you have building experience in? How did you learn these skills (pls use the option to comment)?

7 responses

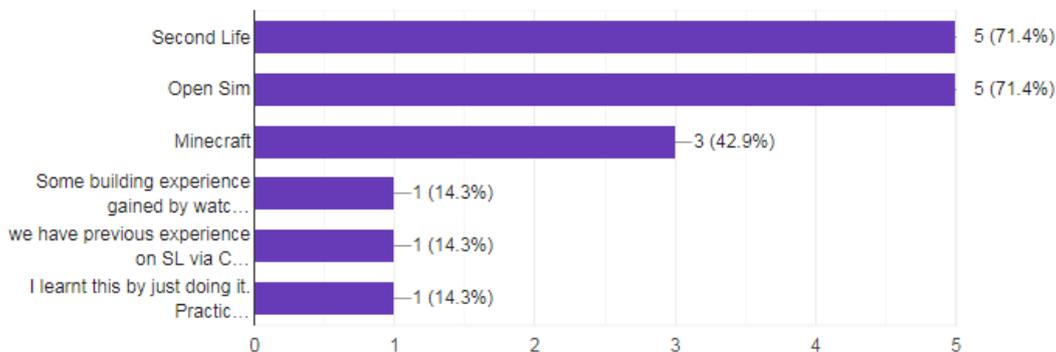


Figure 12. Survey results 3

Your learning experience throughout this project (please describe any formal and also informal learning opportunities, ie. MC play with children) 7 responses

- exploring Minecraft with friends on EVO - getting help from the community and learning together with colleagues and project partners
- I've attended training sessions organised by partners and watched videos and tutorials. I've conducted academic research. I've attended conference and webinars in OS, MC and SL. I had the opportunity to play by myself, with friends and being with kids while playing MC.
- I attended Evo Minecraft 2018 & 2019
- I learnt a lot from the video tutorials
- Playing with my daughter and her friends
- I have learnt how to design games and link these games to learning outcomes.
- I learnt a bit on how to work in Minecraft but most of my work is running, backup and updating the server to run Minecraft.

How did you learn? (ie watch videos, experiential learning, read tutorials?) 7 responses

- tried out things, explored with colleagues, watched videos and read tutorials.
- I've attended training sessions organised by partners as well as watched videos and tutorials in the GUINEVERE YouTube channel and in other channels. I read related material. I attended webinars on MC, OS and SL. Experiential learning played a big part.
- videos, books, experiential

- I read and watched video tutorials
- Watching videos
- I watched videos and also played myself, and attended trainings previously.
- The things I needed to know about Minecraft as all found on websites and youtube videos. I prefer written pages over video.

Single learning experience or group learning? (ie. working groups in your department etc.)⁷ responses

- I worked with partners and also went in to explore on my own to digest what I had learnt and experiment.
- Single learning experience and I played with friends and colleagues during training sessions
- single and group
- single learning experience
- Both (single and group) in informal contexts
- We have a research team who explores the environments together and design activities around them.
- Single

Did you conduct any training sessions for your department/ students? Was any of them recorded/ documented? Can you share these internal documents?⁷ responses

- I conducted a number of training sessions on SL in the past at conferences or workshops. During the Guinevere Project I only supported the training and gave feedback.
- Not yet
- Yes
- No
- No, I didn't
- We have training sessions each year for our pre-service teachers but we ask them to create machinima and other media through SL and 3D VLEs, but we don't document the training but the outcomes: www.teacheranima.com
- I did some training session in OpenSim with Italian teachers. Nothing recorded from my side.

How did this inform your production of intellectual output and applied methodology?⁶ responses

- did what inform my production? I learnt about the changes through GDPR. I was always aware - through other projects and laws that have existed a long time what you can do and cannot do as regards to intellectual output.
- no
- It helped me plan the teacher training course
- It helped me in the planning of the teacher training course (IO14).
- We have created games on SL and on OS as well after we learned about games and gaming in 3D VLEs. This information also inspired us to initiate an app idea for the project.
- No answer

Any recommendations about the training program?⁷ responses

- I would have preferred to have regular and longer quality sessions from experts .
- Having a schedule beforehand of dates agreed and topics that will be covered in each session may be useful.
- the social aspect is important
- The trainers are wonderful!
- No
- Hands on Activities
- no

Anything else you would like to share about your learning experience?⁷ responses

- no
- A more structured approach would have suited me better.
- The training sessions I attended were very enjoyable. I felt very comfortable and at ease. I enjoyed the sessions very much.
- I would need to improve. I hope I'll find more time
- Amazing and challenging
- We have almost become experts who can train teachers on those environments.

9. Summary

The various real-time training workshops planned by LETS to get project partners familiar with virtual worlds did only partially take place due to the following two reasons: (1) many project partners were already familiar with Second Life and OpenSim and did not need any formal nor informal training sessions. (2) Minecraft was still so new and difficult to learn, that a formal training session was not possible due to lack of know-how at the beginning of the project.

Whilst some training sessions took place in the time allotted (Feb to April 2018) most of the learning about Minecraft took place during informal community events and informal meetings during the evenings, the Minecraft summer camp and for some partners watching video tutorials by Carol Rainbow. Partners regularly engaged in working on acquiring this expertise including 3DLES who had to reconfigure the servers adding security features after the incident when some passerby discovered the server and destroyed many buildings using explosives. Admin rights, server settings and user rights were part of the learning experience.

After approximately the first project year, Carol Rainbow and myself, Heike Philp had acquired enough know-how about Minecraft so as to be able to create video tutorials and guidelines for language teachers. This know-how informed the development of the teacher training courses, the final outcomes of the project and helped conduct the field test in a professional manner.