

Action Inquiry in a virtual world environment and the 'art' of learning online

Sunday 9am-4pm
5th September 2010
Melbourne Multicultural Hub
506 Elizabeth Street
(opposite the Queen Victoria
Market)
Melbourne VIC 3000
Lunch by the Sorghum
Sisters:

*www.ames.net.au/media/pdf/
Sorghum_Sisters_A4_Catering_me
nu.pdf
Vegetarian, vegan, halal available*

Full day \$400 8 participants

This all-day workshop will demonstrate a pedagogical approach to online learning known as a *Community of Inquiry*. Participants will be presented with an educational, or learning, dilemma, which they will be expected to solve as a group, using action inquiry processes. The group, as a community, will collaborate to resolve the dilemma by way of designing a learning activity for others.

why

In this workshop the task will be to create a scenario-based role play of a client issue involving registered nurses, enrolled nurses and the attending doctor. Participants will collaborate as a community, to write the background, the roles of the characters and the proposed outcomes. The scenario will then be tested in a virtual environment, drawing upon the group to select members to perform the scenario 'in-world'.

To wrap up the workshop, participants will be involved in a debriefing session to draw out skills demonstrated, lessons learnt and to evaluate the scenario-based role play process, wrapping up with a critical reflection on the process of action inquiry throughout the session (and 'label' the beginnings of the Community of Inquiry approach).

Format of Workshop and Outline of Intended Activities

- ❖ **Introduction** – methodologies for developing scenario-based role plays in a virtual world environment
- ❖ **Demonstration** – video of scenario-based role plays pertinent to health issues
- ❖ **Setting the scope of the scenario** – the whole group will set the background and possible outcomes for the scenario, which will be partially formed (in preparation for the session).
- ❖ **Group work** – each group will be assigned a character role, the group will be responsible for outlining the background of the character, influencing factors, social background, needs and desires, ethical values, and any external factors influencing factors
- ❖ **Performing the scenarios** – each group will select a member to perform the character they have constructed. The scenario will be performed in a virtual 3D world environment, with the rest of the group watching and listening to the performance, as active observers.
- ❖ **Debriefing** - The group will participate in a debriefing session about the process of writing scenario-based role plays and the scenario that was performed. Debriefing will highlight the communication skills and ethical values that were demonstrated in the performance.
- ❖ **Reflection and Question Time** – The workshop will finish with a critical reflection on the process of action inquiry noticed throughout the session, plus question time and an evaluation about the workshop.

how

Audience experience with AL/or AR: All skills-levels - from entry level to advanced – are welcome. This workshop would suit health professionals, community developers and educators who are required to communicate with others. No prior virtual worlds or 3D online experience necessary, although some experience with computers is beneficial.

who

Pre-reading (Optional)

Garrison, R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105.

Ellis, J.H.M and Kiely, J.A. (2000). The promise of action inquiry in tackling organisational problems in real time. *Action Research International*, Paper 5. Available online: <http://www.scu.edu.au/schools/gcm/ar/ari/p-jellis00.html>.

Torbert, W. & Cook-Greuter, S.R. (2004). *Action inquiry: the secret of timely and transforming leadership*. Berret-Koehler Publishers, California. Available online at <http://books.google.com.au/books?id=qZSjli5WHUC&lpg=PP1&pg=PR4#v=onepage&q&f=false>.

Presenters:

Marg O'Connell has an Arts and Education background and has worked in tertiary, community and vocational education sectors around Australia. Her work in flexible learning has been as an education designer, focusing on the design of online learning spaces and teaching strategies to enhance students' learning experience. She has just completed a Master of Education at the University of Technology, Sydney. Marg is Education Manager in the Centre for Education Excellence at CIT and is project managing the implementation of CIT's new online learning environment (OLE).

Penny Neuendorf has worked at the Canberra Institute of Technology (CIT) for the last 10 years and is currently working as a Senior Education Designer in the Centre for Education Excellence. Recently she has been working on a Virtual Worlds in Health Education Project. She is currently undertaking a Master in Online Education at Southern Queensland University.

Colin Simpson has an extensive background in educational multimedia, web development and audiovisual production. He is a qualified secondary teacher who has taught in Media Arts and also has a Master of Education (ICT in Education and Training) at the University of Wollongong. He is currently working as an Education Multimedia Designer in the Centre for Education Excellence at CIT.

Register online by 10th August 2010 www.alara.net.au/worldcongress/2010/precongress

Enquiries regarding payments:

Donna Alleman
admin@alara.net.au

Enquiries regarding workshops:

Elaine Hartley
ehartley@netspace.net.au
Jeannette Kavanagh
jkavanagh@ains.net.au

Enquiries regarding congress:

Dr Jacques Boulet, **Chair**
ALARA Congress Committee
alara@borderlands.org.au