

A personal trip in a Massive and Online World

Roland Legrand

De Tijd

KVAB Symposium Blended Learning

MUDs and MOOs

JULIAN DIBBELL

(DOT COM)

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ABOUT

Julian Dibbell writes about the Internet, mostly. This is his website. (An older version can be found [here](#).)

BOOKS



PLAY MONEY



A Rape in Cyberspace

(Or TINYSOCIETY, and How to Make One)

Chapter One of Julian Dibbell's *My Tiny Life*, 1998. (First published in [somewhat different form](#) in *The Village Voice*, December 1993.)

They say he raped them that night. They say he did it with a cunning little doll, fashioned in their image and imbued with the power to make them do whatever he desired. They say that by manipulating the doll he forced them to have sex with him, and with each other, and to do horrible, brutal things to their own bodies. And though I wasn't there that night, I think I can assure you that what they say is true, because it all happened right in the living room — right there amid the well-stocked bookcases and the sofas and the fireplace — of a house I came later to think of as my second home.

Call me Dr. Bombay. A good many months ago — let's say about halfway between the first time you heard the words *information superhighway* and the first time you wished you never had — I found myself tripping now and then down the well-traveled information lane that leads to LambdaMOO, a very large and very busy rustic mansion built entirely of words. On the occasional free evening I'd sit down in my New York City apartment and type the commands that called those words onto my computer screen, dropping me with what seemed a warm electric thud inside the house's darkened coat closet, where I checked my quotidian identity, stepped into the persona and appearance of a

LATEST ARTICLES

[Is Anonymous Less Anonymous Now?](#)

- Recent infighting has done little to explain how Anonymous operates — or what drives it. MIT Technology Review

[Serious Games](#)

- The online world of Second Life seemed like the next big thing, only to be largely written off. Neither hypens nor detractors understood it. MIT Technology Review

[Introduction to The Best Technology Writing 2010](#)

- All writing is digital (and other thoughts on writing, technology, and technology writing).

WoW, the MMORPG

A promotional banner for the World of Warcraft expansion set 'Warlords of Draenor'. The background features a large, muscular orc character with long hair and a horned mask, wearing intricate armor and holding a large, ornate shield. The text 'EXPANSION SET' is at the top, followed by the 'World of Warcraft' logo in a stylized, golden font. Below the logo is 'WARLORDS of DRAENOR'. A large 'AVAILABLE NOW' banner is in the center, with a prominent 'UPGRADE' button below it. At the bottom, there are links for 'REDEEM KEY' and 'DOWNLOAD CLIENT', and a small link to 'LEARN MORE ABOUT WARLORDS OF DRAENOR'.

Continue to World of Warcraft >

EXPANSION SET

WORLD OF WARCRAFT

WARLORDS of DRAENOR

AVAILABLE NOW

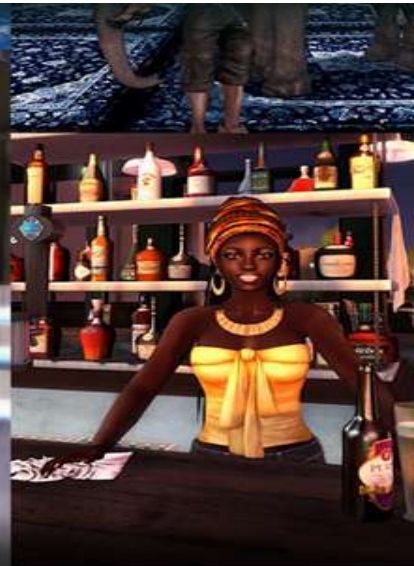
UPGRADE

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Second Life: User-Generated World



WHAT'S NEW



Howard Rheingold - Virtual Communities



Berkman & Harvard in SL

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BERKMAN CENTER FOR INTERNET & SOCIETY
AT HARVARD UNIVERSITY

Berkman Center and Harvard Extension School to Offer First University Course through Second Life, a 3-D Virtual Environment

September 11, 2006

Cambridge, MA – The Berkman Center for Internet & Society at Harvard Law School and the Harvard Extension School announce the offering of “CyberOne: Law in the Court of Public Opinion,” the first class at Harvard University to be offered in part in Second Life, a 3-D virtual environment.

Co-taught by Professor Charles Nesson, Rebecca Nesson, and Gene Koo, *CyberOne: Law in the Court of Public Opinion* turns law and Harvard toward the creation of our future in a networked information economy. “*CyberOne* models a university relationship with the public of open-access,” says Professor Nesson. “Our class is itself an argument for open access and its expression.”

CyberOne is being jointly offered this fall through the Harvard Law School and the Harvard Extension School. Course video, lecture, and project materials will be freely available in Second Life to anyone with an Internet connection. The Berkman Center in conjunction with Cambridge Community Television (CCTV) will also be broadcasting select video on CCTV.

Says Rebecca Nesson, who will lead the course in Second Life, “Second Life offers the opportunity for a greatly enhanced distance education experience.” Students taking the course through the Harvard Extension School will be meeting weekly with their instructors and fellow students in Second Life for usual classroom activities as well as innovative projects that make use of the myriad possibilities of the Second Life environment. “Our students will be learning about virtual worlds while experiencing their class in a virtual world. It will be an exciting education for all of us.”

According to Michael Shinagel, Dean of the Harvard Extension School, “We are pleased to be working with the Berkman Center in offering *CyberOne* as one of our 100 distance courses this year and we look forward to bringing what we learn from it into our other online offerings.”

In Professor Nesson and Rebecca Nesson’s grant proposal to the Provost’s Office, he explained that, “The inclusion of the Harvard Extension School in this project is an acknowledgement that, among Harvard’s schools, it is the one that has made the most progress and possesses the greatest expertise in making Harvard’s content accessible to an online audience.”

CyberOne represents convergence of the Berkman Center’s and the Extension School’s ongoing processes of pedagogical innovation and experimentation, with inquiry into openness, new technologies and related policy, learning and social media.

The course is supported by a grant from the Provost’s Fund for Innovation in Instructional Technology, and by the resources of the Harvard Law School and Harvard Extension School.

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announcements

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related content

[cyberone: law in the court of public opinion - fall 2006](#)

Metanomics - academic show in SL



Downes, Siemens, Connectivist MOOCs (CCK08)

Connectivism & Connective Knowledge

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The Daily

September 15, 2008

Highlighted Resources

Types of Knowledge and Connective Knowledge

This post begins our week on Connective Knowledge by mapping some of the different areas of discussion. We need, for example, to sort out between knowledge about networks and knowledge created by networks. This post constitutes the first few steps of a discussion; it is by no means a full discussion. It's one thing to use, for example, coal as a metaphor to explain the role of connections, but in reality networks are often much more dynamic than a lump of coal. But it's a start, a place to begin. [Stephen Downes, Half an Hour](#), September 15, 2008 [\[Link\]](#) [\[Tags: none\]](#) [\[Comment\]](#)

CCK08 Weekly Chat

George Siemens and I wrapped up the first week of our Connectivism course with this audio chat. Kudos to Dave Cormier for expertly leading us through the issues of the day. It's also available on [UStream](#). Note that this is an *audio* chat only, and that there is no video on the UStream feed. [George Siemens and Stephen Downes, with Dave Cormier, Ed Tech Talk](#), September 15, 2008 [\[Link\]](#) [\[Tags: none\]](#) [\[Comment\]](#)

Understanding the Brain: The Birth of a Learning Science

Ruth Duggan [comments](#) "There does seem to be a lot of similarities between how the brain functions and Connectivism" and links to this website from OECD. There's a lot of reading here, so you may want to space this one out over a few days (or weeks). No rush: this topic is not going to expire. [Various Authors, OECD](#), September 15, 2008 [\[Link\]](#) [\[Tags: none\]](#) [\[Comment\]](#)

CCK08: Week 2 Early Doors and Better Fit

Interesting analogy between theorizing and parking. This is good: "Even when you park in a very open space some people think you have taken their parking spot and demand that you move. Sometimes they even put notes under your windscreen wiper to let you know just how angry they are!" Related: another analogy, this time with [oceans](#). [Keith Lyons, Clyde Street](#), September 15, 2008 [\[Link\]](#) [\[Tags: none\]](#) [\[Comment\]](#)

Social Constructivism Vs. Connectivism

There has been a lot of dialogue back and forth on the Moodle discussion list. One of the better posts (in my view) is this extended contribution from Pat Parslow. The post, which outlines Parslow's model of mind and (therefore) of learning, suggests that "we are pattern matching creatures by dint of the way our brains work, and look for the similarities and differences between things. We also create models in our minds of what we perceive, which are, by definition, abstractions and simplifications of the 'objective reality'." There's a lot more, and while I (Stephen) might quibble with some of the details, I am largely in agreement with what is described here. [Pat Parslow, CCK08 Moodle Forum](#), September 15, 2008 [\[Link\]](#) [\[Tags: none\]](#) [\[Comment\]](#)

Contributions

SL Learning Community



cMOOCs vs. xMOOCs

The screenshot displays the homepage of Stephen Downes' website. At the top, a blue banner features the text "stephen downes" and "stephen's web" above a photograph of an eagle in flight over a body of water. Below the banner is a navigation menu with links: "intro", "about", "newsletter", "presentations", "articles", "archives", and "contact". A status bar indicates "YOU ARE NOT LOGGED IN." with links for "[Login]", "[Register]", "EN", and "FR". A subscription prompt reads "Subscribe to OLDaily E-Learning News, Opinion, Technology." with icons for email and RSS. The "New Today" section contains three article previews:

- Here's How To Figure Out Everything Google Knows About You**
Julie Bort, *Business Insider*, Nov 17, 2014
This is a useful article not only because it tells you what Google knows about you (which is always interesting reading) but because it gives a hint at Google's methods and how effective they are. In my case, the methods produce spotty results, which oddly makes me happy. This is the most useful: "First, click on the link below or type it into your browser: <https://www.google.com/settings/> Then click on Account history." Then scroll to the bottom to see 'Ad Settings'.
- Educational Technology Conferences #32 January to June 2015**
Clayton R Wright, *Stephen's Web*, Nov 17, 2014
Clayton R Wright has once again compiled and distributed his enormously useful list of education and education technology conferences. The list "covers selected events that primarily focus on the use of technology in educational settings and on teaching, learning, and educational administration. Only listings until June 2015 are complete as dates, locations, or Internet addresses (URLs) were not available for a number of events held from July 2015 onward."
- Ask Not What Your Country Can Do For You but What Coursera Can Do For Your Country, Part 1**
Tressie McMillan Cottom, *tressiemc*, Nov 17, 2014
Coursera has obtained the endorsement of the U.S. government, which is promoting it to some 21 million U.S. military veterans. The "partnership provides one free

On the left side of the page, there is a "My eBooks" section with a "Free Learning" article by Stephen Downes. Below that is an "Ed Radio" section with links to "Ed Radio - Fraser Speirs and Bradley Chambers - Out of School" and a small "Ed Radio" player interface.

Web Culture and Online Ed

CONNECTED COURSES

ACTIVE CO-LEARNING IN HIGHER ED

The Course ▾ Directory ▾ Research Guidelines Forum Connect Your Blog ▾ Course Sign-Up Form Webinars Calendar 

UNIT 5 - CLASS 3: SUCCESSFUL CO-LEARNING MODELS



CATHY DAVIDSON
& STUDENTS



DAVID PRESTON
& STUDENTS



ALEC COUROS



HOWARD
RHEINGOLD



MIA ZAMORA

NOVEMBER 19, 2014 5PM PST / 7PM CST / 8PM EST

Connected Courses is a collaborative community of faculty in higher education

developing networked, open courses that embody the principles of connected learning and the values of the open web.

9/2-9/14

9/15-9/28

9/29-10/12

10/13-10/26

10/27-11/9


11/10-11/23

12/1-12/14

THE WEB


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 **THE UNIVERSITY of EDINBURGH**

E-learning and Digital Cultures

This course will explore how digital cultures and learning cultures connect, and what this means for the ways in which we conduct education online. The course is not about how to 'do' e-learning; rather, it is an invitation to view online educational practices through a particular lens – that of popular and digital culture. Follow this course on Twitter at [redmoooc](#).



About the Course

E-learning and Digital Cultures is aimed at teachers, learning technologists, and people with a general interest in education who want to deepen their understanding of what it means to teach and learn in the digital age. The course is about how digital cultures intersect with learning cultures online, and how our ideas about online education are shaped through "narratives", or big stories, about the relationship between people and technology. We'll explore some of the most engaging perspectives on digital culture in its popular and academic forms, and we'll consider how our practices as teachers and learners are informed by the difference of the digital. We'll look at how learning and literacy is represented in popular digital-, (or cyber-) culture, and explore how that connects with the visions and initiatives we are seeing unfold in our approaches to digital education.

This course will not be taught via a series of video lectures. Rather, a selection of rich resources will be provided through which you can begin to engage with the themes of the course. While the teachers will be present in the discussion forums and in various other media environments, there will be an emphasis on learner-led group formation, and the use of social media to build personal learning networks and communities of peers. On this course, you will be invited to think critically and creatively about e-learning both as a process and as a topic of study; you will be able to try out new ideas in a supportive environment, and gain fresh perspectives on your own experiences of teaching and learning. This course is also intended to be an

Sessions

November 3 2014 - December 7 2014

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Eligible for


Statement of Accomplishment

Course at a Glance

- 5 weeks of study
- 5-7 hours/week of work
- English

Instructors

 **Professor Sian Bayne**

 **Jeremy Knox**

Peer2Peer learning

The Peeragogy handbook

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Version 3.0 is in progress and you can help! Join "Peeragogy in Action" on G+.

You can also fork our repo at [GIT @PEERAGOGY](#). Translators welcome!

FOREWORD

I. INTRODUCTION

WHAT DOES THIS INTRODUCTION AND A MAP.

HOW TO USE THIS HANDBOOK

CHAPTER SUMMARIES

II. PEERING INTO LEARNING

ANY QUESTIONS AS WE GET STARTED?

III. MOTIVATION

WE'RE COLLECTING CASE STUDIES ABOUT PEERAGOGY IN ACTION.

IV. PRACTICE

ANYTHING YOU CAN USE IN YOUR OWN SUBJECT.

V. CONVENE

HOWA ABOUT HOW TO HOLD A GREAT ORIGIN.

VI. ORGANIZE

HOW'S IT ALL COMING TO BEING?

Introduction

Posted on December 31, 2013 by ADMIN • 11 COMMENTS

Welcome to the Peeragogy Handbook!

Peeragogy is a collection of techniques for collaborative learning and collaborative work. By learning how to "work smart" together, we hope to leave the world in a better state than it was when we arrived.

Indeed, humans have always learned from each other. But for a long time — until the advent of the Web and widespread access to digital media — schools have had an effective monopoly on the business of learning. Now, with access to open educational resources and free or inexpensive communication platforms, groups of people can learn together outside as well as inside formal institutions. All of this prompted us to reconsider the meaning of "peer learning."

Peeragogy - Welcome 1



The *Peeragogy Handbook* isn't a normal book. It is an evolving guide, and it tells a collaboratively written story that you can help write. Using this book, you will develop new norms for the spaces you work with — whether online, offline, or both. Every

Thank you!

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