



# **TSA Security Checkpoint: Carry-on Baggage**

**Virtual World Instructional Unit**

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# **TSA Security Checkpoint: Carry-On Baggage Content Analysis Report**

## **Need and Rationale**

Airline travel can be a complicated and frustrating process if you are unaware and unprepared to meet federal safety regulations. In particular, progressing through a security checkpoint with your carry-on baggage, personal items, or electronic devices can be challenging. This virtual instructional unit aims to engage the learner in an immersive and interactive environment which prepares travelers with Transportation Security Administration (TSA) guidelines for carry-on baggage. Understanding the rules and regulations before embarking on a flight can significantly improve the experience as well as avoid potential delays (“Transportation Security Administration,” 2011).

## **Instructional Goal**

This virtual instructional unit will provide the ETEC 652D student airline passenger with TSA guidelines for approved carry-on baggage items and packing tips to successfully pass through airport security checkpoints.

## **Target Population**

### **General Characteristics**

The target population for this module is ETEC 652D students who are potential airline passengers. The learners are University of Hawai‘i at Mānoa, College of Education students who are currently enrolled in the 2011 Fall ETEC 652D course and may have the need to travel within the islands or to the mainland. A total of 13 students meet once a week in the Second Life virtual environment. The students come from different economic and ethnosocial backgrounds and careers.

### **Physiological Characteristics**

The ETEC 652D students are adult distance learners who do most of their studying outside of work hours and during the weekends. Therefore, anytime and anywhere access is important and flexibility which allows the learner to have some control of the learning process. In this case, the learner accesses the instruction in Second Life, at a suitable time, and at their own pace.

### **Social Characteristics**

The target population consists of graduate students who are digital immigrants and digital natives. As distance learners in a virtual world, the ETEC 652D student functions in various social capacities: a) alone; b) in pairs; c) in small groups; and d) in teams. The instructional unit is designed for each learner to complete individually. However, learners can be in the instructional space simultaneously while working to complete the lesson events. It is possible for the learner to individually acquire knowledge while other learners are in the area which creates a small sense of community.

### **Cognitive Characteristics**

The learners may or may not have prior knowledge of TSA rules and regulations for airline travel, however, the cognitive level of the target population is appropriate because learners have the reading, comprehension, and computer literacy skills which are necessary to successfully complete the instructional unit.

### **Affective Characteristics**

The learners have a personal interest because of their need to occasionally travel interisland, domestically, and perhaps internationally. Motivation is anticipated as a result of the direct need and rationale for the learner.

### **Entry Level Behavior and Learner Characteristics**

Since this instructional unit is only a single component of several required components for airline travel. There are several entry level behavior elements that should be mentioned. The entry level behaviors of the learners are:

<b>Entry Level Behavior (Airline travel steps completed at this point)</b>
1) Possession of a government issued photo ID
2) Ticketed airline reservations
3) Checked-in for flight at ticket counter
4) Checked non carry-on baggage at ticket counter
5) Government issued photo ID and boarding pass verified by TSA agent
6) Remove shoes and place in security checkpoint bin
7) Place large electronics in security bin

**Table 1**

### **Instructional Analysis & Strategy**

This instructional unit involves a cognitive learning domain. The instructional design strategy includes formative assessments throughout the virtual instructional unit which will be based on each performance objective. The learner will be guided along but self-paced. The Dick & Carey systems approach was utilized while integrating Gagne’s Nine Events of Instruction.

### **Performance Objectives**

The instructional unit is separated into six different lesson events, each relating to TSA carry-on baggage rules and regulations. The performance objectives reflect each of the six lesson events. When participants complete each lesson they answer a short quiz which will allow them to pass through a gate to the next lesson. Slides, video, chat dialogue, visual displays, and books are used to guide them through each lesson event.

(A) – Audience; (B) – Behavior; (C) – Condition; (D) - Degree

	<b>Skill</b>	<b>Performance Objective</b>
<b>1</b>	Carry-on bag weight and dimensions	(C) Given a Security Checkpoint Handbook and informational multimedia with guidelines, (A) the ETEC 652D student airline passenger (B) will recall the need to contact the airline directly to acquire approved carry-on baggage weight and dimension allocations, (D) each time they confirm flight reservations.
<b>2</b>	Liquid rules	(C) Given a Security Checkpoint Handbook and informational multimedia with guidelines, (A) the ETEC 652D student airline passenger (B) will identify the correct volume and appropriate liquids for carry-on baggage, (D) each time they prepare a carry-on bag.
<b>3</b>	Declare larger liquids	(C) Given a Security Checkpoint Handbook and informational multimedia with guidelines, (A) the ETEC 652D student airline passenger (B) will identify the correct volume and appropriate liquids for carry-on baggage, (D) each time they prepare a carry-on bag.
<b>4</b>	Packing liquids	(C) Given a Security Checkpoint Handbook and informational multimedia with guidelines, (A) the ETEC 652D student airline passenger (B) will identify the correct size Ziploc bag to place the correct volume and appropriate liquids for carry-on baggage, (D) each time they prepare a carry-on bag.
<b>5</b>	Prohibited Items (explosives, contraband, fruit, etc.)	(C) Given a Security Checkpoint Handbook with guidelines and a TSA Prohibited Items List brochure, (A) the ETEC 652D student airline passenger (B) will identify prohibited items for carry-on baggage, (D) each time they prepare a carry-on bag.
<b>6</b>	<b>Terminal Objective</b> Organize your carry-on bag	(C) Given a Security Checkpoint Handbook and informational multimedia with guidelines, (A) the ETEC 652D student airline passenger (B) will identify the correct example for how to pack a carry-on bag, (D) each time they prepare a carry-on bag.



## Pre-instructional, Assessment, and Follow-Through Activities

Upon entering the instructional unit, learners are asked to take a guidebook which will help them through the unit, touch a student greeter to welcome them to the unit, complete a pre-assessment survey, and touch on a slide show that provides an introduction and overview by informing the learner of what to expect.

Pre-instructional Activities
<p><b>Motivation:</b></p> <p>Learners who may need to travel within the state of Hawai'i or to the mainland will benefit from this instructional unit. The instructional module is designed to prepare learners for preparing a carry-on bag which will successfully pass through the TSA Security Checkpoint at the airport.</p>
<p><b>Objectives:</b></p> <p>Gagne's Nine Events of Instruction is used as a guideline to present each lesson event. At the beginning of each lesson event, the performance objective will be introduced with a recall activity, content presentation, assessment, and a reward. This is an important aspect for the learners because direction toward each performance objective will have the same sequential pattern to create a consistent learning environment.</p> <p><b>Prerequisite skills:</b></p> <p>This instructional unit is a single component of several required components for airline travel. There are several entry level behavior elements that should be mentioned.</p> <p>See <a href="#">Table 1</a> on page 3</p>
Assessment
<p><b>Pre-survey:</b></p> <p>An online survey will be used for the pre-assessment survey. An external URL link is provided for the learner to complete the survey prior to beginning the instruction.</p>
<p><b>Formative Assessments:</b></p> <p>Each lesson has a formative assessment activity. One of the following applies:</p> <ul style="list-style-type: none"><li>• Multiple-choice questions including one (1) example and three (3) examples. The learner will receive immediate feedback</li><li>• True or False</li><li>• Images of an example and non-example where the learner chooses the correct image based on the question</li></ul>

**Post-survey:**

An online survey tool will be used for the summative assessment at the end of the instructional unit. An external URL link is provided for the learner to complete the survey after completing the instruction. In addition, an attitudinal survey will gather feedback from the learner once the entire process has been completed.

**Follow-Through Activities****Memory Aids:**

A book containing the content information for the entire instructional unit is provided to the learner in a material dispenser.

**Transfer:**

The learners will transfer what they have learned with a formative assessment at the end of each lesson event. Upon successful completion of the formative assessment, the gate will open for the learner to advance to a material dispenser for a reward. The next lesson event follows immediately after receiving the reward. Finally, after all lesson events are completed, the learner will check-in at the ticket counter and proceed through the security checkpoint with a carry-on bag.

**Instructional Tools and Techniques**

Creating an immersive environment envelops the user with visual and audio stimuli that can make the difference in the learning experience. Well-designed orientation activities can help students become comfortable enough in Second Life to start constructing meaningful knowledge. The more Second Life literate students are, the richer the potential for learning (Salt, B., Atkins, C., & Blackall, L., 2008, p. 56)

There are a variety of instructional tools utilized in the instructional unit. Warburton (2009) discussed the driving effects of socializing in an immersive atmosphere (p. 419). Second Life scripts are used for many of the different instructional tools. For example, a script programs the gate to open when the correct answer is entered into chat and plays an uploaded audio of a wav file. Visual objects are built using prims that the learner can interact with which will guide them throughout the unit as well as give the learner a pre and post

assessment using Google forms and rewards. A more descriptive table below details the specific tools used in the instructional unit.

Tool	Technique
1) Student Greeter with hovertext, notecard, audio, chat	Welcomes learners at beginning of the instructional unit.
2) Audio	Attached to student greeter, recall prim boards, slideshows, ticket agent, environmental sounds such as airplanes, TSA announcer, airport announcements, police car radio.
3) Slideshow with hovertext, sensor script	Present content information, learner guidance which directs them to formative assessment.
4) URL Provider with hovertext	Present content information with multimedia.
5) Info Boards (Prims) with hovertext	Display examples and non-examples, guide learners through instructional unit, lesson event recall, present content information, formative assessments, passengers, ticket agents, TSA agents, police officer.
6) Book	Handbook with content information.
7) Notecards	Given with student greeter and material dispensers (Avian Influenza Project, 2011).
8) Prims with hovertext	Display examples and non-examples, guide learners through instructional unit, lesson event floor mats (Rockcliffe University Consortium, 2011).
9) Material Dispenser	Dispenses gifts and rewards.
10) Sensor Script	Recall prims, Slideshows, pre-assessment prim, and post-assessment prim.
11) Survey	Pre and post assessments, feedback survey.

**Table 2**

## Content Presentation and Learner Participation

### Performance Objective #1

#### *Carry-on bag weight and dimensions*

Given a Security Checkpoint Handbook and informational multimedia with guidelines, the ETEC 652D student airline passenger will recall the need to contact the airline directly to acquire approved carry-on baggage weight and dimension allocations, each time they confirm flight reservations.

### CONTENT PRESENTATION

#### **Information Presentation & Description:**

Each airline has specific rules and restrictions for carry-on baggage weight, dimensions, and number of pieces allowed. The learner will be informed to contact the airline directly for current policies.

#### **How we will demonstrate the information to the learner:**

Prim board with hover text, recall activity, slideshow to present content, and summative assessment

#### **Examples:**

- 1) Call airline directly to clarify baggage weight and dimension allocation for carry-on
- 2) Visit airline website to clarify baggage weight and dimension allocation for carry-on

#### **Non-Examples:**

- 1) Just go to the airport on date of departure with your carry-on bag
- 2) Refer to the baggage information listed on your previous travel itinerary from two years ago
- 3) Call your friend who works for another airline (the one you are not traveling on)
- 4) Call the hotel that you have reservations confirmed for at your travel destination

#### **Formative Test**

You are packing a carry-on bag for your trip. What should you do to clarify baggage weigh and dimension allowance?

#### **Feedback**

The learner must answer correctly to pass through the gate and proceed to the next lesson event.

- A) Gate does not open
- B) Gate does not open
- \*C) Correct! Congratulations, you may pass through the gate
- D) Gate does not open

**Performance Objective #2**

**Liquid rules**

Given a Security Checkpoint Handbook and informational multimedia with guidelines, the ETEC 652D student airline passenger will identify the correct volume and appropriate liquids for carry-on baggage, each time they prepare a carry-on bag.

**CONTENT PRESENTATION**

**Information Presentation & Description:**

TSA has specific rules regarding liquids. The learner will be informed of the TSA 3-1-1 for carry-on criteria.

3 = 3.4 ounces of allowed liquids

1 = 1 quart sized, clear, plastic, zip top bag

1 = 1 bag per passenger, placed in a bin.

**How we will demonstrate the information to the learner:**

Prim board with hover text, recall activity, URL provider to present content from TSA website, and formative assessment

**Examples:**

URL providers for TSA videos and web pages

**Non-Examples:**

URL providers for TSA videos and web pages

<b>Formative Test</b>	You are packing your carry-on bag for a trip. From the list below, choose the correct size liquid containers and type of liquid that will be allowed by TSA.
-----------------------	--

<b>Feedback</b>	The learner must answer correctly to pass through the gate and proceed to the next lesson event.  *A) Correct! Congratulations, you may pass through the gate B) Gate does not open C) Gate does not open D) Gate does not open
-----------------	--

**Performance Objective #3**

***Declare larger liquids***

Given a Security Checkpoint Handbook and informational multimedia with guidelines, the ETEC 652D student airline passenger will identify larger liquids which are appropriate to declare for carry-on baggage, each time they prepare a carry-on bag.

**CONTENT PRESENTATION**

**Information Presentation & Description:**

TSA has specific rules regarding amounts of liquid volume. There are certain liquids that can be declared and approved. The learner will be informed of which liquids are allowed at a higher volume.

**How we will demonstrate the information to the learner:**

Prim board with hover text, recall activity, prim examples and non-examples, and formative assessment

**Examples:**

Bottle of baby formula

Medication

**Non-Examples:**

Soda

Perfume

Water bottle

Starbuck's coffee

<b>Formative Test</b>	Of the following liquids, which can be declared even if it is more volume than 3.4 ounces?
-----------------------	--

<b>Feedback</b>	The learner must answer correctly to pass through the gate and proceed to the next lesson event.  A) Gate does not open *B) Correct! Congratulations, you may pass through the gate C) Gate does not open D) Gate does not open
-----------------	--

**Performance Objective #4**

**Packing Liquids**

Given a Security Checkpoint Handbook and informational multimedia with guidelines, the ETEC 652D student airline passenger will identify the correct size Ziploc bag to place the correct volume and appropriate liquids for carry-on baggage, each time they prepare a carry-on bag.

**CONTENT PRESENTATION**

**Information Presentation & Description:**

TSA specifies that each passenger is allowed to use a single one (1) quart-sized, clear, plastic, zip-top or slider bag to carry 3.4 ounces of approved liquids in their carry-on bag.

**How we will demonstrate the information to the learner:**

Prim board with hover text, recall activity, slideshow to present content, and a formative assessment

**Examples:**

- Quart-size zip-top plastic bag
- Quart-size slider-top plastic bag

**Non-Examples:**

- Sandwich size Ziploc plastic bag
- Gallon-size Ziploc plastic bag
- Safeway grocery plastic bag
- Jumbo-size Ziploc plastic bag

<b>Formative Test</b>	You are packing your carry-on bag and wonder, what size bag should you use to carry your toothpaste and mouthwash?
-----------------------	--

<b>Feedback</b>	The learner must answer correctly to pass through the gate and proceed to the next lesson event.  A) Gate does not open B) Gate does not open C) Gate does not open *D) Correct! Congratulations, you may pass through the gate
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**Performance Objective #5**

***Prohibited Items (explosives, contraband, fruit, etc.)***

Given a Security Checkpoint Handbook with guidelines and a TSA Prohibited Items List brochure, the ETEC 652D student airline passenger will identify prohibited items for carry-on baggage, each time they prepare a carry-on bag.

**CONTENT PRESENTATION**

**Information Presentation & Description:**

TSA specifies which types of items are prohibited and cannot be transported as carry-on baggage.

**How we will demonstrate the information to the learner:**

Prim board with hover text, recall activity, prim examples and non-examples, URL provider to present content from TSA website, and formative assessment

**Examples:**

- Bag of chips
- Pack of gum
- Cell phone
- Laptop

**Non-Examples:**

- Firecrackers
- Torch lighter
- Half empty coffee cup
- Unopened soda can

<b>Formative Test</b>	Which of the following items is prohibited for carry-on baggage?
-----------------------	--

<b>Feedback</b>	The learner must answer correctly to pass through the gate and proceed to the next lesson event.  A) Gate does not open B) Gate does not open *C) Correct! Congratulations, you may pass through the gate D) Gate does not open
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**Performance Objective #6 (Terminal Objective)**

***Organize your carry-on bag***

Given a Security Checkpoint Handbook and informational multimedia with guidelines, the ETEC 652D student airline passenger will identify the correct example for how to pack a carry-on bag, each time they prepare a carry-on bag.

**CONTENT PRESENTATION**

**Information Presentation & Description:**

TSA recommends that travelers pack their carry-on bags in layers and to organize loose items in clear zip-top or slider bags to allow the agent to quickly identify items, under X-ray, which could be mistaken as threats.

**How we will demonstrate the information to the learner:**

Prim board with recall activity, slideshow, and summative assessment

**Example:**

An organized bag packed in layers and using clear zip-top bags

**Non-Examples:**

A messy bag that is not layered and cluttered

<b>Formative Test</b>	By looking at the packed carry on-picture, what has this person done wrong in preparing their carry-on baggage according to TSA carry-on baggage rules?
<b>Feedback</b>	The learner must answer correctly to pass through the gate and proceed to the next lesson event.  A) Gate does not open *B) Correct! Congratulations, you may pass through the gate C) Gate does not open D) Gate does not open

### Flow Chart

The sequence of lesson events is simple and straightforward. The learners progress through each lesson event which creates a flow of the concept being presented as illustrated in the flow chart below. The material learned from each lesson is tested at the end with a summative assessment.

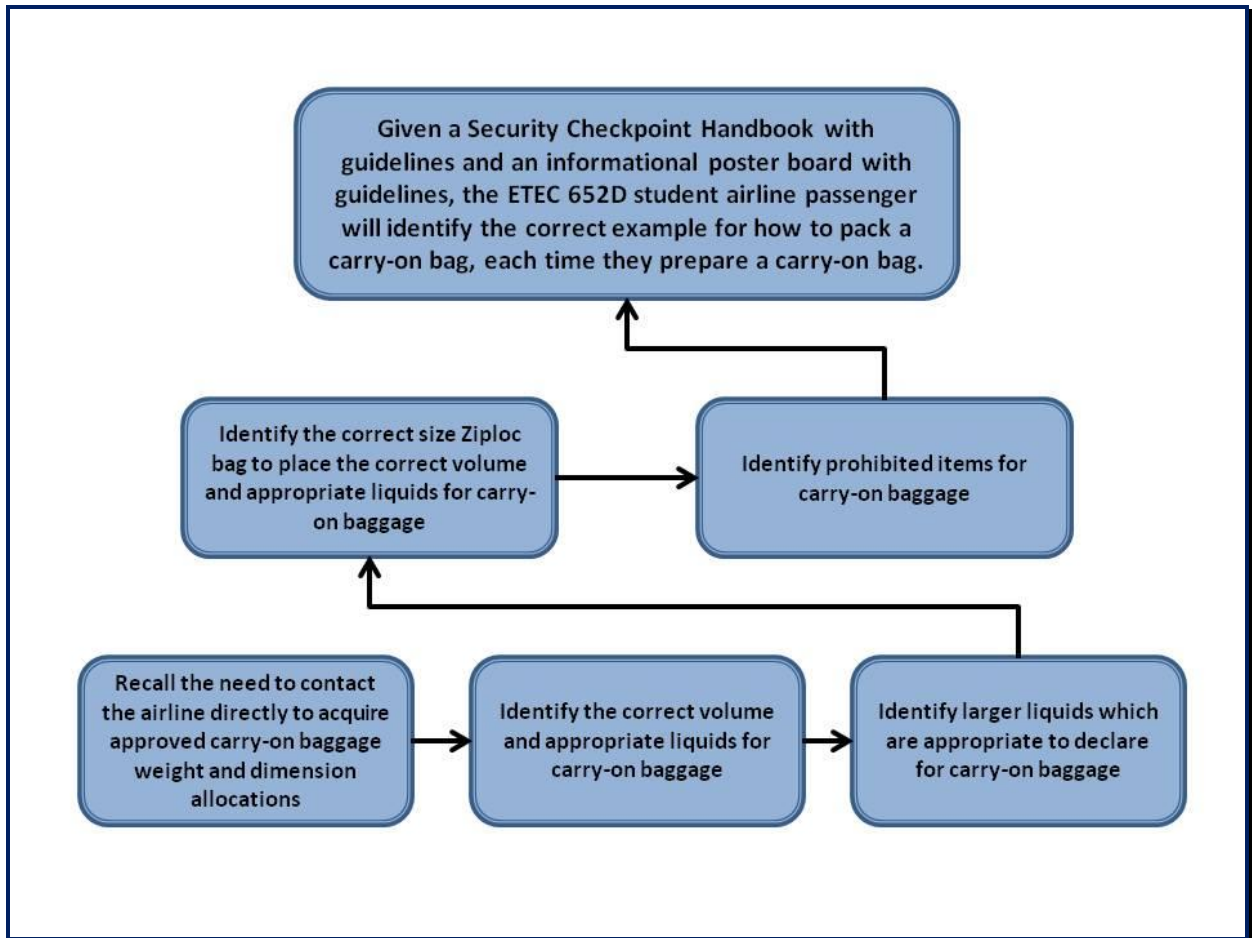


Figure 1

### Gagne's Nine Events of Instruction (Condition of Learning)

Gagne's sequence of nine steps was used to design a basic format for each lesson event (Clark, 2011). Gagne's conditions of learning utilizes prior knowledge to acquire new knowledge and is based on his theory of behaviorism and cognitivism. A self-directed pace as the learner manages cognitive activities provides an opportunity for the learner to scaffold

prior knowledge and acquire new knowledge through application (Dick, Carey, and Carey, 2009, p. 43). In other words, the learner learns by doing in a learner-centered and interactive environment. The table below illustrates how each step was implemented.

<b>Step</b>	<b>Technique</b>
<b>1)</b> Gaining Attention (Reception)	Green footprints are used as an interest device to grab the attention of the learner and to provide direction throughout the instructional unit.
<b>2)</b> Informing Learners of the Objective (Expectancy)	Notecards, audio, URL provider and prim boards used to deliver content information for each performance objective (lesson event).
<b>3)</b> Stimulating Recall of Prior Learning (Retrieval)	A prim board with a common scene or situation relating to the content asks the learners to recall prior knowledge specific to the performance objective (lesson event).
<b>4)</b> Presenting the Stimulus (Selective Perception)	URL providers, slideshows, videos, prims, and prim boards with examples and non-examples are used to present the information to the learners.
<b>5)</b> Providing Learning Guidance (Semantic Encoding)	URL providers, slideshows, videos, prims, and prim boards with examples and non-examples are used to present instructions to the guide learner.
<b>6)</b> Eliciting Performance (Responding)	A formative assessment elicits performance from the learner and is a motivational tool to proceed to the next lesson event.
<b>7)</b> Providing Feedback (Reinforcement)	A congratulatory message is displayed in chat, informing the learner that they answered the question correctly and may proceed to the next lesson event.
<b>8)</b> Assessing Performance (Retrieval)	Completed in Eliciting Performance.
<b>9)</b> Enhancing Retention and Transfer (Generalization)	Each lesson event has a reward dispenser that can only be accessed after the script opens the gate. The reward dispenser will give the learner a prim of an item that was used as part of the test to enhance retention.

**Table 3**

### Timeline and Sequence of Lesson Events

The estimated amount of time needed for the introduction and each lesson event is seven (7) minutes and eleven (11) minutes is allotted for proceeding through the airport. The instructional unit is designed to be completed in sixty (60) minutes. There are no penalties for learners who require more or less time to complete the entire instructional unit.

Lesson Event	Time
1) Introduction and overview	7 minutes
2) Carry-on bag weight and dimensions	7 minutes
3) Liquid rules	7 minutes
4) Declare larger liquids	7 minutes
5) Packing liquids	7 minutes
6) Prohibited items	7 minutes
7) Organizing your carry-on bag	7 minutes
<i>Proceed through the airport</i>	11 minutes
<b>Total Time</b>	<b>1:00 hour</b>

Table 4

### Formative Evaluation

#### Assessment criteria:

Survey tools are used to assess the learner regarding the instruction and to gather feedback and qualitative data. Below is an assessment criterion for the formative evaluation process which was implemented in the feedback survey:

- 1) Goal and objectives were clear
- 2) Instructions were clear and easy to follow
- 3) Lesson events simulated real-world learning
- 4) Multimedia enhanced learning
- 5) Examples and non-examples were clear
- 6) Appropriate pace (self-paced)

**Procedures:**

In addition to the tools, formative assessments at each lesson event provide quantitative data for each performance objective. In this case, the learner submits their answer to the question using the chat tool. A correct answer opens the gate which directs them to receive a reward and continue to the next lesson event. This provides the learner immediate feedback.

Two peers were solicited to participate in a field trial and evaluate the unit during the build process and provided valuable feedback (Dick, Carey, and Carey, 2009, p. 269). The two subjects were asked to test each lesson event and give comments using a talk aloud method as they proceeded through the lessons. The qualitative data was utilized to make improvements. The overall objective is to determine what went wrong and what went right.

**Results & Recommendations:**

Pre-Assessment survey results indicate the majority of the students surveyed generally knew correct TSA guidelines for carry-on baggage with the exception of question two (2), where all of the participants failed to answer correctly. 60% of the pre-assessment survey population answered question one (1) correctly.

Post-Assessment results indicate the majority of the learners improved on every question except for question four (4); there was a 13% decrease in accuracy. Since not everyone who took the pre-assessment took the post-assessment, the one person who got question four (4) wrong, affected the percentage results. For more details regarding the pre-assessment and post-assessment results, please refer to [table 6](#) and [table 7](#) located in the appendix section of this document.

In order to guarantee a higher percentage of accuracy, the post-assessment and feedback surveys should also be sent via email as a reminder to those learners who did not complete the surveys in-world. There were ten learners who took the pre-assessment and only three who took the post-assessment which had a factor in our percentage results. It is advised

to consider this information while reviewing, comparing, and contrasting the data included in the table below.

Huaka'i Airlines Pre and Post-Assessment Survey Results Comparison			
Number	Pre-assessment Answered Correctly	Post-assessment Answered Correctly	Overall Improvement
1	60%	100%	40%
2	0%	100%	100%
3	90%	100%	10%
4	80%	67%	-13%
5	100%	100%	0%
6	100%	100%	0%

**Table 5**

### **Recommendations from the Learners**

Peer recommendations obtained from the attitudinal survey were very insightful, observant, and relevant. The valuable feedback is useful for improving the instructional unit from the learners' perspective. Below are some of the comments received.

- 1) Less audio in airport, maybe spread out throughout unit so not in one place
- 2) Build made them "feel like a mouse in a maze" - claustrophobic
- 3) Hovertext overlaps confusing (Attempted to fix this but build was too confined)
- 4) Checkpoints 3-5 only got hovertext scripts, need to double check content being given.
- 5) Spell check content before committing.

### **What Worked and What Went Well**

Team collaboration and planning benefited the creation. Moreover, it played a significant role in the success of the overall instructional unit. A hybrid of synchronous and asynchronous work contributed to accomplishing deadlines, addressing issues, and resolving challenges. In addition, we employed the assistance of our Teacher Assistant throughout the process to assure clarification and understanding.

The building skills learned in class are utilized in creating the instructional unit in Second Life while knowledge learned in previous courses are utilized in creating the steps to organize the lesson events and objectives for the unit. Collaborative building and troubleshooting provided a foundation for making improvements. The following is a list of what went smoothly in creating the instructional unit.

- 1) Educational tools
- 2) Improved building skills
- 3) Collaboration

### **What Did Not Work**

Limited time and knowledge of Second Life were reasons a few ideas did not work out as planned. The following is a list of what was attempted with no success:

- 1) Slideshow scripts to reset to beginning of slideshow
- 2) Attempted to play multiple audio clips in one prim
- 3) Music player that allows multiple audio requires touch to start and stop
- 4) Unable to create custom shirts using other programs/tools.

### **What Would We Always Do**

The Dick and Carey Model and Gagne's Nine Events of Instruction should always be considered because when used together, both theories ensure all aspects of the instructional design are addressed. In addition, tools which contribute to creating the appropriate mood should always be used. These tools include

- 1) Audio
- 2) Visual simulations
- 3) Scripts to facilitate educational tools
- 4) Feedback surveys.

## **What Would We Do If We Had Lots of Time and Money**

Given unlimited time and resources, the ultimate instructional build would be pursued with the following:

- 1) Buy land
- 2) Airport with food court, shops, premiere lounge, escalators, restrooms, runways, planes
- 3) 3D mannequins
- 4) Jet planes which allow passengers to board and fly
- 5) Simulate kiosk check-in
- 6) Baggage claim with moving parts and bags
- 7) Parking lots with streets
- 8) Jetways
- 9) International terminal
- 10) Foreign language greeters
- 11) Lei stand
- 12) Landscaping
- 13) Rental cars
- 14) Cell phone waiting lots
- 15) Avatars to work in the airport
- 16) Design team & programmers
- 17) Drug sniffing dogs
- 18) Learn how to make our own custom clothing templates



## **Reflection**

The instructional unit was a success. Efforts to create an immersive and informative build that was appropriately spaced using audio and visual stimuli to simulate real world learning was mostly achieved. The instructional goal contains lesson events with clear objectives and materials containing examples and non-examples. Collectively, all components contribute to the overall success.

The project began and ended with a solid group relying on strengths and supporting weaknesses when needed which prompted a higher standard to fulfill the course requirements and to overcome those weaknesses. Working asynchronously and synchronously in Google Docs and Second Life brought to the table different perspectives and experiences while building a social learning community. The team was creative, determined, and reliable during this challenging semester.

## **Conclusion**

The current trend of learning in Second Life continues to expand and grow. In order to creatively design, implement, and improve dynamic learning environments, ongoing research and evaluation must take place. The experience of building an instructional unit in Second Life can be meaningful when it is built upon prior learning experiences and complemented with newly acquired knowledge. The overall success is achieved when valuable feedback is analyzed, acknowledged, and applied toward a newer, better, and more effective unit.

A well-designed virtual learning environment prompts a churn that encourages purposeful interactions, goal oriented projects, and collaborative assessments, which result in an intentional learning environment (Bronack, S., Sanders, R., Cheney, A., Riedl, R., Tashner, J., & Matzen, N., 2008, p.66).

## Appendix

### Glossary of Terms

**Avatar:** An *avatar* is your virtual body in Second Life.

**Build:** A *prim* created by a user in Second Life.

**Landmark:** *Landmarks* are like bookmarks and you can keep them in your Second Life inventory to return to places you have been.

**Notecard:** A small text document that you can create and share within Second Life.

**Prim:** The basic building block of Second Life.

**Scripts:** Text programs that can run based on what users do around them.

**Second Life:** An online virtual world developed by Linden Lab.

**Sim** - is a whole region or island (16 acres / 65536m squared) in Second Life.

**Sound file:** A recorded audio file that is saved in a specific format that can be uploaded from a personal computer into Second Life.

**TSA:** Transportation Security Administration.

**Texture:** Image files that cover the face of a prim.

**URL loader:** A script that will display and offer to open a browser window with a web page  
Upload - to transfer data or programs to a central or remote computer.

## Pre-assessment Survey Results

Huaka`i Airlines Pre-Assessment Survey Results				
Number	Question	Correct Answer	Correct	Incorrect
1	You are taking a carry-on bag for your flight, do you consult the airline or TSA to understand how to pack and what to take?	True	6	4
2	You are packing toothpaste, lotion, shampoo, and conditioner; what size containers should your items be stored in?	3.4 ounces	0	10
3	Which of the following liquids can be declared at the security checkpoint?	Baby Formula	9	1
4	All carry-on liquids must be placed in a grocery plastic bag	False	8	2
5	Which item is NOT allowed for carry-on?	Torch Lighter	10	0
6	To avoid delays at the security checkpoint, your carry-on bag should be organized?	True	10	0

**Table 6**

## Post-assessment Survey Results

Huaka`i Airlines Post-Assessment Survey Results				
Number	Question	Correct Answer	Correct	Incorrect
1	You are taking a carry-on bag for your trip, what should you do to clarify baggage weight and dimensions allowance?	Visit airline website to clarify baggage weight and dimension allocation for carry-on	3	0
2	You are packing your carry-on with toothpaste, lotion, shampoo and conditioner; choose the correct size for liquid containers allowed by TSA.	3.4 ounces	3	0
3	Which of the following liquids can be declared at the security checkpoint in reasonable quantities and when they exceed the maximum amount allowed?	Medication	3	0
4	You are packing your liquid items for your carry-on bag, which plastic bag should you use?	Quart size slider bag	2	1
5	Which of the following items is prohibited for carry-on?	Firecracker	3	0
6	How should you NOT pack your carry-on bag?	Unorganized	3	0

**Table 7**

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