

CONTENTS

Preface	vii
The Author	x

PART ONE What Are Games, Simulations, and Virtual Worlds Really, and Why Should I Care?

ONE Understanding Highly Interactive Virtual Environments	3
Do Highly Interactive Virtual Environments Work Better?	4
The "Why"	5
Clarifying What We Mean by <i>Highly Interactive Virtual Environments</i>	6
TWO Embracing Interactivity	15
Interactivity Levels 0 through 6	16
Interactivity Levels and Leadership Models	19
THREE Sims: A New Model of Content	21
Simulation Elements	22
Game Elements	23
Pedagogical Elements	25
Tasks and Levels	27
Genres of Stand-Alone Sims	29
Four Concluding Thoughts	37

FOUR Highly Interactive Content from the Students' and the Instructor's Perspective	39
Different Culture, Different Rules	39
Learning to Love Frustration and Anticipate Resolution	40
When the Most Valuable Thing for a Coach to Do Is Nothing	42
 PART TWO Choosing and Using a Highly Interactive Virtual Environment	
 FIVE Identifying the Right Approach for the Right Need	47
Why Use Distance Learning Programs at All?	48
When to Use Highly Interactive Content	49
Costs Associated with HIVES	53
 SIX Doing the Prep Work	55
Connect with Other Interested Professionals	55
Access the Content	55
Infrastructure Selection Criteria	63
Content Selection Criteria	66
Self-Paced/Single Player, Asynchronous, or Synchronous	69
Trust	71
Might Virtual Worlds Be the Universal Interface to (Other) Sims?	71
 SEVEN Integrating and Piloting	75
Technical Support for Students	75
Chunking Content	76
Piloting	81
Conclusion: The Need for Front Loading	83
 EIGHT A Brief Example of a Simulation Deployment	85
Peter Shea's Sim for Writing	85

Online versus Face to Face	87
Students as Real-Time Evaluators of Sims?	88

NINE The Processes of Using a HIVE and the Role of Coaching 89

The Setup	89
On Ramp: From Real Life to Simulation	92
Teaching the Interface	93
First Public Simulation Play	93
Putting Together Groups for Multiplayer or Team-Based Sims	95
Coaching during the Student Use	97
After Action Reviews	99
Off Ramp: From Simulation Back to Real Life	101
Into the Breach	102

TEN Creating Evaluation Strategies 103

Why Not Measure Experience with a Multiple-Choice Test?	103
Assessment Strategies	105
Assessment Techniques for Grading Student Performance	107
Conclusion	111

PART THREE Other Considerations

ELEVEN Selling Interactive Environments Internally—Getting Buy In from Administrators, Department Heads, Colleagues, Parents, and even Students 115

Building Support for HIVEs	116
What Does Success Look Like for You?	120

Epilogue: The New Attraction of Distance Learning 121

References	123
Index	125