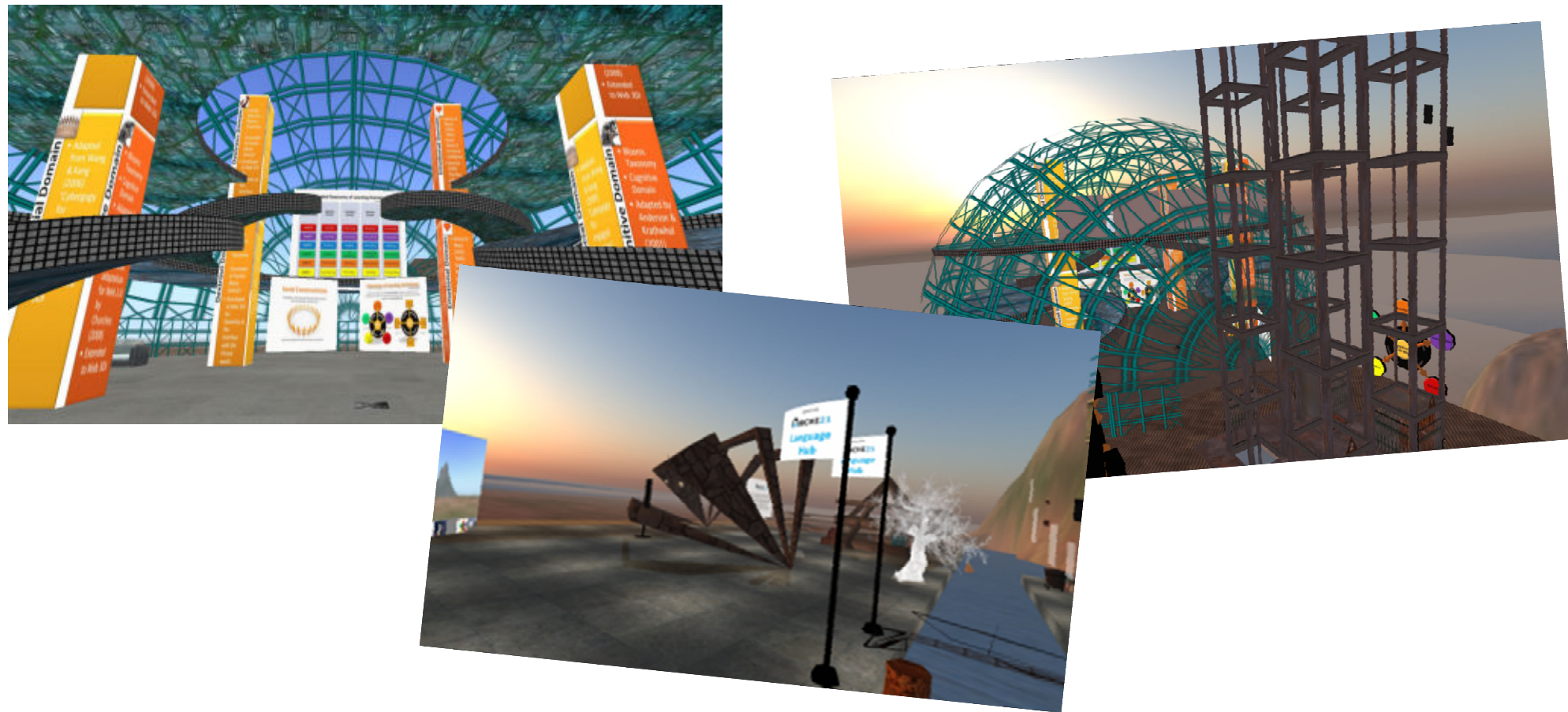




Teaching architectural design through Content and Language Integrated Learning (CLIL) in Second Life

ARCHI21 is an EU-funded project involving a consortium of five European universities. The consortium is receiving funding over two years under the LLP Transversal Programme to conduct research into the teaching of Architecture and Design through Content and Language Integrated Learning (CLIL) using the Second Life immersive virtual environment. The additional languages in the project are French, English and Slovene. Language mediators from the University of Southampton are supporting the students of Architecture and Design as the project explores different models for combining content and language education in a 3D virtual world.

The Archi21 project island: Discovery Deck and Language Mediators area



I was taught by an ICT student who was very helpful and explained very well how to do all the different tasks.

I can practise my own dexterity skills and assist MFL students in manoeuvring around the dexterity practice area.

Activities were allocated to small groups based on previous experiences of individuals, which allowed some to reinforce their own previous learning by guiding others around.

Team work was especially effective when we were facing technical problems (sound not working, unable to find the meeting place...)

CLIL sessions: learning and teaching in-world

I suggested that the learner who could actually see the objects read out the names of the objects so we could look to translate them into French, for which I used google translator.

For the teacher to allow use of the voice chat to ask questions allowed for everyone to ask and listen to question in an orderly manner - a sort of virtual 'hands up'.

I would like to have further practice on using the chat and speak facilities so when working in small groups; the communication process is a lot smoother and activities could be completed more quickly and easily.

By having to show someone how to manoeuvre around an area we had previously explored helped reinforce my own previous learning and made me feel a bit more confident of my own skills.



Second Life field trips



Participants were given the opportunity to explore individually the area and objects that had been described.

The idea of going to another location was brilliant. A predetermined location, with an accompanying explanation of what it demonstrates or is a depiction of would show and explain uses of the Second Life system well, I feel.

The group were managed well under difficult technical conditions; regrouping in an alternative media in order to continue the presentation.

It was difficult at times with three small groups in the same vicinity to keep tabs on conversations (verbal and text) and movements of your group.

It was really interesting and made the lesson go quickly to be able to move from one 'world' to another. I particularly liked the 19th century Paris scene.

Designing and building in Second Life

The role play activity in small groups was a good idea and worked well because the areas were not close together and the audible chat could be used effectively.

The 20 minutes presentation session was broken down into smaller chunks at different locations to stimulate learners. Resources were located in easy to reach places and were clear and easy to follow.

The in-world teacher was experienced and could respond to individual avatars and have 1:1 conversations as well as direct the whole group.

Note cards are a good feature. The teacher gives them out; they appear on the learner's screen. It is like an ordinary teacher handing out a worksheet but it is so much more flexible and immediate.

