

HCI 523x

Jane Doe

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00:00:01.439 --> 00:00:13.259

Jack Dolan: Okay, now it is recording awesome so yeah so just wanted to start out, can you tell me a little bit about like your professional background?

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00:00:13.710 --> 00:00:25.620

Jack Dolan: I see that, like you've been teaching for about three to five years, I know that you teach kindergarten, can you tell me like your education leading up to that yeah just like a little intro.

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00:00:25.830 --> 00:00:40.110

Jane Doe: Sure, so let's see I went to BYU-Idaho and I studied early childhood special education. Then I went and did my student teaching. I did half of my student teaching in a special room and then half in a third grade classroom.

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00:00:41.370 --> 00:00:57.720

Jane Doe: And I graduated and I went and got a job in provo where i've been teaching for three years, my first two years I taught half day kindergarten so a morning class in an afternoon class this year i'm teaching full day kindergarten a needs based class so.

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00:00:58.170 --> 00:01:03.810

Jane Doe: They tested all the incoming students and gave me the ones who scored lower on their tests when they come in.

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00:01:04.800 --> 00:01:17.730

Jack Dolan: Got it so essentially like in regards to that special education would the students technically be considered special in the sense like you were doing that because you have a background in special education.

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00:01:19.260 --> 00:01:23.850

Jane Doe: No, I didn't do this because I have a background in special education but it's helped a ton.

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00:01:24.180 --> 00:01:28.890

Jane Doe: yeah I do have some that need the extra help.

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00:01:29.910 --> 00:01:39.540

Jane Doe: These are students that, like, for whatever reason, just like maybe they didn't have preschool or COVID happened, and they just don't have a lot of support at home.

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00:01:39.930 --> 00:01:43.980

Jane Doe: So yeah they're just in my class to get the extra support that they need.

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00:01:44.520 --> 00:01:52.290

Jack Dolan: Awesome yeah that makes total sense and what like just just generally what subjects do you tend to teach in kindergarten.

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00:01:53.100 --> 00:01:57.150

Jane Doe: yeah so we cover math that's like the basic math shapes.

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00:01:57.150 --> 00:02:01.620

Jane Doe: simple addition simple subtraction basically up to 10.

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00:02:02.160 --> 00:02:02.700

And then.

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00:02:04.200 --> 00:02:08.100

Jane Doe: We just started a new unit in math so we talked about 10s and ones together.

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00:02:09.300 --> 00:02:13.770

Jane Doe: Zero where we hide the zero on the 10 to show the other numbers you just bring them down.

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00:02:14.730 --> 00:02:16.230

Jane Doe: And then nine make 19.

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00:02:18.390 --> 00:02:20.460

Jane Doe: that's as far as we go with that.

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00:02:22.080 --> 00:02:24.810

Jane Doe: We do literacy so.

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00:02:26.400 --> 00:02:28.710

Jane Doe: phonemes like letter sounds.

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00:02:29.970 --> 00:02:42.030

Jane Doe: Breaking words apart, we do basic reading skills learning how to blend words together to make words; writing; how to structure a sentence.

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00:02:43.560 --> 00:02:55.920

Jane Doe: We do science and social studies so our curriculum like we study the seven continents and we do plants forces & motion

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00:02:56.970 --> 00:02:58.050

Jane Doe: Random things throughout.

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00:02:58.110 --> 00:02:59.040

Jane Doe: yeah yeah.

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00:02:59.100 --> 00:03:06.450

Jack Dolan: yeah I didn't even know you studied phonemes so I studied linguistics in college and phonemes were 100% a thing that we talked about

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00:03:07.590 --> 00:03:12.840

Jane Doe: yeah Sometimes I feel like we have the teacher lingo when i'm talking to people so i'm like like letter sounds.

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00:03:13.290 --> 00:03:16.590

Jack Dolan: Phonemes I absolutely know like I studied that

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00:03:17.220 --> 00:03:19.470

Jack Dolan: In college okay and i'm

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00:03:19.950 --> 00:03:33.660

Jack Dolan: i'm curious, just like i'm going to assume since you've been teaching for three years you taught during the pandemic so what's like your background with e-learning i'm assuming zoom did you have to use any other tools or anything.

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00:03:34.380 --> 00:03:37.950

Jane Doe: yeah so we used zoom we used canvas, which is always.

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00:03:38.280 --> 00:03:40.920

Jane Doe: hard in kindergarten because they can't like get on themselves. *[Past E-Learning Experience]*

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00:03:40.980 --> 00:03:41.640

Jack Dolan: yeah yeah.

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00:03:41.850 --> 00:03:46.770

Jane Doe: you have to rely a lot on the parents yeah we used zoom canvas.
[Past E-Learning Experience]

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00:03:48.090 --> 00:03:50.640

Jane Doe: I know some teachers used Google classroom. *[Past E-Learning Experience]*

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00:03:51.900 --> 00:03:52.920

Jane Doe: and

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00:03:54.030 --> 00:04:06.840

Jane Doe: I trying to think what else we used during that time I think I blocked a lot of it out, because i'm like wow what a hard time but yeah I think those are our main focuses were zoom and canvas.

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00:04:07.380 --> 00:04:14.460

Jack Dolan: gotcha so essentially zoom was like actually attending class and canvas was like turning in assignments.

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00:04:15.000 --> 00:04:15.480

Jane Doe: mm hmm.

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00:04:15.540 --> 00:04:16.230

generally.

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00:04:18.060 --> 00:04:18.240

Jane Doe: yeah assignments and turning them in

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00:04:18.270 --> 00:04:27.480

Jack Dolan: So, so in kindergarten like was it mostly like, at least in an assignment sense, was it like a like mom or dad take a picture of like.

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00:04:28.740 --> 00:04:34.980

Jack Dolan: I don't know like take a picture of like the picture that your child drew is it something like that or how.

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00:04:35.010 --> 00:04:42.600

Jane Doe: yeah some of mine would be like that some of them would be worksheets or like online they could use the mouse to write.

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00:04:43.110 --> 00:04:43.860

Jane Doe: On there.

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00:04:45.780 --> 00:04:51.810

Jane Doe: Trying to think what else I did, sometimes it was like upload a video of your child doing something so I did a few different things with it. *[Past E-Learning Experience]*

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00:04:51.900 --> 00:05:01.260

Jack Dolan: Okay, so so generally like with that experience, do you feel like it was a positive experience was it like a negative did it depend on the student.

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00:05:02.190 --> 00:05:06.390

Jane Doe: yeah I think it really depends on my students and their background, like their home. *[Past E-Learning Experience]*

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00:05:07.440 --> 00:05:10.800

Jane Doe: So i'm in a Title one school and we don't have a lot of parent support.

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00:05:11.130 --> 00:05:18.870

Jane Doe: Because all my students will get it's also a charter school, so they can like choose to come to you so some parents like are super on top of things and then other parents are like.

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00:05:19.260 --> 00:05:29.550

Jane Doe: it's just kindergarten like they're fine and then they kind of fall behind or like I couldn't see the way they're forming their letters or numbers so.

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00:05:30.330 --> 00:05:38.400

Jane Doe: that part was a little tricky to be like okay well, you did the assignment I don't know like you understood how to do it, but like you did it *[Past E-Learning Experience]*.

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00:05:38.880 --> 00:05:55.230

Jack Dolan: Okay, so essentially it was like it was difficult more or less to to assess whether or not like it actually got like they actually learned along the way they actually turn something in you have a result but it's like did you actually learn or was this just your.

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00:05:56.340 --> 00:05:57.150

Jack Dolan: parent guiding your hand

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00:05:58.320 --> 00:05:58.680

Jane Doe: yeah.

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00:05:59.190 --> 00:06:05.640

Jane Doe: Some parents like I laugh, because some parents will turn in their child's homework and everything's written like perfectly on there.

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00:06:05.910 --> 00:06:06.330

Jack Dolan: yeah. [Past E-Learning Experience]

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00:06:06.600 --> 00:06:11.700

Jane Doe: The child did not do that so sometimes that was the case where I was like the child's not.

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00:06:12.000 --> 00:06:13.710

Jane Doe: doing their own

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00:06:14.130 --> 00:06:17.130

Jack Dolan: So, in that sense, like did you.

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00:06:18.870 --> 00:06:25.290

Jack Dolan: In that instance did you like go back to the parents and were you like hey they have to redo this or or how did you handle those.

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00:06:26.370 --> 00:06:26.850

Jane Doe: good question.

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00:06:28.980 --> 00:06:36.690

Jane Doe: i'm trying to think sometimes I would be like hey can you like record your child doing this, so I could see it.

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00:06:37.980 --> 00:06:44.220

Jane Doe: try not to like assume things but yeah just very much like can a you provide some evidence for me, so I can

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00:06:44.280 --> 00:06:46.050

Jane Doe: see it was them yeah. *[Past E-Learning Experience]*

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00:06:46.620 --> 00:06:52.320

Jack Dolan: Did they like were did parents like getting angry at you for that or did it tend to be like.

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00:06:52.800 --> 00:06:54.180

Jack Dolan: Positive like oh yeah yeah Of course we can

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00:06:54.210 --> 00:07:02.640

Jane Doe: yeah a few of them did because their child would get excited like I try to send video responses back and it made their child super excited like.

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00:07:04.020 --> 00:07:05.760

Jane Doe: they're interacting with them yeah.

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00:07:06.450 --> 00:07:08.460

Jane Doe: Okay, worked out nicely yeah. *[Past E-Learning Experience]*

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00:07:08.910 --> 00:07:21.780

Jack Dolan: yeah awesome yeah and so like now I kind of want to transition talking focusing a little bit on like your survey response and just having a conversation I essentially it's just like.

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00:07:22.800 --> 00:07:31.440

Jack Dolan: Essentially, how the conversations going to go is so like you answered this way can you tell me a little bit about like why you did this or your thoughts are.

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00:07:32.520 --> 00:07:48.330

Jack Dolan: Essentially, so, first of all, just in general, I know, we had a video that we showed like about what is the metaverse but i'm curious when when you hear that term when you hear the term metaverse what what comes to your mind what, what do you think about.

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00:07:50.640 --> 00:07:56.670

Jane Doe: Metaverse I don't know it makes me think of maybe this is dumb but I was thinking, like the universe, and things like.

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00:07:58.380 --> 00:08:05.790

Jane Doe: Meta just think like a lot so there's so much to see in the universe, and with metaverse i'm like okay there's a lot to see here there's a lot to explore. [Metaverse Concepts]

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00:08:06.480 --> 00:08:11.250

Jack Dolan: Okay, all right, and so so generally so um.

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00:08:12.390 --> 00:08:25.260

Jack Dolan: Give me one sec generally so, you said that you would be somewhat interested in like experiencing the metaverse yourself, can you elaborate on that is that, like what why, why did you say you were somewhat interested.

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00:08:26.160 --> 00:08:30.030

Jane Doe: yeah it's something i'd be interested in getting to know more about. [Metaverse Sentiment]

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00:08:30.210 --> 00:08:30.630

Jack Dolan: mm hmm.

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00:08:30.780 --> 00:08:38.700

Jane Doe: For myself with my students, some of them are so young and get, I guess, are you just asking about me or like my students.

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00:08:39.090 --> 00:08:40.140

Jack Dolan: So you specifically.

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00:08:40.140 --> 00:08:43.800

Jack Dolan: But we, you can also talk about your students if you want.

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00:08:44.460 --> 00:08:45.420

Jane Doe: yeah sorry.

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00:08:46.140 --> 00:08:47.160

Jack Dolan: No, no you're good you're good.

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00:08:47.220 --> 00:08:59.100

Jane Doe: um yeah I think it would be cool to experience it and see like what it's actually like because it's one thing to watch it and then it's one thing to actually like experience something and be like Oh, this is really cool this is how it works like.

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00:08:59.430 --> 00:09:05.790

Jane Doe: When I originally saw it I thought, maybe this, but now that i've experienced it for myself, I think this would be a really cool thing to try. *[Metaverse Sentiment]*

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00:09:07.110 --> 00:09:15.240

Jane Doe: Whereas for my students, some of them are very young and get like overstimulated when I show them so much things, so I think I put that on there that.

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00:09:15.990 --> 00:09:16.410

Jane Doe: You get.

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00:09:16.440 --> 00:09:21.600

Jane Doe: overstimulated but, for the most part, like they know technology, better than me.
[Concerns]

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00:09:22.080 --> 00:09:23.340

Jane Doe: And they're younger like.

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00:09:23.670 --> 00:09:31.470

Jane Doe: it's crazy because they're five and six, but they can figure out how to open YouTube and do all these different things on their computers at school, so you have to watch them all the time.

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00:09:32.130 --> 00:09:37.950

Jack Dolan: So, so you use computers like you use like do you have computer time, so to speak, with your students.

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00:09:37.980 --> 00:09:45.510

Jane Doe: yeah so we use chromebooks and then yeah we have computer time that we do they have different programs that they work on.

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00:09:45.930 --> 00:09:51.000

Jane Doe: And they have to get like so many minutes a week or something [*Current Classroom Experiences*] so.

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00:09:52.410 --> 00:10:00.900

Jack Dolan: So, when you say like i'd like to experience it like what would What would you want to do like what essentially like would.

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00:10:01.830 --> 00:10:17.310

Jack Dolan: Make it so that oh yeah like what would need to happen for you to be like Oh, I need to go out and like do like have an experience in the metaverse because this happened, like what would make you want to go and experience it does that make sense.

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00:10:18.450 --> 00:10:21.870

Jane Doe: So you're saying like what circumstances would need to happen.

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00:10:22.500 --> 00:10:27.570

Jack Dolan: Essentially, so you said, like yeah i'd be interested in experiencing it seeing what it's like all about.

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00:10:28.170 --> 00:10:31.560

Jack Dolan: yeah but you said that you haven't yet so what.

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00:10:32.820 --> 00:10:38.100

Jack Dolan: What would like what would you want to do what would need to happen for you to.

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00:10:39.450 --> 00:10:41.100

Jack Dolan: Like go have that kind of experience.

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00:10:42.120 --> 00:10:45.270

Jane Doe: Sometimes I think it's just a matter of time like how much time I have on my hands

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00:10:46.620 --> 00:10:51.660

Jane Doe: That like with COVID that had been an awesome thing to have you know.
[Metaverse Sentiment]

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00:10:51.690 --> 00:10:55.980

Jane Doe: To be able to have my students experience that and to be seeing things like.

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00:10:56.040 --> 00:10:56.340

Jack Dolan: yeah.

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00:10:56.730 --> 00:11:01.710

Jane Doe: Oh, my goodness, I love field trips I love taking my kids to explore things i'm super hands on it's awesome

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00:11:02.850 --> 00:11:10.440

Jane Doe: and engaging to them they're like excited [*Classroom Value, Classroom Use Cases, Metaverse Sentiment, Metaverse Concepts*] about it but yeah during COVID it was really hard to be like, are you excited about school.

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00:11:11.070 --> 00:11:14.430

Jane Doe: even though you're learning at home so yeah I would say.

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00:11:14.610 --> 00:11:24.510

Jane Doe: If COVID would've happened that'd be an awesome thing to happen, but again I just trying to find the time like it could be a cool summer project to try something like that.

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00:11:26.160 --> 00:11:40.080

Jack Dolan: So essentially if i'm understanding you correctly, it sounds like your interest with it would be oh i'd be interested in seeing what it would be like so that I can understand how I could use it in the classroom with with my kids.

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00:11:40.500 --> 00:11:41.340

Jack Dolan: yeah gotcha. [Classroom Value, Metaverse Sentiment, Classroom Use Cases]

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00:11:41.610 --> 00:11:49.830

Jack Dolan: So you wouldn't you wouldn't really see it as like a personal leisurely thing it's like you probably just wouldn't be like oh I got home from.

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00:11:50.160 --> 00:12:06.480

Jack Dolan: I got home from work i'm going to go and do like X or Y in the metaverse you're thinking more Oh, I would like pretty much exclusively only like go and do use this or experience this like as a classroom only thing, am I understanding you.

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00:12:06.990 --> 00:12:10.830

Jane Doe: It's super interesting that you bring that up because yeah I was thinking of it in my mind as like.

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00:12:11.100 --> 00:12:14.370

Jane Doe: Oh, this is an important tool that would be really cool to use for students.

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00:12:14.700 --> 00:12:19.560

Jane Doe: But now that you bring it up like that'd be really cool to see things myself too.

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00:12:20.910 --> 00:12:24.900

Jane Doe: Educators like I think we're lifelong learners and we like to learn things so that'd be really cool yeah. *[Metaverse Personal Use, Metaverse Sentiment]*

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00:12:26.550 --> 00:12:27.510

Jack Dolan: Well, what would you

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00:12:28.200 --> 00:12:39.750

Jack Dolan: Well, what would you like hope to learn in the meta in like going into the metaverse you said, like you referenced lifelong learners and stuff so what would you want to learn.

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00:12:41.040 --> 00:12:42.750

Jack Dolan: Or what would you hope to learn in that sense.

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00:12:42.960 --> 00:12:54.210

Jane Doe: um I think it'd be cool to explore things that like I won't have the chance to explore in this lifetime or things that like are rare yeah.

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00:12:56.220 --> 00:13:06.720

Jane Doe: Things that we haven't seen a lot of that'd really cool but I don't know just I think i'd have to try it to be like Oh, this is what i'm missing out on or something. *[Metaverse Personal Use, Metaverse Sentiment]*

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00:13:07.860 --> 00:13:08.250

Jane Doe: Really cool.

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00:13:08.280 --> 00:13:30.060

Jack Dolan: awesome okay awesome yeah and um and, if I remember correctly, so also like touching again on using like as the metaverse, the metaverse as like a classroom tool, you said you would be somewhat willing again to to use it in the classroom can you elaborate a little bit on that.

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00:13:31.980 --> 00:13:42.690

Jane Doe: yeah so again, I think of my students and how much time, some of them spend on technology, I know a lot of them will go home and they just spend like their whole day on ipads or computers.

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00:13:42.960 --> 00:13:46.740

Jane Doe: And I've seen the way, like it affects some of their attitudes, I think.

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00:13:47.040 --> 00:13:50.070

Jane Doe: there's a lot of positives in technology that's really cool.

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00:13:50.370 --> 00:13:55.170

Jane Doe: And then there's some sides that just bring out the worst in people. *[Concerns, Metaverse Sentiment]*

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00:13:55.830 --> 00:14:11.340

Jane Doe: Okay, and would I be having them spend too much time on this or this be like a really cool tool to use to have them be like Oh, this is awesome like i'm really understanding this and getting gaining a deeper knowledge of what we're talking about now.

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00:14:13.350 --> 00:14:16.890

Jack Dolan: So if i'm understanding so like just hearing what you're saying it sounds like you.

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00:14:17.160 --> 00:14:34.680

Jack Dolan: You you see the benefit there's a lot of like very good positives but you also like one of your concerns or one of your hesitations is that Oh, they already spend enough time or a lot of time as it is in technology would this, just like make that worse.

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00:14:35.220 --> 00:14:37.620

Jane Doe: And it might be different because.

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00:14:37.890 --> 00:14:50.340

Jane Doe: i'm kindergarten I feel like my students are younger and need more like play and exploration and things, but like upper grades that'd be really, really cool and I still think it'd be awesome for my students just i'd have to limit like how. *[Metaverse Personal Use, Concerns, Metaverse Sentiment, Classroom Value]*

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00:14:50.970 --> 00:14:51.570

Jack Dolan: Frequently and how much time

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00:14:52.020 --> 00:15:07.860

Jack Dolan: So you would you would expect more or less like as the child, like gets into upper grades, it probably makes more sense for like it would be more valuable in using it as a tool am I is that more or less what you're trying to say

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00:15:07.890 --> 00:15:13.380

Jane Doe: Yeah I think so. I still think it would be really cool to do for my students just yeah.

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00:15:13.650 --> 00:15:14.640

Jane Doe: Just the amount of time. [Metaverse Sentiment, Concerns, Classroom Value]

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00:15:15.090 --> 00:15:19.470

Jack Dolan: gotcha What would you like what would what would.

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00:15:22.020 --> 00:15:31.500

Jack Dolan: i'm trying to think of how how I could say this so like what kinds of experiences, would you want to have with your student with your students in the metaverse.

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00:15:32.670 --> 00:15:33.000

Jane Doe: hmm.

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00:15:34.290 --> 00:15:40.950

Jane Doe: um I think i'd want to like be able to do things that we're not able to do and go places we're not able to go and.

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00:15:41.310 --> 00:15:44.220

Jane Doe: Our curriculum like I said we study the seven continents.

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00:15:44.640 --> 00:16:00.300

Jane Doe: And I think that'd be really cool for them to be able to like see physically what it's like like i'll try and show them pictures and movies, or like video clips and stuff when we talk about it, but I wonder how well they're understanding, everything.

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00:16:00.870 --> 00:16:04.920

Jane Doe: Whereas like when I watched your thing I was like oh that'd be really cool for them to watch and be like.

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00:16:05.040 --> 00:16:08.070

Jane Doe: Oh, this is what it's like this is what it looks like this is what.

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00:16:10.320 --> 00:16:11.190

Jane Doe: I was gonna say feels like.

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00:16:12.510 --> 00:16:19.740

Jane Doe: feels like but yeah just to have that sensation of like wow this is really cool i'm understanding this a lot better. *[Classroom Value, Classroom Use Cases]*

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00:16:20.490 --> 00:16:35.970

Jack Dolan: Okay, so it's like field trips more or less experiences like being able to oh go to like if you're talking about like Latin American history, for example, going and seeing parts of that in is that more or less like what you would see doing

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00:16:36.030 --> 00:16:39.840

Jane Doe: yeah i'm a huge believer that like kids learns through hands on.

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00:16:40.050 --> 00:16:42.120

Jane Doe: experiences or very visual.

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00:16:43.170 --> 00:16:45.900

Jane Doe: So I think that would be a really cool aspect of the whole

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00:16:45.990 --> 00:16:47.610

Jane Doe: metaverse thing yeah. [Classroom Value, Classroom Use Cases]

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00:16:47.910 --> 00:16:51.330

Jack Dolan: Okay awesome what would there.

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00:16:52.350 --> 00:16:59.640

Jack Dolan: Would you hope to be able to do anything else besides just the just like doing field trips, at least in like a classroom setting.

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00:17:02.910 --> 00:17:05.160

Jane Doe: I feel like i'd probably have to study it a little bit more. *[Classroom Value]*

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00:17:05.610 --> 00:17:06.030

Jack Dolan: gotcha.

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00:17:06.210 --> 00:17:08.010

Jane Doe: And some of the things you can do with it, but.

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00:17:08.520 --> 00:17:10.350

Jane Doe: I think it's an awesome idea.

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00:17:12.870 --> 00:17:13.080

yeah.

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00:17:14.220 --> 00:17:33.180

Jack Dolan: awesome um, so I am seeing, we do have about 10 minutes left, I have about five minutes to like just to talk a little bit more about this and then i'm planning on I plan on like the last five minutes or so essentially like for Q&A wrap up see if you have any questions or anything.

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00:17:33.510 --> 00:17:34.500

Jane Doe: Perfect okay.

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00:17:34.710 --> 00:17:36.600

Jack Dolan: Okay, great so um.

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00:17:37.980 --> 00:17:44.820

Jack Dolan: One other so I just essentially just have like two more questions so first of all your.

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00:17:45.690 --> 00:17:54.720

Jack Dolan: When you were asked like what hopes, do you have about using the metaverse as a classroom tool, you said this, so I'd just love to like get any additional thoughts or anything.

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00:17:55.350 --> 00:18:06.480

Jack Dolan: You said, I would hope to be able to better engage my students and what we are learning and I'd also hope that they could grasp or greater understanding of the material so, can you elaborate a little bit on that.

[Metaverse Sentiment]

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00:18:06.870 --> 00:18:13.710

Jack Dolan: specifically around, I think we talked about like better engagement better engaging your students like going and doing things.

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00:18:14.520 --> 00:18:16.020

Jack Dolan: Can you also talk about like.

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00:18:16.440 --> 00:18:18.990

Jack Dolan: grasp a greater understanding of the material.

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00:18:20.070 --> 00:18:34.350

Jane Doe: yeah so I want them to be able to like I was talking about the continents like better explore things and better see things better visualize things I have a lot of ELL students at my school English language learners and.

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00:18:34.920 --> 00:18:44.130

Jane Doe: I feel like when they're able to picture things and see things it helps to build up their vocabulary, it helps them to gain those experiences that they need.

170

00:18:45.540 --> 00:19:00.150

Jane Doe: To see things more clearly and to like ponder things in their head and ask questions to show that they're learning and gaining information I think it'd be really good for any student ELL special ED.

171

00:19:01.860 --> 00:19:07.440

Jane Doe: Even just regular education students to be able to get to explore and see everything.

172

00:19:08.670 --> 00:19:19.860

Jack Dolan: So essentially like you would hope that your hope is like they would get greater understanding by getting these hands on experiences like going and doing and seeing.

173

00:19:19.890 --> 00:19:21.270

Jane Doe: These things yeah. *[Classroom Use Cases, Metaverse Sentiment, Classroom Value]*

174

00:19:21.630 --> 00:19:22.980

Jane Doe: Okay, absolutely.

175

00:19:23.460 --> 00:19:42.150

Jack Dolan: yeah essentially like my my my my thinking is like this, this will be really helpful because currently like, at least in like physical constraints, not being able to like physically travel to these places, you would think this would be like a more cost effective way to go and experience.

176

00:19:44.040 --> 00:19:53.430

Jack Dolan: Okay, and the just the other part two, so you said, like, I would hope to be able to better engage my students in what we are learning can you elaborate a little bit on that.

177

00:19:54.210 --> 00:19:54.930

yeah.

178

00:19:56.130 --> 00:19:58.680

Jane Doe: Students learn more when they're excited about things.

179

00:19:59.190 --> 00:20:03.780

Jane Doe: I feel like this would really captivate their attention be something new, something exciting for them.

180

00:20:05.460 --> 00:20:18.120

Jane Doe: Again, they'd start asking questions they'd start exploring things more I feel like it's very visual very exciting lots of pictures bright things.

181

00:20:18.420 --> 00:20:19.110

Jane Doe: It captures your

182

00:20:19.230 --> 00:20:22.380

Jane Doe: Attention right away, and I think they'd just be really excited to be a part of that.
[Classroom Value, Classroom Use Cases]

183

00:20:22.950 --> 00:20:36.210

Jack Dolan: gotcha Okay, and so so essentially you would hope that, as a teacher, this gives you not necessarily an end but it's like hey you would want to make learning enjoyable for them.

184

00:20:36.450 --> 00:20:37.590

Jane Doe: Absolutely yeah. [Classroom Use Cases, Classroom Value]

185

00:20:39.360 --> 00:20:45.150

Jack Dolan: Alright awesome and just so like in a converse way, or on the flip side, so you indicated.

186

00:20:45.780 --> 00:20:55.380

Jack Dolan: In the sense of like your concerns with using the metaver, the metaverse as like a classroom tool you said i'm concerned that some students will be overstimulated with everything so.

187

00:20:56.010 --> 00:21:02.190

Jack Dolan: We talked a little bit about that previously do you have anything additional to talk about like students being over stimulated.

188

00:21:03.450 --> 00:21:16.950

Jane Doe: yeah there's just a lot like happening in it, I thought it was really cool when I watched it but there's like things here and here and here and I just wonder if someone that would be like whoa look at everything like going on kinda.

189

00:21:17.280 --> 00:21:17.820

Jane Doe: Where there's.

190

00:21:18.300 --> 00:21:31.110

Jane Doe: Too much for them to process, but again, it could just be i'm thinking that my students are so young, looking at everything, whereas the older you get I feel like the less distracted you are maybe that's wrong. I don't know

191

00:21:32.550 --> 00:21:37.680

Jane Doe: But that's kind of what I think with my students, because I watch them on technology and how distracted they get some time. *[Metaverse Sentiment, Concerns]*

192

00:21:39.030 --> 00:21:45.660

Jack Dolan: Okay, so so if i'm understanding you correctly it's essentially this idea of Oh, this is something essentially brand new.

193

00:21:46.140 --> 00:21:48.030

Jack Dolan: That you are experiencing learning.

194

00:21:48.390 --> 00:22:01.830

Jack Dolan: Oh well, like using this or using like headgear, for example, or all these different things you would worry that that would just be a big learning curve and just too much all all at once. Is that my understanding

195

00:22:02.340 --> 00:22:05.760

Jane Doe: And it's like a lot to throw at them at one time.

196

00:22:06.090 --> 00:22:08.400

Jane Doe: Maybe we'd have to like build up to it, or something. *[Concerns]*

197

00:22:08.970 --> 00:22:09.840

Jack Dolan: That gotcha.

198

00:22:11.340 --> 00:22:19.410

Jack Dolan: So, when you say build up like more or less like Oh, we go and do something for five minutes and then like 10 minutes and then 20 minutes later.

199

00:22:19.500 --> 00:22:22.410

Jane Doe: yeah like that, like that or show them like.

200

00:22:23.700 --> 00:22:33.510

Jane Doe: A small part of it at once instead of like the whole picture like oh here's something and then next time, like oh here's this and now there's this on top, so they can build off of it.
[Concerns, Classroom Use Cases]

201

00:22:34.110 --> 00:22:35.460

Jack Dolan: Okay gotcha.

202

00:22:36.630 --> 00:22:49.710

Jack Dolan: Alright awesome yeah that was so those were all the questions that I had so um just want to open up the floor, essentially for you, so do you have any like final thoughts or anything before we wrap up.

203

00:22:53.790 --> 00:23:02.250

Jane Doe: i'm still trying to understand a lot of it, I think it sounds really cool but, like so how else would you use it.

204

00:23:02.790 --> 00:23:04.530

Jane Doe: I mean, maybe it's hard to picture like.

205

00:23:05.070 --> 00:23:15.270

Jane Doe: But if you're an educator like how else would you use it in your room, other than like going and exploring places or things like I said, like what else would you use it for
[Classroom Value, Classroom Use Cases, Metaverse Concepts]

206

00:23:16.290 --> 00:23:29.430

Jack Dolan: gotcha so essentially that's like the question, the biggest question that you have is that you understand oh like there's a lot of value in being able to like go and experience places, but what other value does this hold.

207

00:23:29.490 --> 00:23:35.730

Jane Doe: yeah like do you use it for math to use it for literacy or do you just use it like for your social studies science kind of thing

208

00:23:36.000 --> 00:23:39.540

Jack Dolan: gotcha gotcha and and.

209

00:23:41.550 --> 00:23:51.630

Jack Dolan: What would you envision more or less like like use it if the metaverse would it be used for math what What would you that experience look like, for your students.

210

00:23:51.930 --> 00:23:52.560

Jane Doe: Good question.

211

00:23:54.300 --> 00:24:03.750

Jane Doe: I mean like I said i'm a very hands on teacher like them to use lots of manipulatives and different objects for like picturing.

212

00:24:04.770 --> 00:24:15.840

Jane Doe: stories and number sentences and different things that we learn so i'm wondering if there's something that like could show pictures in there, or some kind of counting.

213

00:24:16.890 --> 00:24:21.390

Jane Doe: skip counting or like showing them how to use number line or different things in there. *[Classroom Value, Classroom Use Cases, Metaverse Concepts]*

214

00:24:23.370 --> 00:24:39.720

Jack Dolan: So kind of have the having those experiences where essentially what would you envision this like being in the classroom with doing the vision this like a whole like being done in the home or what How would you envision that being done.

215

00:24:41.130 --> 00:24:42.570

Jane Doe: um that's a good question.

216

00:24:44.850 --> 00:24:50.310

Jane Doe: I would say, probably at their homes that'd be cool for them to have that knowledge there.

217

00:24:50.610 --> 00:25:04.770

Jane Doe: it'd be cool to try a little bit in the classroom to though but yeah definitely I would be cool when they don't have like the teacher support or their parent parental support like just to be able to watch and be like oh i'm getting this information, like on my own i'm able to do that. *[Classroom Value, Classroom Use Cases]*

218

00:25:05.700 --> 00:25:14.550

Jack Dolan: gotcha so so if i'm understanding you correctly, this wouldn't necessarily like be a hey like today's like a school from home day.

219

00:25:15.120 --> 00:25:15.600

Jane Doe: mm hmm.

220

00:25:15.870 --> 00:25:24.630

Jack Dolan: This is what we're learning about it's more you would envision like more the math side to be more like adding upon what you already teach.

221

00:25:24.720 --> 00:25:26.670

Jack Dolan: and not be something that you like.

222

00:25:26.850 --> 00:25:33.450

Jack Dolan: You specifically as a teacher like structure or create or put in your curriculum.

223

00:25:33.810 --> 00:25:36.930

Jane Doe: yeah I think it'll just build upon the concepts that we've been learning.

224

00:25:37.140 --> 00:25:37.440

Jane Doe: To make.

225

00:25:37.470 --> 00:25:39.120

Jane Doe: sure they're truly grasping it. *[Classroom Use Cases]*

226

00:25:39.690 --> 00:25:46.290

Jack Dolan: gotcha Okay, and would you would you hope to or like would you expect to.

227

00:25:47.760 --> 00:26:02.460

Jack Dolan: Like grade them on these things, or how would you expect like in a growth sense to like oh you better understand how would you expect to see the like the effect of that in your classroom.

228

00:26:03.600 --> 00:26:05.070

Jane Doe: that's a super good question.

229

00:26:06.510 --> 00:26:13.440

Jane Doe: in kindergarten we do a lot of like informal assessment so it's not like they're writing things or trying to prove things, but like.

230

00:26:13.980 --> 00:26:16.440

Jane Doe: it's just through observation, a lot of the time so.

231

00:26:17.130 --> 00:26:27.150

Jane Doe: I'd probably do some kind of informal assessment, where I give them like materials or stuff and i'd walk around and see how they're using it and be like oh okay you're really understanding this or oh.

232

00:26:27.450 --> 00:26:32.820

Jane Doe: OK, we need to like go back and try and re-introduce this concept to you or reteach this to you *[Classroom Value, Classroom Use Cases]*

233

00:26:33.270 --> 00:26:34.380

Jack Dolan: gotcha okay.

John Doe

1

00:00:01.230 --> 00:00:13.019

Jack Dolan: awesome so should be going now um so just to start up this conversation, can you tell me a little bit about your professional background like what you do, where you teach etc.

2

00:00:14.160 --> 00:00:18.180

John Doe: So I teach seventh grade science back at PCMS.

3

00:00:18.900 --> 00:00:19.140

Jack Dolan: Oh.

4

00:00:19.200 --> 00:00:21.480

Jack Dolan: Really you're back you're back at PCMS

5

00:00:21.870 --> 00:00:26.790

John Doe: So I just started that this year, so I spent three years at Perry Meridian middle school before that.

6

00:00:27.330 --> 00:00:33.150

John Doe: Okay, then I was also an aide at PCMS prior to becoming a teacher.

7

00:00:33.750 --> 00:00:36.390

Jack Dolan: gotcha and an aid is that, like.

8

00:00:36.840 --> 00:00:40.380

Jack Dolan: Is that essentially like an unlicensed teacher or what was different

9

00:00:40.830 --> 00:00:41.970

Jack Dolan: from an aide and a teacher

10

00:00:42.780 --> 00:00:46.920

John Doe: I had none of the teaching responsibilities, so I actually worked for the SpEd Department.

11

00:00:47.220 --> 00:00:55.920

John Doe: So I was attached to a SpEd teacher and so whenever they did if a kid just certain.

12

00:00:57.330 --> 00:01:02.610

John Doe: All the requirements of like IEPs specific to the classroom.

13

00:01:03.120 --> 00:01:09.720

John Doe: Some of it requires individual attent so much individual attention today and things like they'll have accommodations for.

14

00:01:09.990 --> 00:01:16.980

John Doe: They have to test in a small group not the general classroom they need their tests read to them things like that, so I was there to make sure that.

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00:01:17.370 --> 00:01:24.390

John Doe: provide all those accommodations whether it's I mean what are the assumptions was between the aid and the teacher.

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00:01:24.990 --> 00:01:35.640

John Doe: The kid will get there, the individualized attention required that if you have two people in the room, there are more people to help so as long as someone is providing that it doesn't have to be me doesn't have to be the SpEd teacher, as long as they get it.

17

00:01:36.120 --> 00:01:40.560

John Doe: But I was basically there to make sure that their IEP requirements were fulfilled.

18

00:01:41.010 --> 00:01:41.970

Jack Dolan: gotcha okay.

19

00:01:42.360 --> 00:01:43.290

John Doe: Make it a little easier for the teacher.

20

00:01:44.730 --> 00:01:50.670

Jack Dolan: And what kind of what kind of science, specifically, is it just like a mix of a dabble in everything or.

21

00:01:50.850 --> 00:01:57.720

John Doe: yeah seventh grade's a dabble in everything so we do chemistry physics and a little bit of biology and some earth science.

22

00:01:57.840 --> 00:02:06.240

Jack Dolan: Okay gotcha so you basically replaced well Mr Owen's probably gone for like ever now I had Mr Owen in seventh grade.

23

00:02:07.170 --> 00:02:07.530

Yeah he's gone

24

00:02:09.120 --> 00:02:09.510

Jack Dolan: was like.

25

00:02:09.540 --> 00:02:11.070

Jack Dolan: way long gone like.

26

00:02:11.130 --> 00:02:13.230

Jack Dolan: I can't even remember that was like 20 years ago.

27

00:02:13.560 --> 00:02:18.060

John Doe: The only science teacher who's there from when we were there for seventh grade is Dehoff

28

00:02:19.050 --> 00:02:20.280

Jack Dolan: okay.

29

00:02:20.670 --> 00:02:21.840

John Doe: And he's retiring this year.

30

00:02:24.270 --> 00:02:40.860

Jack Dolan: that's kind of crazy for me to think about so cool and so i'm just going to and just curious like your background with e-learning so i'm if I remember right, you were like doing teaching and such during the pandemic correct.

31

00:02:41.220 --> 00:02:42.210

John Doe: Yes, I would have been.

32

00:02:42.300 --> 00:02:49.110

Jack Dolan: Okay, so, can you tell me a little bit about your experience with like e-learning like zoom or any other tools that you used.

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00:02:49.530 --> 00:03:00.090

John Doe: So we used exclusively at Perry and plainfield now we use Google classroom so that's all of my experience Google classroom oh no Perry used canvas.

34

00:03:00.480 --> 00:03:17.130

John Doe: But for that was like their online web management software thing, so all my assignments and stuff got pushed through canvas Plainfield is Google classroom but for like video conferencing with students and like actually face to face interviews we use Google meet *[Past E-Learning Experience]*

35

00:03:17.940 --> 00:03:18.270

John Doe: Okay.

36

00:03:18.720 --> 00:03:21.330

Jack Dolan: So, at both Perry and at PCMS.

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00:03:21.660 --> 00:03:22.620

John Doe: Yes, yeah.

38

00:03:24.390 --> 00:03:33.510

Jack Dolan: gotcha and was that for like actually conducting class, like all of your students were there, or was that, like just interfacing like one on one, but your students.

39

00:03:33.780 --> 00:03:36.180

John Doe: Both so when we did.

40

00:03:37.020 --> 00:03:41.160

John Doe: When I was at Perry, so we spent the first.

41

00:03:43.080 --> 00:03:51.270

John Doe: bit of time, so when the pandemic first hit and they canceled all the schools back in March 2020 that was

42

00:03:51.780 --> 00:03:56.250

John Doe: was kind of funny see people complain about it, but that was just a we're pushing out three assignments, a week.

43

00:03:56.550 --> 00:04:05.610

John Doe: But it was very much a we're thinking that we're just gonna have to set this up for a month and a half to get through school year everything will be fine in August that was the attitude.

44

00:04:06.510 --> 00:04:14.520

John Doe: I started in August we were on the hybrid schedule, so I saw half my kids on Tuesday Thursday the other half on.

45

00:04:15.180 --> 00:04:20.430

John Doe: Oh no one half on Monday Thursday the other half, on Tuesday Friday Wednesday all the kids were virtual.

46

00:04:21.090 --> 00:04:34.710

John Doe: I actually did it and on Wednesdays, it was just a we push out work to the kids if they have questions they can contact me because I actually I still went into work, and so we that's we had our meetings and stuff on Wednesdays.

47

00:04:34.830 --> 00:04:36.030

John Doe: And we pushed out the work.

48

00:04:36.390 --> 00:04:43.320

John Doe: And that way if the kids had questions and then we did like more of an office hours thing where I open up a Google meet the kids come in and chat.

49

00:04:45.480 --> 00:04:47.940

John Doe: But it was pretty.

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00:04:49.530 --> 00:04:54.270

John Doe: We did that, for a while, then around fall break time they started doing what they.

51

00:04:55.380 --> 00:05:02.460

John Doe: hybrid synchronous so that meant that whatever I pushed out originally it was I had to push out two different assignments.

52

00:05:02.910 --> 00:05:13.950

John Doe: or whatever I pushed out assignments, it was I had to expect the kids in class to do by they had to do the work but they weren't getting any teaching.

53

00:05:14.430 --> 00:05:22.800

John Doe: So it was just like hey you need to do this, so whatever it was I pushed out I had to assume that they could do it on their own, and then I taught the next day assuming they had done the work from the day before.

54

00:05:23.970 --> 00:05:37.800

John Doe: which was hit and miss whether or not they actually did it um when we did synchronous it was if you're virtual you signed in virtually to Google meet, and I would then interact like they would get live instruction from me.

55

00:05:38.610 --> 00:05:54.990

John Doe: With the class, but we were they were all at home and then between the week of thanksgiving and the end of the year, things got really bad we were actually completely virtual from for that window, and so it was back to.

56

00:05:55.920 --> 00:06:13.590

John Doe: I signed in you know I went into work, signed into a Google meet all my kids signed in I taught them and then moved on and then they followed their schedule and signed in with a new teacher every we adjusted the schedule so they had 40 minute classes with 10 minute break in between, and they.

57

00:06:14.220 --> 00:06:16.380

John Doe: Just follow their normal schedule sign in with your teachers, as they go. *[Past E-Learning Experience]*

58

00:06:17.100 --> 00:06:26.850

Jack Dolan: And it sounds was that, like not a very good experience a good experience how was how was that experience doing that.

59

00:06:27.390 --> 00:06:36.510

John Doe: It was terrible um so when you the hybrid thing is terrible ah, the best way for me to describe it is a Ron swanson quote.

60

00:06:36.840 --> 00:06:42.600

John Doe: With a hybrid they were trying to make us half ass two things so it's.

61

00:06:43.800 --> 00:06:51.210

John Doe: Neither were done, I would teach a class and then go to my computer and find out that a kid had typed a question in the chat 15 minutes ago.

62

00:06:51.690 --> 00:06:57.930

John Doe: And I didn't address it, because I didn't hear it, because I was addressing you know the problems in my classroom.

63

00:06:58.410 --> 00:07:05.850

John Doe: And so or i'm sitting there addressing things on the meet with kids trying to help them in like troubleshoot tech problems with them.

64

00:07:06.450 --> 00:07:16.650

John Doe: And they're then my kids in the classroom are getting ignored and so it's this my normally no one gpt my full attention and so that didn't work *[Past E-Learning Experience]*.

65

00:07:17.070 --> 00:07:31.800

John Doe: Honestly, all virtual is better because then at least the kids would show up and they would you know they're specifically targeting these kids online and we'd all interact so that was a much better experience attendance was the biggest concern with all of it.

66

00:07:33.120 --> 00:07:33.570

John Doe: I had about

67

00:07:33.630 --> 00:07:40.980

John Doe: 56% of my students on average attending when we're all virtual. *[Past E-Learning Experience]*

68

00:07:42.540 --> 00:07:43.740

Jack Dolan: Okay gotcha.

69

00:07:44.910 --> 00:07:47.580

Jack Dolan: All right, yeah and so now I kind of want to.

70

00:07:49.110 --> 00:07:59.490

Jack Dolan: move our discussion into just how you responded to our survey i'd love to just get like any additional thoughts and just hear.

71

00:08:00.600 --> 00:08:14.640

Jack Dolan: What your thoughts around behind everything so first of all, I just wanted to ask just generally like So what is your concept of the metaverse like when you hear that term what comes to mind and what do you think of.

72

00:08:15.360 --> 00:08:21.930

John Doe: That's Facebook right, like Meta is Facebook so it's their virtual world that you've.

73

00:08:21.960 --> 00:08:22.350

John Doe: signed

74

00:08:22.620 --> 00:08:24.930

John Doe: into would be my understanding of it. *[Metaverse Concepts]*

75

00:08:25.350 --> 00:08:27.090

John Doe: Okay

76

00:08:28.230 --> 00:08:31.830

John Doe: Other than that, I don't really know I know it's not really.

77

00:08:33.120 --> 00:08:41.160

John Doe: it's not a virtual thing, in the same thing is like VR video games, I know it's a different world of that sounds like it's probably more of a social network thing.

78

00:08:41.580 --> 00:08:44.760

John Doe: Interacting people virtually rather than actually like you know.

79

00:08:45.990 --> 00:08:48.210

John Doe: sign in to play games and do that sort of stuff with them. *[Metaverse Concepts]*

80

00:08:48.810 --> 00:08:56.490

Jack Dolan: gotcha so essentially you see like play like playing vr video games and like going to the Metaverse as like two different things.

81

00:08:56.610 --> 00:08:59.430

John Doe: yeah, even if they use the same technology they're two separate things.
[Metaverse Concepts]

82

00:08:59.640 --> 00:09:15.270

Jack Dolan: gotcha okay and yeah um so generally so on on our survey like when you were asked like how interested or disinterested, are you in experiencing the metaverse you said very disinterested can you elaborate a little bit on that.

83

00:09:15.900 --> 00:09:16.860

John Doe: So I don't.

84

00:09:20.310 --> 00:09:30.060

John Doe: One of the biggest problems with virtual learning is attendance so it's getting kids it might be something that would work differently in college, but in the middle school level.

85

00:09:30.690 --> 00:09:41.310

John Doe: it's getting kids to show up and so when I have kids who you know, like I said I have half my kids show up, on average, when we were all virtual and that was higher than I was expecting. *[Past E-Learning Experience, Concerns]*

86

00:09:42.240 --> 00:09:52.350

John Doe: and when we were going into it, and I knew it was happening based off of what I was seeing it would not have surprised me if kids showed up or if I had days, where I signed in to my meet and no one's there.

87

00:09:53.400 --> 00:10:01.560

John Doe: I was sitting there without any kids and i've even had when we were hybrid at that time, for none my virtual kids show up and it's things that it's.

88

00:10:02.100 --> 00:10:12.090

John Doe: I had one kid he didn't sign into the meet, because he is an immigrant student and he had his dad was trying to buy a car and so he was off with his he had to go translate for his dad

89

00:10:13.320 --> 00:10:21.540

John Doe: And i've had you know Oh well, you can't be home by yourself i'm going to go grocery shopping so now the kid is being pulled from class so they can go grocery shopping.
[Past E-Learning Experience, Concerns]

90

00:10:22.200 --> 00:10:32.700

John Doe: You know I had one kid who's running around because he has like his little sister is also doing e-learning in the same room and he's like oh no.

91

00:10:32.940 --> 00:10:40.170

John Doe: you're going to miss your reading group, he has to run over and get her signed in to her computer so she can do her work before you can come back and do my class.

92

00:10:40.200 --> 00:10:42.900

John Doe: so they just they have so many like it's.

93

00:10:44.370 --> 00:10:57.570

John Doe: So much stuff that I think that is outside of the teachers control and, like the metaverse is control that I don't think would benefit, there would be any benefit I don't think it would cause any change there. *[Past E-Learning Experience, Classroom Value, Concerns, Metaverse Sentiment]*

94

00:10:58.110 --> 00:11:13.650

John Doe: The other thing is this is more of a on my end that I thought about today there's a technology component as well, like how strenuous is this like what is the cost of the technology required for this.

95

00:11:14.130 --> 00:11:21.780

John Doe: you know, like, I have, I know, for the vr games, they are their graphics.

96

00:11:22.590 --> 00:11:38.850

John Doe: Like graphically they're just very poor, but even so, because of what they are, they are still incredibly demanding on the machine you use, and so you know me with my \$2,000 gaming computer could probably handle it, but my students with a \$200 chromebook.

[Concerns, Metaverse Sentiment]

97

00:11:40.650 --> 00:11:46.710

John Doe: Different beast plus I don't know, like the vr equipment what you would need for that

98

00:11:47.970 --> 00:11:57.990

John Doe: getting them signed in and giving them access to that like that's a whole nother beast that's just like I know the equipment itself isn't going to be cheap.

99

00:11:58.230 --> 00:12:02.970

John Doe: And so that's another thing that i'm not aware of that's just ignorance on my part, not knowing what it is.

100

00:12:03.180 --> 00:12:18.150

John Doe: But those are other roadblocks you know, plus all the other things like Oh well, you know I had a girl this year, she couldn't she was quarantined and she couldn't sign into a meet because her apartment was struck by lightning and they didn't have Internet.

[Concerns, Past E-Learning Experience, Metaverse Sentiment]

101

00:12:23.250 --> 00:12:23.700

Jack Dolan: alright.

102

00:12:23.730 --> 00:12:29.490

John Doe: Nothing, you can do about that nothing anyone, you know nothing can be done about that by anyone involved.

103

00:12:31.170 --> 00:12:35.190

John Doe: So there's you're limited by that too I just think that there's no.

104

00:12:36.870 --> 00:12:44.280

John Doe: I think the idea of it is neat and I think it's a neat twist on virtual learning, but I think i'm more.

105

00:12:45.870 --> 00:12:53.490

John Doe: it's the virtual learning itself is what i'm opposed to and I don't know that changing it in any way could.

106

00:12:54.510 --> 00:12:56.340

John Doe: That make it any more beneficial. [Past E-Learning Experience, Concerns, Metaverse Sentiment]

107

00:12:56.970 --> 00:13:12.120

Jack Dolan: gotcha so so if i'm understanding you correctly, like how, when talking about using like the metaverse and education, I, I get the inkling or get the impression that, when we're talking about this you're talking about like.

108

00:13:13.590 --> 00:13:19.020

Jack Dolan: Student students only like essentially like doing everything from home just instead of a zoom meet like.

109

00:13:19.080 --> 00:13:21.510

Jack Dolan: Using like going into the metaverse.

110

00:13:22.080 --> 00:13:36.300

Jack Dolan: So what would you feel differently if, like you did this in the classroom with your kids like all of you access it in the same room, or what are your thoughts on that.

111

00:13:37.380 --> 00:13:42.660

John Doe: I think I might like i've seen some people do some neat stuff with vr so.

112

00:13:43.740 --> 00:13:50.130

John Doe: Because I could see it from that perspective at a similar thing, so the eighth grade teachers at plainfield they do a Holocaust unit.

113

00:13:50.730 --> 00:13:57.360

John Doe: And Plainfield has some vr headsets, and so they take the kids and the kids do a virtual tour of Auschwitz.

114

00:13:57.420 --> 00:13:58.290

Jack Dolan: Auschwitz

115

00:13:58.560 --> 00:14:06.360

John Doe: Yeah, so they do that, as you know, and the kids really enjoy it, so I think there are some things like that, but then.

116

00:14:07.710 --> 00:14:15.150

John Doe: I guess it'd be depend on what you're doing *[Metaverse Concepts, Classroom Use Cases]* maybe if there were like as a science teacher.

117

00:14:16.800 --> 00:14:24.930

John Doe: If there's something interactive that you could do to make it, you know we there are other things we do with virtual labs and so maybe it'd be a more.

118

00:14:25.680 --> 00:14:37.050

John Doe: One of the teachers says she really likes the virtual labs because there's no clean up no mess like they've redone that middle school, which is now we were when it was a high school. *[Classroom Value, Classroom Use Cases, Metaverse Concepts]*

119

00:14:37.320 --> 00:14:37.770

Jack Dolan: Yeah.

120

00:14:37.950 --> 00:14:43.200

John Doe: It's now a middle school and they've redone it so like i'm not in a science classroom.

121

00:14:44.250 --> 00:14:45.810

Jack Dolan: No science teachers are.

122

00:14:46.080 --> 00:14:58.740

John Doe: So the classroom that I am in is I don't know who it would have been but we're in the old math hallway like one of the eighth grade the eighth grade teacher Ms. Zaidi she is in Mr Mackey's old classroom.

123

00:15:01.500 --> 00:15:02.400

Jack Dolan: I'm just trying to think like Mr Nic.

124

00:15:02.790 --> 00:15:04.650

Jack Dolan: Nicodemus like yeah.

125

00:15:04.890 --> 00:15:11.880

John Doe: i'm on the we're all on the other side, except for Dehoff Dehoff is in that first one on the right just past the bathrooms but we're all on the other side and then they've.

126

00:15:12.120 --> 00:15:26.790

John Doe: taken out half of the classrooms in there to make collaboration spaces, but we're in a regular classroom and then they've left up some of the science labs so what was so we do things like there's that there's the one side I think Mrs Sprowl's in there.

127

00:15:27.150 --> 00:15:27.780

John Doe: When we were there

128

00:15:28.140 --> 00:15:30.750

John Doe: But there's that one science lab that's in the math hallway.

129

00:15:30.990 --> 00:15:36.750

John Doe: So there's that one there's another one that is in what would have been the kindergarten center when we were there

130

00:15:37.350 --> 00:15:47.790

John Doe: And then it is Mr Woodard's old classroom is still there, and so, if we want to do a lab if it's something that is you know.

131

00:15:49.170 --> 00:15:59.130

John Doe: messy or problematic, we have to go to one of those three other spaces, which the one that's in Mrs Sprowl's old classroom is fine, because it's right there in the science hallway.

132

00:15:59.370 --> 00:16:00.030

John Doe: But

133

00:16:00.150 --> 00:16:05.220

John Doe: If you're going to Woodard's old classroom that's a hike from where we normally meet.

134

00:16:05.580 --> 00:16:08.640

John Doe: and so making it.

135

00:16:09.660 --> 00:16:21.060

John Doe: If there's some way to do like different kinds of interactive labs and stuff in there, I think that could be a neat application for it because it kind of bridges, the gap between doing something virtually on your computer yet still making it hands on.

136

00:16:22.110 --> 00:16:26.880

John Doe: And so that aspect of it using it in the classroom I could see some application for.

137

00:16:26.940 --> 00:16:38.040

John Doe: Because, then I wouldn't have to go to a lab to do something, you could do you know, have the kids do it all virtually I think that that potentially I think that has potential.
[Metaverse Concepts, Classroom Value, Classroom Use Cases]

138

00:16:38.640 --> 00:16:45.780

Jack Dolan: gotcha so so if i'm understanding you correctly, at least in the sense of like virtual learning or purely virtual like.

139

00:16:46.350 --> 00:16:58.620

Jack Dolan: it's just a hassle and a half as a teacher having to like touch on all of that and troubleshoot and have essentially like your students in invest the right amount of time, but in a

140

00:16:59.070 --> 00:17:08.580

Jack Dolan: applicational sense of like hey we're in class today and we're going to dissect a frog and like doing it virtually you do see a lot of value in that sense.

141

00:17:08.850 --> 00:17:14.550

Jack Dolan: Okay gotcha um yeah do you have any other thoughts.

142

00:17:15.600 --> 00:17:18.660

Jack Dolan: about that, like like applications in the classroom.

143

00:17:19.950 --> 00:17:21.420

Jack Dolan: and being able to use it that way.

144

00:17:24.720 --> 00:17:26.520

John Doe: I mean that was the big one, I don't know.

145

00:17:28.080 --> 00:17:30.870

John Doe: What other like i'm just at a loss of other.

146

00:17:32.430 --> 00:17:36.870

John Doe: Teachers and what they do, I mean I think other vr experiences and stuff could be.

147

00:17:38.400 --> 00:17:42.810

John Doe: like the social studies teacher might talk about the foreign or the

148

00:17:43.860 --> 00:17:47.940

John Doe: East Southeast Asian countries, and they do things like.

149

00:17:50.610 --> 00:17:57.330

John Doe: Oh they're talking about tunnel rats the people who like and the tunnels that the Vietcong would dig.

150

00:17:57.720 --> 00:17:58.470

Jack Dolan: yeah yeah.

151

00:17:58.620 --> 00:18:05.670

John Doe: the Vietnam War and how they're like this mess of you know, so if you made the kids.

152

00:18:05.700 --> 00:18:06.120

Go.

153

00:18:09.030 --> 00:18:09.480

John Doe: Crawl through a tunnel

154

00:18:11.370 --> 00:18:24.510

John Doe: I think that has you know things like that Oh, I think, as something as an extension in the classroom I think it's a good tool I don't know I haven't had a chance to explore all the possibilities and a lot of it is just not knowing. *[Classroom Use Cases, Metaverse Concepts, Classroom Value]*

155

00:18:25.620 --> 00:18:37.470

John Doe: What the other teachers teach and like thinking that I don't think like a social studies teacher and how it would apply I don't know Woodson doesn't do the reenactment of gettysburg anymore, but you can do that *[Classroom Value, Classroom Use Cases]*

156

00:18:40.500 --> 00:18:41.730

Jack Dolan: I forgot about Wes Woodson

157

00:18:43.230 --> 00:18:43.530

Jack Dolan: Oh man that guy.

158

00:18:44.880 --> 00:18:48.420

John Doe: he's still there, but he doesn't do the he's moved to seventh grade he's not 8th grade anymore.

159

00:18:48.510 --> 00:18:48.840

Booo

160

00:18:50.370 --> 00:18:57.540

John Doe: If you did the reenactment of gettysburg i'm sure you get Woodson in there to do Getty, you know you can do that again because it wouldn't take any you know.

161

00:18:57.930 --> 00:19:01.500

John Doe: You don't have to go somewhere to do it, you just sit there in the classroom or.

162

00:19:01.950 --> 00:19:14.190

John Doe: Even if you had to gather them all it's like okay you gather them all together in the gym instead of going out or gather them all on the practice football field, instead of taking them all to whatever park he used to take the kids out *[Metaverse Concepts, Classroom Value, Classroom Use Cases]* to, and I don't know I wasn't in his class I never did it but.

163

00:19:14.250 --> 00:19:21.630

Jack Dolan: I was in his class I remember it was that it was at pioneer park I believe Pioneer park in Mooresville right by where he lived

164

00:19:22.170 --> 00:19:27.060

John Doe: So not even that bad of a drive, but still more complicated than just say.

165

00:19:27.060 --> 00:19:27.360

Jack Dolan: Go.

166

00:19:27.450 --> 00:19:28.110

John Doe: Go out to the football field or something

167

00:19:28.740 --> 00:19:32.100

Jack Dolan: gotcha okay got it so, so in that sense, like.

168

00:19:34.860 --> 00:19:45.720

Jack Dolan: When asked like how willing are unwilling, are you to use the metaverse as a tool in the classroom do you feel like instead of very unwilling, would you still be very unwilling, in that sense, or do you think.

169

00:19:46.290 --> 00:19:54.270

John Doe: i'd be if it's as a extension tool to use in the classroom for doing virtual labs and stuff on i'd be far more willing to do something i'd be willing to give it a shot there.

[Classroom Value, Metaverse Sentiment]

170

00:19:54.630 --> 00:20:01.890

John Doe: Definitely like it's just using it when I filled out the survey, I only had it in my head as a substitute for virtual learning.

171

00:20:02.190 --> 00:20:06.570

John Doe: As a substitute for virtual learning, I think I don't see any value in it, but I think it.

172

00:20:07.530 --> 00:20:15.210

John Doe: has some potential for as a extra tool to be used in the classroom, even if the kids are all in person.

173

00:20:15.870 --> 00:20:19.140

John Doe: I think i'd be more willing to give it a shot in those situations. *[Metaverse Sentiment, Classroom Value]*

174

00:20:19.350 --> 00:20:23.100

Jack Dolan: Okay cool alright awesome um I do just have.

175

00:20:25.110 --> 00:20:32.820

Jack Dolan: Just two other well I guess one other question that I have, and then I just have two other questions.

176

00:20:33.840 --> 00:20:46.530

Jack Dolan: First of all, like so you talked about doing virtual labs is there anything else science related that you personally would do like would use the metaverse for like applications wise.

177

00:20:48.420 --> 00:20:49.050

John Doe: Uh

178

00:20:50.280 --> 00:20:52.140

John Doe: Going with if there's anything.

179

00:20:53.760 --> 00:20:56.580

John Doe: In the vein of like virtual tours.

180

00:20:59.100 --> 00:21:05.460

John Doe: We do stuff with Earth Science I think we're talking about volcano well plainfield does things differently than Perry so I don't follow the standards, the same way.

181

00:21:05.880 --> 00:21:07.920

John Doe: So i'm not sure, but I think they talked about like.

182

00:21:08.160 --> 00:21:14.760

John Doe: volcanoes and stuff like that so taking the you know virtual tours now you're on the volcano in Hawaii you know.

183

00:21:16.230 --> 00:21:17.550

John Doe: That sort of.

184

00:21:19.560 --> 00:21:25.500

John Doe: Things that show them rift valleys where plates are moving apart stuff like that I think you could.

185

00:21:27.630 --> 00:21:47.490

John Doe: there's a lot of value [Classroom Use Cases, Classroom Value, Metaverse Concepts], because those are things that you don't get in Indiana right like we get the occasional earthquake but it's like by the time you processed that Oh, I think we're having an earthquake it so yeah and you're not even sure it was there until it's already past and that's.

186

00:21:49.260 --> 00:21:53.490

John Doe: You know, like all these kids they don't even know like they don't even know they don't even know that Indiana gets earthquakes.

187

00:21:53.520 --> 00:21:55.950

John Doe: Because they never experienced one, and I think like.

188

00:21:56.970 --> 00:21:58.590

John Doe: i've only experienced two.

189

00:21:59.340 --> 00:22:02.580

Jack Dolan: yeah I was like I think i've experienced one and that's about it.

190

00:22:02.760 --> 00:22:05.850

John Doe: There was the one when we left for the CHAP field trip there's one that morning.

191

00:22:07.050 --> 00:22:07.710

Jack Dolan: Oh yeah.

192

00:22:11.850 --> 00:22:18.480

John Doe: And I think there's been one sense, because that one I didn't even realize what was happening to my dad came out to the garage and he's like hey.

193

00:22:19.590 --> 00:22:22.080

John Doe: Did you feel that and I'm like what and he was like we just had an earthquake.

194

00:22:22.500 --> 00:22:22.830

Oh.

195

00:22:24.060 --> 00:22:24.330

Jack Dolan: yeah.

196

00:22:25.050 --> 00:22:41.910

John Doe: And then there's there's one other time that I actually like that one I didn't even notice like I was just up and I was going out to my car and I heard the garage door rattling but I didn't even like feel it and there was one time, where I felt it and i'm like huh earthquake.

197

00:22:43.230 --> 00:22:44.940

John Doe: so that is.

198

00:22:47.160 --> 00:22:48.930

John Doe: I think things like that um

199

00:22:50.820 --> 00:22:52.440

John Doe: Has some promise for certain

200

00:22:53.640 --> 00:22:58.770

John Doe: I might be able to do some physics demos and stuff with it, that you couldn't otherwise do in the classroom.

201

00:22:59.220 --> 00:23:05.370

Jack Dolan: So essentially experiencing like the things that you're talking about rather than like actually talking about them. *[Metaverse Concepts, Classroom Value, Classroom Use Cases]*

202

00:23:05.790 --> 00:23:06.240

Right.

203

00:23:07.980 --> 00:23:15.870

Jack Dolan: Okay cool um yeah so two more questions and then we'll wrap up so in the sense of.

204

00:23:17.070 --> 00:23:25.620

Jack Dolan: What when you we asked you what hopes, you have about using the metaverse as a classroom tool we talked a little bit about this, I was just curious if you had any other thoughts.

205

00:23:26.040 --> 00:23:33.750

Jack Dolan: You well you said, like, I have no hope hopes for it, there is no advantage that is large enough to consider implementing it.

206

00:23:33.990 --> 00:23:45.600

Jack Dolan: Ultimately, it is still virtual learning, which makes it less effective than in person in in person learning so we We talked a little bit about that previously do you have any other thoughts or anything about what you said there.

207

00:23:48.390 --> 00:23:54.390

John Doe: No cause again that was all just looking at it 100% through the perspective of kids not in the classroom. *[Metaverse Sentiment]*

208

00:23:55.230 --> 00:23:55.980

John Doe: Because that's what

209

00:23:57.090 --> 00:24:10.080

John Doe: I mean the only other concern I would have with it is depending how much control as a teacher i'd have over it, because my kids can't handle when it's snowing or raining like they're like oh brain like.

210

00:24:10.170 --> 00:24:12.510

John Doe: If it's raining you gotta close the blinds because or.

211

00:24:12.750 --> 00:24:16.710

John Doe: If it's snowing you gotta close the blinds because the kids can't handle oh it's snowing outside.

212

00:24:17.310 --> 00:24:26.550

John Doe: or there's a teacher taking her kids, for a walk you know, like and so it's that's The only other concern how much control I would have over things because they get just.

213

00:24:27.360 --> 00:24:43.320

John Doe: You know, keeping their attention virtually could it be as difficult as as easy as it is in person, and I could see some of the same depending on how interactive, it is with the surroundings, I can see it having the same issues [*Concerns, Metaverse Sentiment, Current Classroom Experiences*] and then there's The other issue of.

214

00:24:45.000 --> 00:24:50.040

John Doe: All right, so if I sign in and we're all wearing these virtual headsets I can't see what's going on in my classroom.

215

00:24:51.210 --> 00:24:52.140

John Doe: If we're all in person.

216

00:24:52.560 --> 00:24:54.750

John Doe: And so you might have.

217

00:24:55.800 --> 00:25:08.550

John Doe: They're middle schoolers they're stupid they they saw through the chairs and they can use the like elastic bands from the masks to create enough friction to saw through their chairs and they do that on a regular basis.

218

00:25:13.020 --> 00:25:13.830

Jack Dolan: These kids are they're inventive

219

00:25:14.400 --> 00:25:30.720

John Doe: yeah they're Plainfield their whole thing is the four c's and it's like creativity collaboration, communication and something else that I forgot, I always forget the fourth one, but when it comes to not doing their work or tormenting teachers like they are.

220

00:25:32.640 --> 00:25:39.570

John Doe: They hit it in spades you know they're they'll come up with the most elaborate plans to try, you know, try and.

221

00:25:41.070 --> 00:25:42.270

John Doe: guess mess with the teacher so.

222

00:25:43.500 --> 00:26:01.320

Jack Dolan: So so essentially if i'm understanding you correctly, like concerns like using in the classroom you mentioned like essentially being able to monitor what's going on in your actual classroom, how do you know if, like a student has left or something like that, as well as like.

223

00:26:02.400 --> 00:26:08.790

Jack Dolan: Being able to control or monitor what's actually going on, like the experience that's happening with like all of your students. *[Concerns, Metaverse Sentiment, Metaverse Concepts]*

224

00:26:08.940 --> 00:26:15.840

John Doe: yeah would it be one of those things where if they're signed into the device they still show up in the metaverse whether they're wearing the headset or not.

225

00:26:17.190 --> 00:26:24.780

John Doe: And because there are kids who sign into the Google meet, and then they mute turn off their camera and.

226

00:26:25.140 --> 00:26:38.610

John Doe: i've had a kid they sign into a meet they turn off their camera so they're in there, but they're not there they're just napping and I go I go, you know go for a walk talk to another teacher come back to my classroom 30 minutes later they're still in my meet not their next class. *[Concerns, Past E-Learning Experience, Metaverse Concepts]*

227

00:26:38.910 --> 00:26:52.620

John Doe: you know and or another kid I go and I come back 10 minutes later and the kids sitting there in the meet but their camera's still on but he's playing fortnight and, obviously, if he's in my class he's not in his next class so it's.

228

00:26:53.760 --> 00:27:02.220

John Doe: those sorts of things that you know you could have the same issue where it's like
Okay, the kid says they're in the metaverse but then you show up and they're just playing
games

229

00:27:02.490 --> 00:27:03.930

John Doe: You know and

230

00:27:04.590 --> 00:27:16.680

John Doe: that sort of you know or they're asleep or I don't know worst case scenario you
have kids just being too friendly in there, you know because they're stupid and they would
pull yeah, no one can see us it will be fine. *[Concerns, Past E-Learning Experience, Classroom
Use Cases, Metaverse Concepts]*

231

00:27:17.520 --> 00:27:17.910

yeah.

232

00:27:20.130 --> 00:27:24.750

Jack Dolan: Oh man I i'm sure that's happened, but that just seems would that would be the worst thing of all time

233

00:27:26.460 --> 00:27:27.360

John Doe: it's not happened to me.

234

00:27:28.140 --> 00:27:28.710

Jack Dolan: that's good.

235

00:27:31.260 --> 00:27:33.120

John Doe: i've not had to break that up yet.

236

00:27:34.410 --> 00:27:38.220

John Doe: But or they're you know I've they're dealing drugs, while we're in the metaverse because I have had that happen

237

00:27:40.110 --> 00:27:44.340

John Doe: there has been a drug deal that happened in my classroom while I was on hallway duty

[Classroom Use Cases, Past E-Learning Experience, Concerns]

238

00:27:44.880 --> 00:27:46.110

Jack Dolan: Oh wow.

239

00:27:46.440 --> 00:27:49.020

Jack Dolan: In seventh grade I don't understand where they get their resources,

240

00:27:49.020 --> 00:27:59.220

John Doe: I last year on the last day last day I was at school, I found a kid drop marijuana on the floor in front of my classroom on his way to lunch.

241

00:28:01.950 --> 00:28:03.030

Jack Dolan: Last day of school you're like.

242

00:28:03.120 --> 00:28:06.300

John Doe: I'm like is this what I think it is.

243

00:28:06.600 --> 00:28:07.860

John Doe: Picked it up went to another teacher.

244

00:28:07.950 --> 00:28:09.060

John Doe: Is this what I think it is.

245

00:28:10.320 --> 00:28:12.840

John Doe: And she's like yes okay.

246

00:28:14.070 --> 00:28:14.430

Jack Dolan: yeah.

247

00:28:15.480 --> 00:28:25.350

Jack Dolan: So um so control and like essentially like control and concern for like monitoring your students were there any other concerns that came to mind in that sense.

248

00:28:27.510 --> 00:28:30.960

John Doe: No, mostly just that if you want to use the teacher word it's classroom management. *[Concerns, Classroom Use Cases, Metaverse Sentiment, Metaverse Concepts]*

249

00:28:31.440 --> 00:28:33.510

Jack Dolan: classroom management okay there's the big word.

250

00:28:34.740 --> 00:28:35.880

Jack Dolan: If you want us to

251

00:28:36.030 --> 00:28:38.430

John Doe: If you're like that's yeah but that's.

252

00:28:39.570 --> 00:28:49.470

John Doe: that's the biggest issue, I can see with it in the group setting in the classroom is the classroom management piece oh if there's something where it's.

253

00:28:49.920 --> 00:28:56.820

John Doe: You can set up something that's kind of guided and on its own so it's one of those you put the kids into stations and so that way it's like.

254

00:28:57.870 --> 00:29:04.380

John Doe: Which if technology, because the technology limitation is you know, whatever that is.

255

00:29:04.650 --> 00:29:14.580

John Doe: yeah that is big enough Well then, if you break it up into stations like okay now you don't need it for 30 kids at once, you need for five right, and you can break them up into.

256

00:29:14.820 --> 00:29:22.530

John Doe: Groups of five and then they're each doing a different thing, and maybe they're just playing in the metaverse for 10 minutes um that suddenly you know.

257

00:29:22.920 --> 00:29:34.860

John Doe: That is a way to handle the classroom management piece and allows me to keep an eye on everything, and that, but that relies on the technology being a little more, depending on what it is and being more self guided. *[Classroom Use Cases, Metaverse Concepts]*

258

00:29:35.370 --> 00:29:35.970

Jack Dolan: Gotcha

259

00:29:37.410 --> 00:29:40.380

John Doe: Or the kids being able to actually follow rules.

260

00:29:40.710 --> 00:29:43.170

John Doe: yeah like if there's a list of rules show up and there or something

261

00:29:44.190 --> 00:29:49.740

Jack Dolan: gotcha so essentially like in a purely a cost, sense like a being able to.

262

00:29:51.000 --> 00:29:56.820

Jack Dolan: These five people for the next 15 minutes are doing this and then next five kids and the next five kids.

263

00:29:56.850 --> 00:30:09.630

John Doe: yeah it's just there's some other activity or you have a series of like there are five or six different activities and that's just one of them, and they just bounce around from activity to activity, you know, there are which those are good for you know keeps the kids.

264

00:30:10.590 --> 00:30:18.570

John Doe: engaged because they're not doing the same thing for 40 minutes they're doing you know they do six different things, are more engaged because they're constantly doing something different. *[Current Classroom Experiences]*

[Metaverse Concepts, Classroom Use Cases]

265

00:30:18.960 --> 00:30:19.380

So.

266

00:30:20.850 --> 00:30:21.240

Jack Dolan: I got it

267

00:30:21.750 --> 00:30:36.900

Jack Dolan: Ok, well awesome yeah that actually concludes everything that I had first of all, just wanted to thank you again for taking the time to take our survey and chat with me um do you have any questions or feedback or anything before we wrap up.

Jane Doe

1

00:00:01.079 --> 00:00:08.639

Megan Brackett: Okay, so we are just going to start with some general questions kind of getting to know you better.

2

00:00:09.750 --> 00:00:23.010

Megan Brackett: And just your experience as a teacher just to begin. I guess you can, if it's okay with you, give us a little bit of your professional background where you teach and stuff like that.

3

00:00:23.730 --> 00:00:33.990

Jane Doe: Well, this is my third year teaching I've actually taught three different grade levels, I've taught sixth grade, fourth grade last year, and this year second grade.

4

00:00:35.070 --> 00:00:40.110

Jane Doe: And this year I'm in galesburg at Silas Willard – Megan you know where that's at.

5

00:00:41.580 --> 00:00:49.170

Jane Doe: So I teach a very wide population in my classroom I have.

6

00:00:50.880 --> 00:01:07.170

Jane Doe: Students that are Caucasian, I have an African student, who she just speaks French so that's been a little difficult but super interesting and I have Hispanic kids in my class, so I teach a very wide

7

00:01:08.370 --> 00:01:09.630

Jane Doe: A wide demographic.

8

00:01:10.440 --> 00:01:14.370

Megan Brackett: So you've taught for three years and taught three different grades?

9

00:01:14.850 --> 00:01:21.000

Megan Brackett: Is that pretty common to move around, I guess, just in grade levels and stuff like that?

10

00:01:21.480 --> 00:01:34.440

Jane Doe: Not really I've just kind of I have taught in three different cities – Monmouth, Peoria, and now Galesburg okay. Typically you just kind of want to stay in one spot especially being a newer teacher.

11

00:01:35.490 --> 00:01:41.160

Jane Doe: So that you can become tenured um but yeah with life changes and stuff I've just been kind of moving around.

12

00:01:41.460 --> 00:01:51.480

Megan Brackett: They're all pretty different grade levels – do you have a preference, or what you enjoy more than the other, or no preference?

13

00:01:51.840 --> 00:02:00.840

Jane Doe: Second grade is, by far, my favorite they're awesome they're such a cute grade level, and I just love them they're great.

14

00:02:01.530 --> 00:02:03.660

Megan Brackett: Do you feel that they're like I guess easier to teach?

15

00:02:04.290 --> 00:02:09.660

Jane Doe: In a way yeah they are and they're still interested in everything that you're teaching them.

16

00:02:10.230 --> 00:02:26.610

Jane Doe: They're not to the point yet where they're like 'I don't want to do this' you know so they're they're fully invested in everything we're doing, they still believe, in you know fairy tales and stuff like that so it's really fun to do a lot of things with their imagination.

17

00:02:27.360 --> 00:02:29.850

Megan Brackett: And that's what you're in right now – second grade?

Jane Doe: Yeah.

18

00:02:30.120 --> 00:02:36.210

Megan Brackett: Do you teach a specific subject, or are you kind of all encompassing?

19

00:02:36.960 --> 00:02:38.070

Jane Doe: I teach everything.

20

00:02:38.370 --> 00:02:42.240

Megan Brackett: Okay, so what are all of the subjects that you teach?

21

00:02:43.140 --> 00:02:44.640

Jane Doe: We have literacy.

22

00:02:44.820 --> 00:02:52.110

Jane Doe: Math, those take up most of our day, and then we'd have a science curriculum

23

00:02:52.920 --> 00:03:03.870

Megan Brackett: Yeah so given that you've been a teacher for three years, so you've seen, I guess, probably pre pandemic instruction the first year right and then now two years into the pandemic.

24

00:03:04.800 --> 00:03:13.890

Jane Doe: yeah I got to see part of my first year pre pandemic and then that got cut off in March, when.

25

00:03:15.180 --> 00:03:32.640

Jane Doe: Covid started and then last year was all back and forth, online/offline, halfway in person, some people are online, and this year actually has been the most normal we have been in person all year *[Past E-Learning Experience]*.

26

00:03:32.880 --> 00:03:34.530

Megan Brackett: Yeah so how I guess.

27

00:03:35.700 --> 00:03:47.460

Megan Brackett: Just generally was the experience teaching over Zoom – did you think that that was more difficult or posed more challenges, I guess, in short, how were those years for you?

28

00:03:48.930 --> 00:04:08.220

Jane Doe: Um, it definitely was pretty challenging especially working with children and technology. If something went wrong, it was very difficult to try to explain to them through the computer how to fix something as opposed to, if I were there, I could see exactly what their screen looked like. *[Past E-Learning Experience]*

29

00:04:10.020 --> 00:04:16.530

Jane Doe: Getting points across and teaching lessons was pretty difficult but I found several different ways to. *[Past E-Learning Experience]*

30

00:04:18.030 --> 00:04:30.000

Jane Doe: Like format, like, for example, math writing out problems and sharing my screen so students can see exactly what I'm doing. Those types of things helped out, but it was pretty difficult *[Past E-Learning Experience]*.

31

00:04:30.480 --> 00:04:39.510

Megan Brackett: So I mean you said just children and technology it's definitely going to be like a learning curve there, so I get that.

32

00:04:40.380 --> 00:04:53.160

Megan Brackett: So, other than using Zoom do you use any other tools in the classroom to provide instruction that are more technology based other than having to use Zoom in your curriculum in the past.

33

00:04:55.650 --> 00:04:57.690

Jane Doe: So like online?

34

00:04:58.230 --> 00:05:04.710

Megan Brackett: Jack do you have any specific examples of kind of what we're thinking about here.

35

00:05:05.640 --> 00:05:18.660

Jack Dolan: yeah so like, for example, you have zoom which, like actually proctors class, but you have to use, like, for example, Canvas or like Google classroom to facilitate your actual.

36

00:05:20.130 --> 00:05:31.170

Jack Dolan: Like classroom – like turning things in and like actually like some kind of whiteboarding tool for example, to be able to show things, etc.

37

00:05:32.070 --> 00:05:35.880

Jane Doe: yeah we actually use Microsoft, as our platform. *[Past E-Learning Experience]*

38

00:05:37.650 --> 00:05:51.420

Jane Doe: Here and I was able to set up a journal for kids to go into it, I could put in like headings for different prompts for them to start writing and typing.

39

00:05:51.990 --> 00:06:06.570

Jane Doe: And I was also able to figure out how to make it to where they could, for example, if they wrote a story and needed to draw a picture to go with the story, they were able to do all of that, within that folder on through Microsoft teams. *[Past E-Learning Experience]*

40

00:06:07.140 --> 00:06:18.570

Megan Brackett: Okay, so use teams, that's cool! And then last question around that would be do you still use any of those tools being in person or you kind of like shifted back to just like you know paper assignments and stuff like that.

41

00:06:19.410 --> 00:06:39.450

Jane Doe: I have shifted back because, for the main reason, since I have second graders right now, they have not had a normal school year. All of their schooling has been through the pandemic, so they were in desperate need of handwriting. *[Past E-Learning Experience]*

42

00:06:41.130 --> 00:06:48.180

Jane Doe: And just getting used to using paper and pencils, so I do a lot of paper and pencil stuff with them.

43

00:06:48.540 --> 00:06:54.330

Megan Brackett: yeah that's a great point something that I guess I didn't even really think about, kids that really have come up through this pandemic and.

44

00:06:54.780 --> 00:07:04.140

Megan Brackett: Literally like writing you know physically that's interesting to have to think about. So I guess that kind of wraps up our background questions and we'll.

45

00:07:04.140 --> 00:07:04.920

Megan Brackett: get into.

46

00:07:05.160 --> 00:07:12.210

Megan Brackett: You know more of what we kind of talked about in the survey around the metaverse and stuff so just to kind of start out.

47

00:07:12.840 --> 00:07:25.110

Megan Brackett: I know you had already said you're not too familiar with what this is, but when you think of the term metaverse what comes to mind? I know that's a really broad question, but whatever comes to your mind just let us know.

48

00:07:26.010 --> 00:07:30.450

Jane Doe: So literally just the universe that we live just everything online. [Metaverse Concepts]

49

00:07:31.710 --> 00:07:36.990

Jane Doe: I mean basically turning jobs into everything online. [Metaverse Concepts]

50

00:07:38.610 --> 00:07:46.680

Jane Doe: Communicating with people online, meeting new people online just through some sort of platform which I'm not really sure of. [Metaverse Concepts]

51

00:07:49.080 --> 00:07:50.160

Megan Brackett: Yeah great.

52

00:07:51.390 --> 00:08:01.410

Megan Brackett: And then going I guess off of your survey answer, or one of your survey answers, you indicated that you were somewhat interested in experiencing the metaverse like.

53

00:08:02.640 --> 00:08:11.730

Megan Brackett: Not necessarily in a classroom perspective or I guess setting but specifically for you and your own personal life, can you elaborate a bit on that?

54

00:08:13.170 --> 00:08:17.490

Megan Brackett: Of your somewhat interest or where you think that would be applicable?

55

00:08:18.870 --> 00:08:37.140

Jane Doe: um with students, I think it would be a really cool thing for them to experience places that they have never been to or places that are just not in reach for them, for example, maybe a museum in New York, something like that. *[Metaverse Sentiment, Classroom Use Cases]*

56

00:08:38.370 --> 00:08:46.770

Jane Doe: That would be really cool and that ties and connects with what we're doing in class, I think that would be super cool for them to kind of do like a virtual field trip. *[Classroom Use Cases]*

57

00:08:47.190 --> 00:08:56.640

Jane Doe: Through the metaverse and just kind of like opening the horizons to places that we normally can't just hop on a bus and go to, yeah. *[Classroom Value]*

58

00:08:57.450 --> 00:09:01.620

Megan Brackett: Do you see it being more useful in certain subjects?

59

00:09:03.330 --> 00:09:03.690

Megan Brackett: or no?

60

00:09:03.720 --> 00:09:13.110

Jane Doe: Um, I would say, probably like science and social studies and I'm sure there are other ways to tie in math and literacy. *[Classroom Value]*

61

00:09:14.250 --> 00:09:17.280

Jane Doe: yeah but definitely science and social studies yeah.

62

00:09:17.370 --> 00:09:20.070

Megan Brackett: Jack, do you have any questions about this kind of thing?

63

00:09:20.730 --> 00:09:27.420

Jack Dolan: yeah yeah um one thing that I did have was so you talked about like a virtual field trip, would you envision.

64

00:09:28.050 --> 00:09:45.600

Jack Dolan: Like your entire it's you and your entire class doing it together or would you like, would it be do, would you envision like some students are doing this field trip and other students are like doing other activities, maybe not in the metaverse necessarily.

65

00:09:46.740 --> 00:09:51.720

Jane Doe: I think it could go both ways. I think that there could be like a whole group/whole class field trip. *[Classroom Use Cases]*

66

00:09:53.130 --> 00:10:06.180

Jane Doe: Or also use it, for, if you have the kids doing research projects and they have their own separate topics, they can go and explore their own areas in the metaverse um and.

[Classroom Use Cases]

67

00:10:07.320 --> 00:10:10.860

Jane Doe: yeah I think that, like just thinking about it that'd be actually a really cool idea.

68

00:10:13.230 --> 00:10:23.310

Megan Brackett: I think so, too, I think there's a lot of really cool applications, which is what we're just wanting to know. Jack, anything else along I guess using it as a tool in the classroom?

69

00:10:24.360 --> 00:10:28.590

Jack Dolan: yeah that's a great point um but not right now.

70

00:10:28.860 --> 00:10:29.850

Jack Dolan: I don't have anything else.

71

00:10:30.240 --> 00:10:35.130

Megan Brackett: So then going into how you would be interested in it, I guess.

72

00:10:36.240 --> 00:10:49.740

Megan Brackett: In your own personal life. Kylie you answered that you were somewhat interested in using it or experiencing it in your personal life, can you elaborate a bit on that and how you would maybe foresee yourself using it, or at least just be interested in using it.

73

00:10:50.970 --> 00:10:57.990

Jane Doe: um i'm thinking more of like with like the NFT world I started doing a little bit of research with that and. *[Metaverse Personal Use]*

74

00:10:59.040 --> 00:11:03.570

Jane Doe: Maybe connecting with other artists around the world. *[Metaverse Personal Use]*

75

00:11:04.620 --> 00:11:09.540

Jane Doe: Probably something more towards the art world and things like that was the NFTs, yes. *[Metaverse Personal Use]*

76

00:11:09.690 --> 00:11:22.140

Megan Brackett: Yeah, it definitely is new and I understand like you know we're not too familiar with the whole lot of maybe applications of it immediately so that's definitely great and I'm sure that is something that is just going to keep growing.

77

00:11:23.730 --> 00:11:26.310

Megan Brackett: Jack before I move on any other questions about.

78

00:11:27.780 --> 00:11:29.880

Megan Brackett: using it in her personal life?

79

00:11:30.000 --> 00:11:45.270

Jack Dolan: yeah well one one question I did have was like would you ever envision yourself, Kylie, like having educational experiences outside of the classroom like you doing something of your own volition, and not like being the teacher in this case.

80

00:11:47.700 --> 00:11:51.930

Jane Doe: um yeah I think there's always room to learn new things.

81

00:11:53.550 --> 00:12:03.150

Jane Doe: No matter where you are, and I think the metaverse that would just be a total like different platform that I have never been on or.

82

00:12:03.960 --> 00:12:15.930

Jane Doe: experienced before, so I think there's a lot of things to learn, I mean there's places in the metaverse that I could go to that I've never been to and maybe never will be able to go to. *[Metaverse Personal Use]*

83

00:12:16.440 --> 00:12:28.380

Jane Doe: So I mean even like traveling experiences, I mean I know it wouldn't be as cool as like the real world, but still kind of see it through the metaverse that would be pretty interesting yeah *[Metaverse Personal Use]*.

84

00:12:29.910 --> 00:12:30.150

Jack Dolan: What.

85

00:12:30.510 --> 00:12:40.500

Jack Dolan: Sorry, maybe just one follow up to that is like, so would you envision or would you expect your experience like doing these things are having these educational experiences?

86

00:12:40.860 --> 00:12:47.580

Jack Dolan: And the experience of your students, would you expect those to be the same or would you expect those to be different experiences.

87

00:12:49.500 --> 00:12:57.540

Jane Doe: Different just because the purpose of those experiences would be different mine would be more of a.

88

00:12:59.670 --> 00:13:10.110

Jane Doe: More of like a self journey as an adult and finding different things that I'm interested in, different things that I want to maybe pursue career wise, hobby wise, things like that. *[Metaverse Sentiment, Metaverse Personal Use]*

89

00:13:10.620 --> 00:13:29.610

Jane Doe: And I believe for my students, it would be more for educational purposes and I guess for them, it would be a little bit of the experience, life experiences, as well so I can kind of see it like crossing over in a couple ways definitely. *[Classroom Value]*

90

00:13:30.540 --> 00:13:38.700

Jack Dolan: So, so in that sense it's like I'm thinking here like as an adult there's a bit more freedom you essentially have like your creative.

91

00:13:39.090 --> 00:13:49.290

Jack Dolan: I can't remember exactly what it is, but it's up to you, you have a creative license essentially versus like would you envision a student's experience, then, to be a little bit more doctored or like.

92

00:13:50.130 --> 00:13:58.350

Jack Dolan: or like guided where you would essentially or would you expect them to also essentially go and do whatever they wanted to explore what they wanted?

93

00:13:59.310 --> 00:14:14.820

Jane Doe: yeah I would definitely depend on, i'm just like thinking of like the technicalities in dealing with kids, it would definitely depend on the platform that you're on um if it's kid friendly and kids safe and. *[Concerns]*

94

00:14:16.320 --> 00:14:19.440

Jane Doe: Probably most likely the parental permission. *[Concerns]*

95

00:14:20.700 --> 00:14:33.600

Jane Doe: And there would definitely for children have to be some boundaries, just because I mean they're kids, so we need to make sure they're not venturing off into something that they're not supposed to be on um so. *[Concerns]*

96

00:14:34.830 --> 00:14:41.910

Megan Brackett: yeah, you feel that you would set more limitations, I guess, like if you were you know hosting a field trip, it would.

97

00:14:42.330 --> 00:14:52.290

Megan Brackett: kind of be handled the same as an in person field trip where it's like we're doing this and then we're moving on to the next thing not like not entirely free to roam around.

98

00:14:52.680 --> 00:15:01.170

Jane Doe: Right, and I would definitely make sure that there is, of course, some creativity, because you don't want to just box children into one type of.

99

00:15:03.150 --> 00:15:17.340

Jane Doe: Thinking or anything like that, so you want them to have enough creativity to where they can think for themselves and think of new ideas and new things um but definitely for sure, have to be a little bit more.

100

00:15:18.930 --> 00:15:21.090

Jane Doe: **limitations for the kids yeah.** *[Concerns]*

101

00:15:22.830 --> 00:15:28.950

Megan Brackett: yeah so I guess that goes well until our next question here, we were going to just kind of touch on.

102

00:15:30.180 --> 00:15:34.890

Megan Brackett: The hopes that you had stated in the survey.

103

00:15:35.850 --> 00:15:45.030

Megan Brackett: When asked about what hopes you have about using this as a classroom tool, you said it could you know provide students with an opportunity to quote unquote experience certain events.

104

00:15:45.510 --> 00:15:53.460

Megan Brackett: And or places that would otherwise be unattainable to them. I know we've talked a little bit about that, but if there's anything else you'd like to elaborate on.

105

00:15:54.750 --> 00:16:04.170

Megan Brackett: You know what applications of that specifically what experiences that they would be able to experience that they otherwise wouldn't be able to.

106

00:16:05.250 --> 00:16:06.060

Megan Brackett: Please do share.

107

00:16:06.630 --> 00:16:16.620

Jane Doe: yeah like I mentioned, like museums, for example, right now in science, the curriculum is revolving around the Bengal tiger reserve.

108

00:16:17.820 --> 00:16:32.070

Jane Doe: in India and so that would be an example of being able to have the kids actually take this a virtual field trip through the metaverse to that tiger reserve so they can have a little bit more of a personalized experience, rather than. *[Classroom Use Cases]*

109

00:16:32.970 --> 00:16:41.640

Jane Doe: Right now the only resources we have are the powerpoints that the curriculum gave us and then, of course I go to YouTube to show them like videos at the place. *[Current Classroom Experiences]*

[Current Classroom Experiences]

110

00:16:42.510 --> 00:16:55.500

Jane Doe: I think that'd be actually really cool for them to have some type of like vr experience in a metaverse i'm good going to that place and seeing the place that we're talking about every day and we're learning about every day. *[Metaverse Sentiment, Classroom Value]*

111

00:16:56.280 --> 00:17:04.830

Megan Brackett: I totally agree, I think, thinking back on my childhood experience and learning about things like you know science related like the rain forest and stuff like that, but.

112

00:17:04.830 --> 00:17:06.810

Megan Brackett: Definitely, you know.

113

00:17:07.080 --> 00:17:21.660

Megan Brackett: Being able to physically see it, I think, would at least for me, I can't speak for other people, but on what the experience was and like what I learned so I do think that would be really cool. Jack, do you have anything to add to that?

114

00:17:22.380 --> 00:17:35.460

Jack Dolan: yeah um one question I did have was I know megan you brought this up a bit ago, so you've kind of you've talked a lot about like visiting museums and and science so.

115

00:17:36.030 --> 00:17:49.410

Jack Dolan: And if I remember correctly, you said that really the topics, you see, that being the most applicable, or like using the metaverse for things like science and history? Am I remembering that correctly?

Jane Doe: Yeah.

116

00:17:50.700 --> 00:18:09.690

Jack Dolan: Okay, so do you think there would be any... so you've taught in other grades my assumption is like, for example, I believe you said you taught sixth grade so did you teach a specific subject or were you teaching, like all subjects like you are now.

117

00:18:10.290 --> 00:18:12.510

Jane Doe: Yes, I only taught.

118

00:18:14.220 --> 00:18:25.560

Jane Doe: math and science.

Jack Dolan: Gotcha. So like in that sense, thinking like in a sixth grade sense – would you expect all teachers to be able to...

119

00:18:25.890 --> 00:18:37.200

Jack Dolan: Would you expect the same thing where the metaverse is only applicable to math and science, or would you expect that all the subjects, more or less, like all the teachers to be able to use it in some way?

120

00:18:40.710 --> 00:18:41.250

Jane Doe: I would love for all teachers to be able to use it. *[Metaverse Sentiment]*

121

00:18:43.050 --> 00:18:46.950

Jane Doe: It's just so hard to think of ways for like math, you know what I mean?

[Concerns, Metaverse Sentiment]

122

00:18:47.250 --> 00:18:55.350

Jane Doe: Um, but I'm sure there are so many different ways that I'm just ignorant to the fact of what's out there in the metaverse.

123

00:18:56.550 --> 00:19:03.090

Jack Dolan: Gotcha. So it's more or less you think there might be applications, but you're just not aware of them at this time.

124

00:19:05.400 --> 00:19:07.770

Jack Dolan: Cool, yeah. That was the only question I had Megan.

125

00:19:08.940 --> 00:19:15.960

Megan Brackett: yeah so, then I guess our next question here again it's going back to a specific survey answer about your concerns.

126

00:19:17.370 --> 00:19:19.530

Megan Brackett: about using it as a classroom tool so.

127

00:19:20.610 --> 00:19:30.150

Megan Brackett: You had stated that your concern would be using the metaverse as the only platform for education to kind of elaborate on what you meant by that.

128

00:19:32.010 --> 00:19:45.780

Jane Doe: So it's kind of the same thing with once like chromebooks came to school and I know, like in Galesburg specifically I actually graduated the year before I think you graduated the year that they started.

129

00:19:46.800 --> 00:19:59.160

Jane Doe: The chromebooks so like I went throughout high school without the chromebooks being used every day and now like kids starting in kindergarten and.

130

00:19:59.850 --> 00:20:13.650

Jane Doe: First grade they have the tablets, they have the chromebooks and there are some teachers that they rely on the kids being on those all the time and kind of what we've seen with the pandemic and *[Past E-Learning Experience]*

131

00:20:14.100 --> 00:20:18.420

Jane Doe: The reason why i'm so heavy on paper and pencil right now with my kids is because.

132

00:20:18.780 --> 00:20:37.950

Jane Doe: With using the online platforms so much, kids lose motor skills, those fine motor skills that they need for everyday things. Just writing or even just learning how to write their name or learning how to color/draw and just anything else they kind of lose that. *[Current Classroom Experiences, Past E-Learning Experience]*

133

00:20:39.630 --> 00:20:51.840

Jane Doe: By being on online platforms so much. So, I think the metaverse would be a super cool tool to have in the classroom but then I could just see there definitely being.

134

00:20:52.680 --> 00:21:03.960

Jane Doe: Teachers that would be like an all the time thing and then we start to lose books, we start to lose you know doing research through looking through books and reading books.

[Concerns]

135

00:21:05.610 --> 00:21:13.770

Jane Doe: yeah so that's My biggest concern I think that's a really huge problem, I mean not not necessarily like a problem, but just.

136

00:21:14.610 --> 00:21:30.420

Jane Doe: area of concern that I think people would have that just as technology advances, because you know all three of us have enough life to experience through just books and now also transitioning to mostly like technology and while there might not be.

137

00:21:31.590 --> 00:21:38.520

Jane Doe: per se anything wrong with that it can seem unsettling for people who you know didn't experience that as a kid so.

138

00:21:39.690 --> 00:21:48.210

Megan Brackett: Yeah it's definitely interesting to consider, and you know what do we need to think about as being important like you said fine motor skills, I think that's

139

00:21:48.750 --> 00:22:02.910

Megan Brackett: Very important like through like child development just because you know, while having a Chromebook might not be a bad thing you know it could take away from things that you might actually need you know to progress in your actual adult life.

140

00:22:04.290 --> 00:22:13.320

Megan Brackett: So I think navigating through the development of technology can definitely be sticky and weird at times and may be uncomfortable but not necessarily always a bad thing.

141

00:22:14.760 --> 00:22:25.260

Megan Brackett: As for other limitations, I guess, or not limitations... concerns about using the metaverse as a classroom tool, I know we kind of talked a bit earlier about.

142

00:22:26.580 --> 00:22:34.560

Megan Brackett: setting boundaries, would you think that would be a concern as well? Like going on those field trips and having to set certain boundaries or expectations for the kids?

143

00:22:36.930 --> 00:22:54.630

Jane Doe: yeah um, but I think once there are ways to find out like how to set those boundaries or what boundaries to set, I think that would definitely help to keep the field trips and stuff i'm at, oh gosh what's the word I'm looking for.

144

00:22:56.670 --> 00:23:01.560

Jane Doe: I just left my mind, but I think that would definitely help to keep everything.

145

00:23:03.450 --> 00:23:14.040

Jane Doe: Working the way that it should, and that it's not just like a field trip for that kids are just going on they're actually going to leave with more knowledge and they came with um.

146

00:23:15.840 --> 00:23:16.770

Jane Doe: yeah yeah.

147

00:23:19.740 --> 00:23:25.680

Jack Dolan: yeah one question I had is how would you expect to gauge that Kylie in the sense of like.

148

00:23:26.700 --> 00:23:38.580

Jack Dolan: Essentially would you expect something like in the metaverse more or less, to be able to gauge whether or not like the experience was actually educational for them?

149

00:23:39.630 --> 00:23:43.230

Jane Doe: yeah, so I would kind of maybe assume that.

150

00:23:44.490 --> 00:23:57.000

Jane Doe: You know they have websites meant just for kids that whoever is creating all of these places in the metaverse um has you know kid a kid friendly metaverse. [Metaverse Concepts]

151

00:23:57.120 --> 00:23:58.680

Jane Doe: That kind of makes sense, I mean.

152

00:23:58.950 --> 00:24:12.750

Jane Doe: You know, on your TV there's a kid friendly channel where you know when your kid goes on there there's nothing but kids stuff and they will there's no way for them to venture off into anything harmful to them so.

153

00:24:13.290 --> 00:24:23.700

Jane Doe: I think that would be a really cool thing, and I could see that happening with those just built in parental.

154

00:24:25.500 --> 00:24:37.200

Jane Doe: blocks that you can put into the metaverse anything of any type of content that you don't want the kids to get into it's just blocked. It's kind of like a door they can't get through. *[Metaverse Sentiment, Metaverse Concepts]*

155

00:24:37.410 --> 00:24:43.650

Jack Dolan: gotcha so, so in that sense, would you expect parental controls and the sense of like.

156

00:24:44.490 --> 00:24:59.610

Jack Dolan: software or something in the actual like system that does this, or would you expect more something like a like a kid friendly like device or vr headset or something that like essentially is completely dumb down.

157

00:25:01.320 --> 00:25:06.030

Jane Doe: I would say a little bit of both. I really like the idea of like a kid friendly.

158

00:25:07.200 --> 00:25:18.630

Jane Doe: set and everything that they go on, you know that is just for kids um and then I can also see a type of software being made, especially and then.

159

00:25:19.830 --> 00:25:25.680

Jane Doe: Schools will buy that software in order to use it and use the metaverse within the school. *[Classroom Use Cases, Metaverse Concepts]*

160

00:25:28.050 --> 00:25:37.470

Megan Brackett: But regardless, you see, like definitely restrictions being necessary?

Jane Doe: Yeah I think there would have to be just because it's so.

161

00:25:38.760 --> 00:25:47.370

Jane Doe: It's, just like the Internet there's you know with the schools, we have restrictions so many things are blocked, that the kids can't get to.

162

00:25:47.910 --> 00:25:55.770

Jane Doe: them so they don't venture off into things they're not supposed to be.

163

00:25:56.430 --> 00:26:10.020

Megan Brackett: Kind of a bonus here since you've taught multiple grades, do you see that being the case throughout every grade that you've taught – do you think the older grades would be given a bit more freedom or the same kind of restriction on what they can and cannot view.

164

00:26:11.310 --> 00:26:27.060

Jane Doe: I would say there would definitely be levels to it, depending on the grade levels I would say, I could see there being one set boundary for all elementary schools and then maybe a little bit more freedom once you get to junior high and then high school is a little bit more free.

165

00:26:29.010 --> 00:26:29.220

Megan Brackett: Yeah.

166

00:26:30.780 --> 00:26:36.750

Jack Dolan: jack anything else, and no, no, I think it's been super super helpful thanks thanks for your time today kylie.

167

00:26:37.620 --> 00:26:40.500

Jane Doe: Yeah of course.

Megan Brackett: Well before we close up here we just.

168

00:26:40.710 --> 00:26:48.450

Megan Brackett: Want to ask if you have any other final thoughts or feedback, maybe questions that we didn't get to before we finish?

169

00:26:48.480 --> 00:26:50.670

Jane Doe: I don't, you guys had my brain going because I've.

170

00:26:50.670 --> 00:26:50.970

Never.

171

00:26:52.140 --> 00:27:01.080

Jane Doe: I've never really thought like this deeply about it, to be honest, but it's really really cool thinking about the possibilities of it and.

172

00:27:01.650 --> 00:27:10.680

Jane Doe: It's a little scary because of my mentioned concerns. I just don't know, I think books are so important, and I just want kids that you know.

173

00:27:11.040 --> 00:27:25.770

Jane Doe: I mean there's so many books from history and learning about history just like artifacts from way back when that you want kids to be able to know how a book even functions. *[Concerns]*

174

00:27:27.270 --> 00:27:35.010

Jane Doe: So I think just about anything physical there's like a different level of like retention to sometimes like there is a.

175

00:27:35.940 --> 00:27:38.580

Jane Doe: Physical as opposed to reading it on the computer screen. *[Concerns]*

176

00:27:39.180 --> 00:27:56.430

Jane Doe: And some of them I what I've noticed with the second grade some of my kids are better if they have the paper in front of them i'm reading at something rather than if it's on the computer yeah so that's when I biggest concerns as well with with the reading aspect *[Concerns, Current Classroom Experiences]* that's really interesting.

177

00:27:58.500 --> 00:28:03.240

Megan Brackett: Yeah well it's been great. Thank you so much for doing this we really appreciate it.

178

00:28:03.810 --> 00:28:07.230

Jane Doe: Of course, thank you guys for making my brain light up.

179

00:28:08.340 --> 00:28:09.570

Jack Dolan: At six o'clock on a Friday.

180

00:28:10.890 --> 00:28:11.400

Jane Doe: yeah.

181

00:28:13.620 --> 00:28:23.340

Megan Brackett: Well, if you don't have anything else we can just close out this call and yeah again thank you and have a good weekend definitely relax, it's probably been a long week.

182

00:28:24.420 --> 00:28:27.000

Jane Doe: Oh, my gosh you guys have a great weekend.

183

00:28:28.920 --> 00:28:30.000

Jane Doe: All right, bye bye.

John Doe

1

00:00:00.960 --> 00:00:01.709

Jack Dolan: Okay we're good.

2

00:00:02.250 --> 00:00:02.730

Jack Dolan: To go.

3

00:00:03.629 --> 00:00:11.219

Megan Brackett: So we'll go ahead and start with just some kind of general background questions getting to know a little bit about you.

4

00:00:12.780 --> 00:00:14.309

Megan Brackett: So looking into your.

5

00:00:14.340 --> 00:00:15.540

Megan Brackett: professional background.

6

00:00:17.430 --> 00:00:21.660

Megan Brackett: You can just kind of brief us on, you know, what you teach where you teach.

7

00:00:22.920 --> 00:00:27.480

Megan Brackett: And just kind of a general description of who you are if that sounds good, with you.

8

00:00:28.770 --> 00:00:46.980

John Doe: Yeah you bet. So I'm a 20 plus year educator. I work with college age students basically 18 to 30. I coordinate religious programming for the Church of Jesus Christ of Latter-day Saints in the greater Boston area, so I work as a guest on several campuses.

9

00:00:48.390 --> 00:00:55.350

John Doe: I'm associated with MIT just in the relationship to where I have a chaplaincy there for the institution I work for.

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00:00:56.460 --> 00:01:03.390

John Doe: I roughly have anywhere between 115-200 students a Semester and teach somewhere between five and eight courses this semester.

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00:01:03.870 --> 00:01:09.390

Megan Brackett: Wow so, can you tell us a little bit about the courses that you do teach or maybe are currently teaching now.

12

00:01:09.810 --> 00:01:17.880

John Doe: yeah so like I said I coordinate religious programming, so I usually do two courses a semester, and then I just teach various sections.

13

00:01:18.540 --> 00:01:31.230

John Doe: This semester I'm teaching a course on the second half of the Book of Mormon and of course entitled teaching of the living prophets which would be coursework based on leaders from our church like addresses they've given.

14

00:01:31.500 --> 00:01:42.930

Megan Brackett: Yeah. So you said you kind of work or you're a guest on various campuses if I understood that correctly, so you don't work just at one specific school but multiple?

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00:01:43.410 --> 00:01:46.890

John Doe: Correct because my employer is actually the church I work for.

16

00:01:47.250 --> 00:02:00.000

John Doe: And yet we have sponsored organizations on various campuses, and so my job is to go to those campuses with those student organizations and offer religious classes for them there from our faith tradition, does that make sense?

17

00:02:00.090 --> 00:02:01.410

Megan Brackett: Yes, so.

18

00:02:02.850 --> 00:02:10.260

Megan Brackett: Are you currently teaching just in like your I guess general location and various schools that are within that area?

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00:02:10.950 --> 00:02:11.700

John Doe: yep like.

20

00:02:12.390 --> 00:02:23.610

John Doe: yeah yeah I teach one class at Harvard campus, one at Harvard Business, one at MIT, and then a couple of church buildings. Sometimes I've been at Tufts medical, Boston medical.

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00:02:24.750 --> 00:02:31.830

John Doe: Boston university Brandeis that right now I'm currently at Harvard MIT and then a couple of church buildings.

22

00:02:32.070 --> 00:02:40.530

Megan Brackett: Okay wow that's that's really cool. I guess my next question would be just ever since the pandemic started.

23

00:02:41.700 --> 00:02:48.660

Megan Brackett: Has that kind of like broadened your reach and teaching classes online at all, or how did that work for you?

24

00:02:49.140 --> 00:03:01.920

John Doe: yeah I went from teaching no classes online, to all classes online, to hybrid, to now – I have two that I do online of my current six that i'm offering this semester, and so.

25

00:03:03.630 --> 00:03:16.230

John Doe: Like everybody else, right, zoom became my whole world. I was familiar with zoom before and had been doing some things with it and even did one online class. *[Past E-Learning Experience]* The transition for me was fairly easy, but now

26

00:03:17.730 --> 00:03:27.630

John Doe: Only two of my six are completely online. I do nothing hybrid but I've done like with the pandemic. *[Current Classroom Experiences]* At one point I was doing everything I think at one point I had eight classes online all on zoom. *[Past E-Learning Experience]*

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00:03:28.290 --> 00:03:35.520

Megan Brackett: So during that point when you had all of your classes on zoom, were you teaching at schools that you maybe otherwise wouldn't have?

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00:03:37.710 --> 00:03:42.750

John Doe: No, not as far as at a campus but I was, you know, it was weird.

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00:03:43.200 --> 00:03:52.320

John Doe: For example, I was meeting freshmen who were coming into Harvard and MIT who hadn't been on campus yet, but were taking classes online and I was teaching.

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00:03:52.710 --> 00:04:01.470

John Doe: So, so I would have, for example, I had one class that was all Harvard students, but we were having students that were coming in from Hawaii.

31

00:04:01.800 --> 00:04:09.690

John Doe: Arizona, Texas, New York, where they were living right, and so we were trying to figure out a time that worked that was compatible with their.

32

00:04:09.990 --> 00:04:16.050

John Doe: Class schedule, and so I was meeting with students who had never yet been on campus, some of them, some of them.

33

00:04:16.320 --> 00:04:24.780

John Doe: That was an undergraduate class well, some of them had been on campus, some of them hadn't. Some of them I'd seen like you know the semester before and we all did the shutdown together.

34

00:04:25.140 --> 00:04:36.690

John Doe: And then, some of them I'd never met and they weren't yet ever on campus and then I did teach some other classes like now, I said I teach at church buildings, I had a couple of those that then we had an expanded.

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00:04:39.390 --> 00:04:44.010

John Doe: Reaching right so, for example, the fact that we weren't all in the greater Boston area.

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00:04:44.640 --> 00:04:52.620

John Doe: Some people are like hey yeah why don't you just take a class from this guy and at one point I even had a student coming in from Guam and one from Brazil.

37

00:04:53.070 --> 00:05:02.940

John Doe: who wanted to learn more English and so that got broader than my normal hey it's people who are living in the greater Boston area, does that make sense?

38

00:05:03.120 --> 00:05:19.200

Megan Brackett: yeah yeah it does, I mean that coordination piece can definitely be sticky so thinking about that, what platforms were you using at the time, or maybe even still I guess for like coursework – canvas, blackboard stuff like that?

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00:05:19.530 --> 00:05:26.010

John Doe: I have used canvas before. I used canvas when I was teaching a class associated with Brigham Young university. *[Past E-Learning Experience]*

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00:05:27.210 --> 00:05:37.680

John Doe: Their platform was canvas and I taught an online class for them with canvas. Other than that, the course offerings I've given have been exclusively – when they've been online – I just use zoom as a platform. *[Past E-Learning Experience, Current Classroom Experiences]*

41

00:05:38.370 --> 00:05:41.160

Megan Brackett: Okay. Jack, did you have anything you wanted to add?

42

00:05:42.000 --> 00:05:47.160

Jack Dolan: No, I mean the only other thing was I wish I would have known I could have attended one of your classes.

43

00:05:48.450 --> 00:05:48.960

John Doe: yeah.

44

00:05:49.650 --> 00:05:52.620

John Doe: You still can DM me anytime I can give you my.

45

00:05:52.650 --> 00:05:53.310

Jack Dolan: That'd be awesome.

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00:05:53.340 --> 00:05:54.030

John Doe: yeah oh.

47

00:05:55.080 --> 00:05:55.410

Jack Dolan: yeah.

48

00:05:57.750 --> 00:06:08.220

Megan Brackett: So I guess we'll kind of get into more metaverse specific questions now. So just to kind of start out, when you hear the term metaverse what comes to your mind?

49

00:06:09.570 --> 00:06:15.750

John Doe: Well i'm a little bit familiar with it, so my understanding is right he's just a virtual platform.

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00:06:17.100 --> 00:06:23.760

John Doe: like an augmented reality virtual meeting, where the avatars can move and interact a little bit *[Metaverse Concepts]*, so I mean.

51

00:06:24.390 --> 00:06:36.570

John Doe: I have not had any real I've certainly not had any pedagogical experience with it, I haven't used it as a tool in the classroom and I've only seen it third party, I have not participated, yet in like a metaverse meeting. *[Metaverse Concepts]*

52

00:06:37.080 --> 00:06:43.080

Megan Brackett: Okay, so you haven't used a VR headset for anything or anything VR related?

53

00:06:44.130 --> 00:06:51.330

John Doe: I mean not in relation to the metaverse. I mean i've done as far as you know, playing a game or going or watching a ball game *[Metaverse Personal Use]* or.

54

00:06:51.330 --> 00:06:51.810

John Doe: Something or.

55

00:06:51.960 --> 00:06:57.660

John Doe: Seen something demod, but I have not professionally or pedagogically used a vr or metaverse.

56

00:06:58.110 --> 00:07:06.630

Megan Brackett: yeah I think the term you know metaverse is like something that is still definitely evolving just because, like as of now, you know it's like.

57

00:07:07.230 --> 00:07:20.070

Megan Brackett: These kind of collections of worlds and stuff. So you have had a bit of experience in a virtual world, at least so you kind of touched on that. Can you kind of elaborate on some of your experiences, or what you've used it for in your personal life?

58

00:07:21.150 --> 00:07:24.180

John Doe: What i've used like the metaverse for or like just virtual teaching.

59

00:07:24.390 --> 00:07:27.570

Megan Brackett: Just virtual reality, anything in a virtual world.

60

00:07:29.850 --> 00:07:41.490

John Doe: Really not much, I mean other than other than a couple like dinner party game kind of situations that's it, I mean that's all you know I mean, as far as what you would think of as like a vr headset right?

61

00:07:41.640 --> 00:07:41.940

Megan Brackett: Right.

62

00:07:42.510 --> 00:07:53.730

John Doe: Have I used online tools with students before to take them on a tour of a place that we couldn't go to physically? Yes, but not in a virtual reality way, not in a headset vr way. *[Past E-Learning Experience]*

63

00:07:54.360 --> 00:07:58.080

Megan Brackett: We're just kind of focusing on your personal experience, right now.

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00:07:58.530 --> 00:08:07.470

John Doe: Oh yeah, nope nope. My personal experience is a game or two here [Metaverse Personal Use]. It's not my preferred medium as an old dude with glasses.

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00:08:10.410 --> 00:08:11.310

Jack Dolan: The hip dude.

66

00:08:11.850 --> 00:08:14.100

John Doe: I don't well. Thanks, I'll take that Jack but.

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00:08:15.840 --> 00:08:17.370

Megan Brackett: Jack do you have any questions around that?

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00:08:18.120 --> 00:08:26.010

Jack Dolan: yeah I guess just I'm just generally, so I know that you have indicated, originally on our survey that you had experienced the metaverse before so like.

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00:08:26.280 --> 00:08:38.760

Jack Dolan: My understanding, just based on what you're saying here is you interpret that as like playing VR games, or something not like in a pedagogical sense, where you're actually providing instruction.

70

00:08:39.000 --> 00:08:45.630

John Doe: I have not used it as a tool, but I've watched a tutorial on it. I've seen other people talking about it. I've read a couple articles on it.

71

00:08:46.560 --> 00:09:02.910

John Doe: And and i'm not opposed to using it, you know what I mean like I can see the efficacy in in in in it for sure, but it's not something I you know if you said to me tomorrow hey are you ready to teach a class in the metaverse i'd be like no but give me a headset let's try it.

72

00:09:05.550 --> 00:09:09.420

Megan Brackett: yeah let's get into that a little bit because, of course, on your.

73

00:09:10.740 --> 00:09:26.610

Megan Brackett: survey response you had stated that you were somewhat willing to use the metaverse as a tool in the classroom, so I guess my question for you would be how would you see that play out for you or how would you see yourself using it or to best suit you know your teachings?

74

00:09:26.970 --> 00:09:36.180

John Doe: So let me, so let me draw a line of distinction. So professionally right I'm institutionally tied, meaning it would have to be resource driven by.

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00:09:37.110 --> 00:09:46.590

John Doe: Who i'm paid by before I felt like I could adopt it in a formal way. But as a teacher, I would certainly be interested to be like hey if this is a way that.

76

00:09:47.340 --> 00:09:58.890

John Doe: We can create a greater experience for students than just like this 2D way we're having via zoom now. I would be willing to explore it and as I was reading your survey, like the thoughts I had were.

77

00:09:59.310 --> 00:10:10.290

John Doe: This would be a cool way like right now breaking up into groups and zoom is fine but being able to have like students walk around in a room and assemble together right.

78

00:10:10.560 --> 00:10:18.720

John Doe: seemed kind of cool to me or to take them to a virtual setting right like okay today our class is going to be in ancient Rome. *[Classroom Use Cases]*

79

00:10:18.840 --> 00:10:32.340

John Doe: yeah and so you know we're able to do so, I could see the value proposition in a tool like the metaverse over and beyond what I could share a YouTube link or share slides, does that make sense? *[Classroom Value]*

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00:10:32.430 --> 00:10:33.360

Megan Brackett: yeah absolutely.

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00:10:33.630 --> 00:10:33.930

John Doe: yeah.

82

00:10:34.230 --> 00:10:36.030

Megan Brackett: So you had you know, said that like.

83

00:10:37.110 --> 00:10:47.520

Megan Brackett: It would make a more like kind of humanistic meeting experience in a virtual world as opposed to like zoom is less, I guess, of a human connection.

84

00:10:48.240 --> 00:10:52.080

John Doe: I yeah I don't know I guess I'd be curious about it right because.

85

00:10:52.950 --> 00:11:00.720

John Doe: The advantage to zoom when you have video on, as you are seeing the actual person and not some representation of the person as an Avatar. *[Classroom Value, Metaverse Sentiment]*

86

00:11:01.200 --> 00:11:08.280

John Doe: But there is some utility, I think, and even the avatars' ability to feel like they can move around and it's less static.

87

00:11:09.120 --> 00:11:12.360

John Doe: You know, like that was the big hype.

88

00:11:13.050 --> 00:11:20.490

John Doe: A year or two ago at the beginning of the pandemic is what was your zoom background, you know, or do you have a green screen, it's still a pretty static feel.

89

00:11:20.910 --> 00:11:29.580

John Doe: Right, like you're just broadcasting head and shoulders, and so I can see the value of the metaverse allowing you to maybe even interact with someone in a little bit.

[Classroom Value]

90

00:11:30.330 --> 00:11:43.860

John Doe: Of a real, I don't know what word I'm looking for right, but in another dimensional way other than just this kind of screen to face to face does that make sense?

Like I would be willing to experiment with it. *[Metaverse Sentiment]*

91

00:11:44.940 --> 00:11:51.300

John Doe: You know, to say hey I wonder what that would be like, as opposed to just the live face to face in the box.

92

00:11:51.690 --> 00:11:51.990

Megan Brackett: yeah.

93

00:11:53.010 --> 00:12:12.150

Megan Brackett: So then, you had also said, you know, maybe the application of taking them and having class like you said in Rome, do you think anything along those lines would be directly tied to like your teachings, like could you see it like I guess aiding in your material in any way?

94

00:12:13.620 --> 00:12:25.290

John Doe: yeah absolutely right to be, and all that depends on the quality of the product right, you know I mean if it was gimmicky and not great looking you'd be like yeah we could have done this better with still photos or with you know.

95

00:12:25.770 --> 00:12:31.110

John Doe: pov video from YouTube or something, but if you know if there was a tool where we're like hey.

96

00:12:32.130 --> 00:12:43.500

John Doe: You know we're going to look at some ruins of something, and this is pretty cool and there was a program or I could say like you know you walk over and see this or now we can all walk over and look at this together, you know.

97

00:12:44.040 --> 00:12:50.160

John Doe: I mean I would be open, I would be open to it, I wouldn't be adverse to like I that's i'm not doing that. *[Metaverse Sentiment, Classroom Use Cases]*

98

00:12:50.190 --> 00:12:51.840

John Doe: You know what I mean it would

99

00:12:51.870 --> 00:12:53.220

John Doe: be worth exploring. *[Metaverse Sentiment]*

100

00:12:53.430 --> 00:12:54.330

John Doe: I mean I.

101

00:12:54.510 --> 00:12:59.670

John Doe: In a broader context, even just what I teach I could see it as a teacher having value.

102

00:13:00.780 --> 00:13:06.510

John Doe: If the augmented experience was quality right, not just gimmicky.

[Classroom Value, Metaverse Sentiment]

103

00:13:06.780 --> 00:13:09.630

Megan Brackett: Right exactly. Jack, anything that you want to add here?

104

00:13:10.200 --> 00:13:16.290

Jack Dolan: yeah just in your thoughts Darrin and essentially like what i'm getting from what you're saying is.

105

00:13:16.710 --> 00:13:26.850

Jack Dolan: A) quality matters a lot here it's like the actual experience being delivered is important but also.

106

00:13:27.450 --> 00:13:29.970

Jack Dolan: Something that you said and I'm curious and would like to dig into.

107

00:13:30.690 --> 00:13:46.680

Jack Dolan: You said that if the benefit of doing the metaverse versus here was like different you would be open to it if there was like an added benefit. Is the added benefits what we already discussed talking about like actually being able to travel elsewhere, or what does that mean to you?

108

00:13:47.070 --> 00:13:56.640

John Doe: yeah and I don't have a depth of knowledge enough to give a real substantive response rate, but I can see the potential of it, you know, like, for example.

109

00:13:57.300 --> 00:14:04.350

John Doe: I could have seen, five years ago, it was about five years ago, we first introduced some zoom and not directly with what I.

110

00:14:04.770 --> 00:14:09.240

John Doe: do but interacting with teachers more. And some people were like you know it'll never replace face to face. It's not as good.

111

00:14:09.570 --> 00:14:17.490

John Doe: And there was some of that just kind of curmudgeonly. I was just like actually this has got some real value, because you can meet like, for example, none of us are even near each other in location.

112

00:14:17.490 --> 00:14:18.150

Jack Dolan: Nope

113

00:14:19.080 --> 00:14:30.360

John Doe: And we're able to do this without hiccup with the only hiccup I had initially was the timing I didn't look at your thing to see that you are already anticipating but I was Eastern daylight, so I was thinking we were mountain that's why I had to cancel the first one.

114

00:14:30.810 --> 00:14:33.720

John Doe: yeah yeah but um but, once you know.

115

00:14:35.520 --> 00:14:46.650

John Doe: And so I think this to me is the same kind of thing I don't have an initial negative response, I have an initial curiosity why this could also have.

116

00:14:47.610 --> 00:14:59.670

John Doe: A value to it, you know what I mean there's not a one best delivery mechanism, I think, in the classroom, and so I would be interested in exploring more of what it is right at.
[Metaverse Sentiment]

117

00:14:59.700 --> 00:15:12.210

Jack Dolan: One other thing that you touched on that I was just curious on where your thoughts are, so correct me if I'm wrong, my understanding is like you've been a religious educator your whole life, have you taught any other subjects?

118

00:15:12.390 --> 00:15:13.020

Jack Dolan: or anything?

119

00:15:14.160 --> 00:15:24.510

John Doe: yeah i've done, I did some high school teaching for a little bit, and I did I taught some business and professional speaking at a university and I still now do some I mean here and there, you know.

120

00:15:25.740 --> 00:15:30.360

John Doe: Other things that I'm certainly associated with other educators right.

121

00:15:31.980 --> 00:15:34.530

John Doe: And I yeah I have a personal commitment to.

122

00:15:36.990 --> 00:15:49.860

John Doe: teacher training and teacher development, regardless of the content area and my that's my PhD as well is in education and so that's why initially this enticed me as well right, I saw beyond even just what.

123

00:15:50.910 --> 00:15:54.330

John Doe: What I could do in a classroom I was wondering like well I want this is an interesting.

124

00:15:55.080 --> 00:16:05.640

John Doe: I mean like I said I don't have a lot of depth of knowledge, when it comes to how would I use this in a math class, how would I use this in a ... but in a social science class I see taking the kids somewhere or students. *[Classroom Use Cases, Metaverse Concepts]*

125

00:16:06.750 --> 00:16:11.340

John Doe: into this historical site take him to this event right so. *[Classroom Use Cases]*

126

00:16:12.210 --> 00:16:14.640

Jack Dolan: sorry sorry to cut you off what were you saying?

127

00:16:14.730 --> 00:16:15.540

John Doe: No no you're good.

128

00:16:16.050 --> 00:16:17.220

Jack Dolan: So essentially like.

129

00:16:17.400 --> 00:16:28.770

Jack Dolan: You could see this being if i'm understanding you correctly just on your last comment there ... it could very well benefit certain subjects over others in the sense of like exposure.

130

00:16:29.820 --> 00:16:32.160

Jack Dolan: Am I understanding you correctly, there?

131

00:16:32.550 --> 00:16:41.040

John Doe: yeah I think there's very few things that are, and I think one of the mistakes we make is viewing any medium in a static way right, this is the way.

132

00:16:41.400 --> 00:16:48.270

John Doe: You know, like if you said to me right now, I can only pick one teaching resource to have well i'm going to pick a good blackboard and a quality piece of chalk.

133

00:16:49.290 --> 00:16:49.680

John Doe: Right.

134

00:16:49.980 --> 00:16:56.520

John Doe: They don't learn better and whiteboard better and smart board right, but if you said I can have anything I want.

135

00:16:56.970 --> 00:17:05.850

John Doe: I would say, well then, I want to gather in. I want to have an audio visual system when I want to do this with students, I want to have a zoom camera that's quality when we're doing, are you with me?

136

00:17:06.180 --> 00:17:23.610

John Doe: yeah yeah, and so I would view this as another tool right for an opportunity to create a learning engagement and learning value not not just engagement, not just gimmicky hey it's cool we're doing vr headsets, but I could see that there's there's value to the experience *[Classroom Value]*.

137

00:17:25.290 --> 00:17:26.340

Jack Dolan: yeah megan back to you.

138

00:17:26.550 --> 00:17:27.090

Jack Dolan: thanks for that.

139

00:17:28.260 --> 00:17:37.860

Megan Brackett: So, looking at your survey responses we had a question that was kind of centered around general hopes about using the metaverse as a classroom tool.

140

00:17:38.550 --> 00:17:55.680

Megan Brackett: You know, contingent on if you're willing or interested, at least. You didn't list anything, so I guess to sum it up – what your hopes would be if any at all, like to use this as an educational tool?

141

00:17:56.040 --> 00:17:59.310

John Doe: Do you mean more categorically or I prefer personally/professionally?

142

00:18:00.330 --> 00:18:02.370

Megan Brackett: Jack? I would say either way.

143

00:18:02.790 --> 00:18:03.420

Jack Dolan: I'd say both.

144

00:18:03.540 --> 00:18:08.910

John Doe: yeah well first off I think there's always.

145

00:18:10.110 --> 00:18:19.140

John Doe: problems with technology and education, right? There's always going to be a "how are we going to pay for it" and a resource issue and a gimmick issue and is it just the new thing and whatever. *[Concerns]*

146

00:18:19.590 --> 00:18:25.380

John Doe: And so, but I think we have to get beyond those. So if I were thinking about this just in education in general.

147

00:18:25.950 --> 00:18:41.070

John Doe: right if you were asking if my role was the superintendent, which it isn't, and you said right, we have a grant and you can try this in a class one period week whatever i'd be like you bet let's see what it does right let's let's look at it me personally professionally. *[Metaverse Sentiment]*

148

00:18:42.090 --> 00:18:46.110

John Doe: it's out of my pay grade to know whether or not I could get.

149

00:18:47.250 --> 00:18:52.530

John Doe: You know authorization to use headsets you know what I mean, but if I have them available to me.

150

00:18:52.920 --> 00:19:05.010

John Doe: And, someone said hey, would you be or something like would you like to participate in a metaverse class i'd be like yeah let's see you know, I'm always looking as a teacher for some new ideas, some new approach.

[Concerns, Metaverse Sentiment]

151

00:19:05.340 --> 00:19:10.890

Megan Brackett: yeah to essentially kind of enrich the learning experience, is that what you're thinking?

152

00:19:11.250 --> 00:19:18.750

John Doe: yeah absolutely that would probably be my preferred. Like if you said, look how would you like to be a student in a metaverse class on.

153

00:19:19.800 --> 00:19:26.340

John Doe: world history 1862-1900 you know, for an hour a week for whatever i'd be like absolutely let's see what it's like.

154

00:19:26.640 --> 00:19:36.810

John Doe: Is there a fatigue with the gear? Am I tired of looking through it, you know what I mean? Or what i'd be like wow that was really worth it, you know I could see potential in it does that make sense? *[Concerns]*

155

00:19:36.870 --> 00:19:37.800

Megan Brackett: yeah it does.

156

00:19:38.130 --> 00:19:44.970

John Doe: yeah so my initial reaction isn't to be like ugh dumb one more thing. My initial reaction is oh that could be cool. *[Metaverse Sentiment]*

157

00:19:46.110 --> 00:19:47.340

Megan Brackett: Jack, anything you want to add here?

158

00:19:48.030 --> 00:20:01.950

Jack Dolan: yeah and just to follow up on that last comment, so what I'm hearing as well is like that you would really feel, as an educator, you would really understand the value by experiencing it as a student yourself.

159

00:20:02.880 --> 00:20:12.570

John Doe: yeah yeah Of course I mean right and things come and go and a lot of times people as they're older in their education career can get jaded.

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00:20:12.960 --> 00:20:16.380

John Doe: When I saw "I remember smart boards" man.

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00:20:16.380 --> 00:20:16.740

John Doe: You know.

162

00:20:17.670 --> 00:20:19.890

John Doe: "All that money, and now we don't even have them".

163

00:20:20.280 --> 00:20:28.620

John Doe: Whatever but, but I think there's value in exploring new methods if you're looking for connectivity if your.

164

00:20:28.980 --> 00:20:39.930

John Doe: goal is to provide the best education you can for the students who you have, then I think you have to be open to new ideas and new ways and new approaches. *[Metaverse Sentiment]*

165

00:20:42.900 --> 00:20:44.580

John Doe: And leery of them.

166

00:20:44.880 --> 00:20:49.590

John Doe: Because why, because when it comes to, and I don't work in the public sector, but

167

00:20:50.280 --> 00:21:09.300

John Doe: People are constantly trying to cash in on education dollars, you know what I mean, and anyway i've said too much, but like I clickers in class i've seen be very effective, now we do it mostly with the phone in an app and you can register in on something yeah right.

168

00:21:09.450 --> 00:21:12.480

John Doe: And there is value in having every student participate.

169

00:21:12.930 --> 00:21:22.380

Megan Brackett: So you said to maybe be leery about things ... we did want to kind of touch on any.

170

00:21:23.790 --> 00:21:30.090

Megan Brackett: I guess, concerns you had and one you listed was that it's owned by Facebook.

171

00:21:31.530 --> 00:21:43.800

Megan Brackett: Around concerns about using it as a classroom tool, do you have any other concerns or what you feel would be limitations? I know you've talked a bit about resources and stuff, anything else that comes to mind?

172

00:21:44.190 --> 00:21:45.480

John Doe: I forgot I'd put in that about Facebook.

173

00:21:47.430 --> 00:21:49.020

John Doe: What a cynical guy.

174

00:21:51.870 --> 00:21:52.620

John Doe: Well, no, I mean.

175

00:21:54.870 --> 00:22:03.750

John Doe: You know I don't have enough exposure to it to know I mean if I were a K through 12 teacher today i'd be like that's pretty expensive gear. *[Concerns]*

176

00:22:05.550 --> 00:22:14.520

John Doe: Right, I mean whatever but we're using a one to one and a lot of but we're but we're rethinking one to one in some classrooms to right do we want them to have an iPad or Google.

177

00:22:14.970 --> 00:22:29.130

John Doe: chromebook all the time and so we're constantly having this discussion on ebb and flowing with what technology looks like in the classroom, and so anyway, I deviated.

178

00:22:29.760 --> 00:22:38.100

John Doe: Do I have any other concerns? Not really that I can think of. Resources and you know just the resources and providing would be problematic for most classes. [Concerns]

179

00:22:38.340 --> 00:22:40.200

Megan Brackett: yeah Jack anything?.

180

00:22:41.130 --> 00:22:59.040

Jack Dolan: The only other thought I kind of had was around so you brought up chromebooks and stuff and like K through 12 teaching at the university level, have you personally seen anything like adversity or adverse things in using technology in your classes?

181

00:22:59.610 --> 00:23:02.730

John Doe: No, but I will tell you what I've watched as an Arc.

182

00:23:03.360 --> 00:23:03.750

Jack Dolan: mm hmm.

183

00:23:03.870 --> 00:23:05.820

John Doe: But 10 years ago right.

184

00:23:06.900 --> 00:23:16.950

John Doe: There was a real movement in law schools to say, this is a technology free class – legal pad only – right because students were multitasking and.

185

00:23:18.240 --> 00:23:19.320

Jack Dolan: not paying attention yeah.

186

00:23:19.410 --> 00:23:24.330

John Doe: not paying attention, whatever and there was a real debate of know if they can make the grade, who cares if there.

187

00:23:24.690 --> 00:23:27.000

John Doe: I you know if there, I am in during class whatever.

188

00:23:27.570 --> 00:23:41.850

John Doe: And and, and all this is all so relatively new right, the fact that we all have a computer in our hands, the size of a match, you know, a deck of cards that can do so many things we're all trying to navigate how to.

189

00:23:42.510 --> 00:23:52.860

John Doe: Be multi connected and disconnected, and so this is just to me another piece of that pie right that had would have to be explored and then.

190

00:23:53.370 --> 00:24:01.830

John Doe: And and spend some time with and see Oh, maybe we would do you know, for example, when I taught business and professional speaking people were only texting.

191

00:24:02.610 --> 00:24:10.380

John Doe: Their smartphones were pretty new. If I were doing it now, I would have a laptop down policy when people were presenting, right?

192

00:24:10.770 --> 00:24:23.370

John Doe: So when a student was giving their speech, we would be laptops and phones down because they don't need to take notes for this right, I would want full engagement and so I used to do teacher training, I used to.

193

00:24:24.810 --> 00:24:38.730

John Doe: Teach teachers and they would wrestle with this, you know what do we do with technology take the phones, given the phones and I think a lot of, and I said this 12 years ago and it's true now I said look that ship has sailed.

194

00:24:39.180 --> 00:24:52.920

John Doe: you're going to have to learn to integrate the phones no phones is probably not the deal, and so I think I think that's a better approach with whatever technology, it is how do I integrate it and decide what role it takes as opposed to just is it a all in or all out.
[Metaverse Sentiment]

195

00:24:54.900 --> 00:25:11.640

Jack Dolan: So essentially it's the, how can we engage students, so that we aren't necessarily their parent. And how can we show them how to use this tool and enrich their lives through our teaching process.

196

00:25:12.090 --> 00:25:14.970

John Doe: yeah absolutely and in fact I think it's a poor parenting method.

197

00:25:15.300 --> 00:25:25.470

John Doe: To say forbidden. I mean I think all that we have to do is, we have to view the resources we have as tools and what's the end here?

198

00:25:25.650 --> 00:25:31.740

John Doe: Why are we doing this? We're here to learn history, we're not here to be in the metaverse. The metaverse helps us learn history. *[Metaverse Sentiment, Classroom Value]*

199

00:25:32.160 --> 00:25:37.710

John Doe: Right, I mean if that's the premise of what we're doing today, then, then the metaverse has to fit within the premise. *[Metaverse Sentiment]*

200

00:25:38.250 --> 00:25:52.620

John Doe: right and this is a better way to engage students with this lecture today in this way. Like could someone make that case for me? Absolutely. That there was a role to it in the classroom.

[Metaverse Sentiment]

201

00:25:53.730 --> 00:25:54.420

yeah.

202

00:25:57.240 --> 00:25:58.920

Jack Dolan: awesome yeah that's all I had megan.

203

00:25:59.580 --> 00:26:11.580

Megan Brackett: yeah same here and we're only a couple minutes over time here um but before we I guess wrap up if you had any final thoughts or feedback that you want to share, please do.

204

00:26:12.060 --> 00:26:17.040

John Doe: No, but I just had a quick question: tell me what is the degree and where are you at school.

205

00:26:18.510 --> 00:26:24.060

Megan Brackett: I am based out of central Illinois right now online at Iowa state.

206

00:26:26.040 --> 00:26:29.130

Megan Brackett: And Jack I don't know but I think we're in the same thing it's.

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00:26:29.430 --> 00:26:30.300

Jack Dolan: We are but go for it.

208

00:26:30.570 --> 00:26:33.660

Megan Brackett: yeah master of human computer interaction.

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00:26:34.740 --> 00:26:45.870

Megan Brackett: So it's definitely like a multi disciplinary program. It's hard to kind of quantify it as one thing you know draws from research, psychology, engineering, design.

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00:26:47.130 --> 00:26:54.810

Megan Brackett: Just so I guess understand best like how to interact with our technology and how to design, you know as we progress.

211

00:26:55.410 --> 00:26:58.440

John Doe: So what Iowa state – is it under the business department, where is it under?

212

00:26:59.040 --> 00:27:00.240

Megan Brackett: yeah

213

00:27:00.330 --> 00:27:01.350

Jack Dolan: Under engineering.

214

00:27:01.860 --> 00:27:03.660

Megan Brackett: degree well it's um.

215

00:27:04.470 --> 00:27:07.350

Megan Brackett: it's like cross, I don't know what word I'm thinking of, maybe disciplinary

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00:27:07.380 --> 00:27:09.240

John Doe: interdisciplinary.

217

00:27:10.110 --> 00:27:12.540

Megan Brackett: But yeah I think you're the final degree comes out of.

218

00:27:13.140 --> 00:27:14.640

Jack Dolan: The College of engineering yeah.

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00:27:15.570 --> 00:27:25.380

John Doe: Interesting yeah super cool. Well you know I think it's probably advantageous for you all to not have it locked into a master's in.

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00:27:25.410 --> 00:27:26.610

John Doe: Education design.

221

00:27:26.760 --> 00:27:34.770

John Doe: or business technology design to where you feel like you could ebb and flow into a work environment and just say.

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00:27:35.700 --> 00:27:37.350

John Doe: yeah or like an HR right it's.

223

00:27:37.380 --> 00:27:39.780

John Doe: HR you know, or whatever you know.

224

00:27:39.840 --> 00:27:46.680

Megan Brackett: There's like so many things that you, you learn and do during the program that it's yeah it's not just design it's not just.

225

00:27:46.980 --> 00:27:50.970

Megan Brackett: engineering concepts it's a whole lot of everything so yeah.

226

00:27:51.000 --> 00:27:55.710

John Doe: Well, best of luck to both of you and I don't know what the mascot is that Iowa state or i'd say.

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00:27:55.710 --> 00:27:55.920

John Doe: Go.

228

00:27:56.730 --> 00:28:01.470

Jack Dolan: cyclones

John Doe: cyclones and so central is it like Davenport, like where's it at know?

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00:28:01.470 --> 00:28:02.910

Jack Dolan: In Ames

230

00:28:03.120 --> 00:28:07.230

Megan Brackett: yeah okay well i'm not too far from Davenport right now.

231

00:28:07.560 --> 00:28:09.810

John Doe: Is that tri cities is what they call it isn't it.

232

00:28:10.080 --> 00:28:10.590

Megan Brackett: Quad Cities yeah

233

00:28:12.870 --> 00:28:14.400

Jack Dolan: And I'm very far away from Iowa

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00:28:15.330 --> 00:28:24.420

John Doe: very far away from Iowa and so am I, so I guess between the three of us were Boston Iowa Utah.

235

00:28:24.480 --> 00:28:25.320

Jack Dolan: that's for about.

236

00:28:25.770 --> 00:28:27.300

John Doe: that's a pretty good stretch.

237

00:28:27.630 --> 00:28:29.940

John Doe: yeah every we covered some ground today.

238

00:28:32.190 --> 00:28:39.000

Jack Dolan: Like over probably 3000 miles like traveled between the three of us right now that's crazy that's crazy.

239

00:28:40.560 --> 00:28:42.420

John Doe: Well thanks, let me know if you need anything else.

240

00:28:42.750 --> 00:28:43.140

Jack Dolan: yeah.

241

00:28:43.350 --> 00:28:44.130

Jack Dolan: No problem Darrin.

242

00:28:45.120 --> 00:28:46.440

Jack Dolan: You everyone have a great day.

243

00:28:46.830 --> 00:28:47.580

John Doe: You too, see ya

John Doe

1

00:00:00.000 --> 00:00:12.269

Jack Dolan: Well Michael so, can you give us so similar to our professional background, do you mind explaining where your professional background is>

2

00:00:12.870 --> 00:00:22.740

John Doe: yeah so i'm an associate Professor here at utah valley university, I actually completed my 20th year here January 1 of this year so been here.

3

00:00:22.770 --> 00:00:23.550

John Doe: A long time.

4

00:00:24.990 --> 00:00:29.310

John Doe: Previous to that, I was up at Utah State University and did my degrees up there.

5

00:00:30.360 --> 00:00:35.370

John Doe: taught there for a year and then, of course, there was this thing called the Internet and the web.

6

00:00:37.260 --> 00:00:45.780

John Doe: And I was participating in that, when it was first just kind of getting going, but I was in the.com craze and worked in phoenix for a few years.

7

00:00:46.890 --> 00:00:49.650

John Doe: You know, got the pink slip a couple times so.

8

00:00:50.790 --> 00:00:58.860

John Doe: Then I ended up consulting and doing quite a few things where everything from you know video and even worked at tempe Union High School district.

9

00:00:59.580 --> 00:01:12.330

John Doe: As one of their technology consultants for teachers, you know just a wide array of different things, but I ended up landing here at UVU that time it was actually you UVSC and.

10

00:01:13.800 --> 00:01:19.290

John Doe: Just you know I work in a different environment. I don't like ... I'm not an academic.

11

00:01:19.350 --> 00:01:24.540

John Doe: I don't do heavy duty research like you know a tier one.

12

00:01:24.630 --> 00:01:29.460

John Doe: Type research institution, I like working getting things hands on.

13

00:01:29.850 --> 00:01:30.450

John Doe: and

14

00:01:32.130 --> 00:01:44.160

John Doe: You know just trying lots of different things, and this program was kind of starting and I felt like this was a wonderful place to kind of set roots down and help develop a program.

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00:01:44.640 --> 00:01:54.120

John Doe: And so I've been doing that ever since, and you know our program started off as a generalist program. It was one of the first. Actually, I think it was the first.

16

00:01:54.930 --> 00:02:12.840

John Doe: multimedia program technology in the country as a four year degree, it was built from the ground up by itself, in that, and we then after about 10 years we broke up from generalist to four different degrees and I took off on the web and interaction design side.

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00:02:12.840 --> 00:02:13.140

John Doe: and

18

00:02:13.320 --> 00:02:27.240

John Doe: We were already doing interaction design, but we broke it off into its own track and I've been building that ever since and we've been doing virtual reality since 2004 in some form or another, most of the content creation.

19

00:02:28.410 --> 00:02:31.440

John Doe: In applications and within the last five years of.

20

00:02:31.440 --> 00:02:40.770

John Doe: course we've been on the bandwagon with headsets but there's been two sides of that we had our animation in game side and then our side, which was interaction design.

[Past E-Learning Experience]

21

00:02:41.280 --> 00:02:57.630

John Doe: The good news is as of basically the beginning of the year we made the decision to start pulling our courses that were in different areas and we're now bringing that together as a full blown four year degree. The difference, though, with our four year degree is it's not.

22

00:02:58.350 --> 00:03:01.170

John Doe: Taking a few classes here and there and then calling it a.

23

00:03:01.170 --> 00:03:09.930

John Doe: different degree or just a specialization it will be a four year degree built from the ground up from the first class all the way to the last class.

24

00:03:10.320 --> 00:03:21.210

John Doe: to integrate some of our areas like video and audio and animation game, but it is completely built from the ground as its own four year degree, which is.

25

00:03:21.780 --> 00:03:27.390

John Doe: kind of unusual from an academic standard from knowing most programs that are out there.

26

00:03:28.110 --> 00:03:42.420

John Doe: But you know we've learned a lot over the last 18 years in what we've been doing, and we were waiting for the right time, so we're trying to pull an apple in we wait for everyone else to try and do a whole bunch of things we're already doing stuff and then now we're ready to hit it.

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00:03:42.420 --> 00:03:42.810

John Doe: So.

28

00:03:43.290 --> 00:03:43.920

John Doe: that's that's.

29

00:03:45.300 --> 00:04:01.920

Jack Dolan: Good and remind me so, if I remember correctly, I know that I saw your linkedin post about your like horizons metaverse horizons, I believe, is the course or something is that the only course your teacher do teach other courses as.

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00:04:01.920 --> 00:04:06.540

John Doe: Well lots of different courses specific to vr ar.

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00:04:06.570 --> 00:04:07.410

John Doe: Mixed reality.

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00:04:08.430 --> 00:04:15.210

John Doe: I've done a lot of different things with augmented reality in other courses that aren't specific to that. *[Past E-Learning Experience]*

33

00:04:15.660 --> 00:04:23.550

John Doe: But now I've started up our brand new course called mixed reality essentials over the last year we've got that moving along. *[Past E-Learning Experience, Current Classroom Experiences]*

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00:04:23.940 --> 00:04:39.870

John Doe: I've got a brand new one that will be starting in the fall. It's experiential design, which is all about control gestures, you know haptics. you know everything that's going on in the headset in terms of interactions, we're covering that. *[Current Classroom Experiences]*

35

00:04:41.700 --> 00:04:54.060

John Doe: So as we build that out those are moving forward. The horizons workrooms is a research project that we're working on. It's just a section of our interaction design studio.

[Current Classroom Experiences]

36

00:04:55.080 --> 00:04:57.360

John Doe: We have 10 students in there, we limited it.

37

00:04:59.040 --> 00:05:02.160

John Doe: mainly because we had a lot of students who are interested in it, but.

38

00:05:02.190 --> 00:05:21.510

John Doe: We want those 10 students working with us because we're testing it out within a classroom space right now they're helping us to understand the – its beta still – so we're testing all of the Internet, you know the integrations, the interactions that are going on, how do we actually do presentations.

39

00:05:23.460 --> 00:05:25.920

John Doe: You know everything from software to hardware, etc.

40

00:05:26.640 --> 00:05:30.630

John Doe: The reason why is because in the fall we will actually run two full courses.

41

00:05:31.080 --> 00:05:32.100

John Doe: In work rooms.

42

00:05:32.160 --> 00:05:38.400

John Doe: So the students will know registering for it, that those are going to be in the headset so. *[Classroom Use Cases, Current Classroom Experiences]*

43

00:05:38.430 --> 00:05:49.620

John Doe: UVU gave us a grant. We purchased a large quantity of Quest 2's. Those will go into their hands, so that they're not burdened with, you know, having to buy them unless they already have them.

44

00:05:50.070 --> 00:05:52.560

John Doe: And that's the two courses specifically.

45

00:05:52.560 --> 00:05:58.650

John Doe: For that, now, I should say that we're working with Meta now they're coming in actually next Monday. *[Current Classroom Experiences, Metaverse Concepts]*

46

00:05:58.680 --> 00:05:59.970

John Doe: To start working with us.

47

00:06:00.990 --> 00:06:08.820

John Doe: Because they want to be part of what we're doing, and they want to be able to come in and not only interact with students doing the research, but they also want to.

48

00:06:08.820 --> 00:06:09.210

John Doe: See.

49

00:06:09.510 --> 00:06:13.440

John Doe: How we actually do the full blown courses in workrooms so.

[Current Classroom Experiences, Classroom Use Cases, Metaverse Concepts]

50

00:06:13.800 --> 00:06:15.540

John Doe: Little different approach, but.

51

00:06:15.600 --> 00:06:16.680

John Doe: It's a lot of fun.

52

00:06:17.670 --> 00:06:21.060

Jack Dolan: Gotcha. so have you.

53

00:06:22.320 --> 00:06:29.190

Jack Dolan: presented any courses already in the metaverse like in workrooms or or you.

54

00:06:29.520 --> 00:06:30.930

Jack Dolan: Know what's happening now.

55

00:06:31.860 --> 00:06:39.570

John Doe: yeah not as full blown courses, like the entire semester, of course, we use the headsets all the time in various courses. *[Current Classroom Experiences]*

56

00:06:39.690 --> 00:06:39.930

Jack Dolan: Yeah.

57

00:06:40.080 --> 00:06:51.480

John Doe: So students are introduced to metaverse or any of the technologies things like that across many classes and many projects. We've been doing vr projects, for you know.

58

00:06:51.900 --> 00:06:54.060

John Doe: easily the last eight years and.

59

00:06:54.150 --> 00:07:00.150

John Doe: The last four or five years, specifically inside of everything from the go moving forward so. *[Current Classroom Experiences, Past E-Learning Experience, Classroom Use Cases]*

60

00:07:01.320 --> 00:07:07.380

John Doe: It's across the board, you know, it's just this one happens to be a very specific research project.

61

00:07:07.410 --> 00:07:13.620

Jack Dolan: Gotcha okay yeah megan do you have any questions or anything so far?

62

00:07:13.980 --> 00:07:21.450

Megan Brackett: yeah one quick question, so I mean it doesn't seem that a VR headset is new and some of your courses like you said you've been.

63

00:07:22.830 --> 00:07:30.630

Megan Brackett: using them, maybe since 2004 or something like that, so I guess my question would be are they mostly using headsets for research.

64

00:07:31.770 --> 00:07:39.600

Megan Brackett: purposes or do you use them just, I guess, based on what the class is?

65

00:07:40.170 --> 00:07:40.950

Megan Brackett: I don't know I guess I.

66

00:07:41.070 --> 00:07:46.740

Megan Brackett: I'm just wondering, are they mostly used in research, or is it larger than that?

67

00:07:46.920 --> 00:07:47.340

John Doe: yeah

68

00:07:47.550 --> 00:07:48.540

Megan Brackett: or yeah

69

00:07:48.870 --> 00:07:57.930

John Doe: Most of the research side actually is more recent than anything, and when we say research we got to be careful, because we do a lot of creative development.

70

00:07:58.320 --> 00:08:05.460

John Doe: And so we would consider that research, because we got to figure out how things function, how to get things moving across platforms, you know things like that.

[Classroom Use Cases]

71

00:08:05.940 --> 00:08:14.400

John Doe: In terms of the research side like working with Meta or trying to do what some considered normal research quantitative.

72

00:08:14.850 --> 00:08:26.400

John Doe: That's more of a recent thing, most of it, Megan, has been about projects, so we find projects that we like to do, for example, we've been doing an Israel based project.

73

00:08:27.210 --> 00:08:34.830

John Doe: Which is on an archaeological site and we've been working there for 10 years and we're working with cloud point data. *[Classroom Use Cases, Current Classroom Experiences]*

74

00:08:35.340 --> 00:08:45.330

John Doe: You know those are for surveying we do lots of high risk photography drone work, etc, and we move those over into headsets mainly as testing.

75

00:08:45.660 --> 00:08:59.070

John Doe: And, and you know, trying different platforms to get content out to people so in those cases it's very much on the creative side but Problem Solving now we're kind of mixing the two as we get deeper into.

76

00:08:59.940 --> 00:09:17.190

John Doe: Having a mixed reality degree and even moving towards eye tracking inside of the headsets things like that, so we can understand how people are using the headsets, what's going on with their eyeballs and how is it affecting usability with gesture controls [Metaverse Concepts], for example.

77

00:09:18.330 --> 00:09:21.900

Megan Brackett: yeah that makes sense um a quick follow up, Jack, if you don't mind um.

78

00:09:22.110 --> 00:09:22.920

Jack Dolan: yeah absolutely.

79

00:09:23.250 --> 00:09:33.090

Megan Brackett: How much time like per session would you say that a student is spending in the headset because like you know cyber sicknesses and –

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00:09:34.110 --> 00:09:36.150

John Doe: Well, let me first tell you a story.

81

00:09:36.660 --> 00:09:41.400

John Doe: I've been doing things in headsets for years and I never got sick until this last semester.

82

00:09:44.400 --> 00:09:54.330

John Doe: And I just got done telling my students in essentials class don't do this don't do that don't do that I went home one day and I broke all the rules.

83

00:09:54.390 --> 00:09:55.560

John Doe: Of what I just gave them.

84

00:09:56.010 --> 00:10:07.710

John Doe: I went straight into a world war one game which I hadn't played yet [Metaverse Personal Use], and I was standing up, I broke all the rules, and I got extremely sick and it lasted. I had vertigo for two days.

85

00:10:09.000 --> 00:10:09.420

John Doe: So.

86

00:10:09.840 --> 00:10:15.870

John Doe: If someone tells you I've done this for a long time I'll never get sick that's just not true, your time will come.

87

00:10:16.230 --> 00:10:24.660

John Doe: It just takes a flick of a head movement in the wrong way and it will disorient you. Now that's in a VR headset, right?

88

00:10:24.990 --> 00:10:32.550

John Doe: If we're in a mixed reality headset like something like this, where you've got you know, a hololens – that's a whole different ball game.

89

00:10:33.150 --> 00:10:43.380

John Doe: it's not that you can't get sick it's just very different it's very different from a vr instance. So most students, they spend.

90

00:10:43.860 --> 00:10:51.870

John Doe: Let's take the research class – sometimes they're in there for up to two hours we're in the metaverse type environment where it's very.

91

00:10:52.770 --> 00:11:00.450

John Doe: You know you're sitting down, you're in a stationary system unless you're using the whiteboard functionality and you're testing that out.

92

00:11:01.110 --> 00:11:17.250

John Doe: No one's really doing anything crazy. So we haven't had any problems with students with that. However, if we're in a situation where they're standing up and they're going to be working for 20 minutes 30 minutes testing out, you know something they programmed.

93

00:11:18.450 --> 00:11:35.430

John Doe: You know, they may get some sickness. I haven't had too many problems with students in what we're building. Sometimes students will play certain games and they'll get you know some motion sickness, but we do have bracelets on hand, especially for new.

94

00:11:36.930 --> 00:11:45.090

John Doe: Students that might not ever tried it there. Where we find most of the problems and be careful with the word problem.

95

00:11:45.540 --> 00:11:56.760

John Doe: Where we find most of the people that do succumb to some type of vertigo or motion sickness is the older generation when I'm working with high school teachers, for example *[Concerns]*.

96

00:11:57.990 --> 00:12:05.280

John Doe: My son who's now 15 when he was 12 and he was yeah We broke the rules from Facebook, they were supposed to be 13, fine.

97

00:12:06.480 --> 00:12:07.650

John Doe: As a 12 year old.

98

00:12:07.950 --> 00:12:09.780

John Doe: He had no problem.

99

00:12:10.320 --> 00:12:20.520

John Doe: he's grown up with it, so his interactions are vastly different than an adult who's 45 trying to get to know this technology to keep up with their students. *[Metaverse Concepts]*

100

00:12:21.090 --> 00:12:35.610

John Doe: That actually happens on a regular basis, so we have to look at age groups and applications. A digital native, they're going to have a vastly different experience than someone like a 14 year old. *[Metaverse Concepts]*

101

00:12:40.080 --> 00:12:40.530

Jack Dolan: awesome.

102

00:12:41.610 --> 00:12:43.650

Jack Dolan: yep Megan any other questions there, anything?

103

00:12:43.740 --> 00:12:44.370

Megan Brackett: No, no.

104

00:12:44.460 --> 00:12:45.780

John Doe: Di that answer your question?

105

00:12:45.990 --> 00:12:48.570

Megan Brackett: yeah yes, thank you.

106

00:12:48.900 --> 00:12:56.970

Jack Dolan: I guess like one thing I am curious about ... so based on all of your experience here just in like an education sense.

107

00:12:57.300 --> 00:13:10.230

Jack Dolan: From what you've personally experienced or like what you've seen in the research, what do you think is the biggest limitation to conducting classes or doing things in the metaverse like with students?

108

00:13:11.310 --> 00:13:21.540

John Doe: Well let's take it from another angle first we've all gotten used to this Covid issue where we're using teams or zoom or you know, whatever.

109

00:13:22.620 --> 00:13:24.090

John Doe: Platform that we've decided on using.

110

00:13:26.910 --> 00:13:36.570

John Doe: they're good but we've also noticed – and this will happen in companies too – but with education specifically it's easy for students to tune out.

111

00:13:38.880 --> 00:13:44.160

John Doe: There's very little incentive for them unless you're forcing them.

[Past E-Learning Experience]

112

00:13:45.060 --> 00:13:49.860

John Doe: To be part of a large group of people all over the screen.

113

00:13:50.850 --> 00:13:57.840

John Doe: it's very non personal and it's really hard for an educator in that instance to actually keep track of students. *[Past E-Learning Experience]*

114

00:13:58.320 --> 00:14:09.960

John Doe: I use body language / eye contact. You know those types of things to gauge whether students are actually getting the material whether they're feeling uncomfortable with material whether they're.

115

00:14:10.020 --> 00:14:12.270

John Doe: interacting with students, you know.

116

00:14:12.510 --> 00:14:25.440

John Doe: As much as I think we think we've come in Covid that time period, I think that we won't truly understand the true impact until probably a couple three years from now.

117

00:14:26.340 --> 00:14:37.770

John Doe: But we've already noticed that, when we've been in the metaverse when we've been working in horizon work rooms, for example, students are vastly different because they have to feel like they have to participate.

118

00:14:38.400 --> 00:14:43.290

John Doe: There's a technology component that even if the avatars aren't like absolutely real.

119

00:14:43.740 --> 00:14:58.950

John Doe: they're still engaged because it looks similar to them. They've been able to put on the shirt they want, they are able to interact with the spatial audio inside of the headset. I know who's talking over here who's talking over here they can't just. *[Classroom Use Cases, Classroom Value, Metaverse Sentiment]*

120

00:14:59.250 --> 00:15:07.410

John Doe: You know, tune out, otherwise I know. Now are the tools ready yet? No, they're really not, I mean as much as we like to sit here and.

121

00:15:07.710 --> 00:15:17.310

John Doe: I've read some other papers from Stanford and stuff and it was like 'oh my gosh it's just flat out amazing' okay it's new and I know you're all excited, but there are limitations.

122

00:15:18.000 --> 00:15:25.980

John Doe: There are a lot of limitations. So as we're going through and testing out like the whiteboard functionality and presentation capabilities inside of work rooms.

123

00:15:26.220 --> 00:15:39.300

John Doe: How would we interact? We're finding all types of deficiencies and that's not against Meta. I mean it's beta. They want to hear our feedback and as I talked with the group in the Netherlands and in London, where they're at.

124

00:15:39.360 --> 00:15:48.720

John Doe: There they're more than happy to come in, because they want to actually see the students using this so that they can pick their brains and we've already come up with a you know. *[Current Classroom Experiences, Concerns]*

125

00:15:49.890 --> 00:15:58.650

John Doe: At least a couple dozen things that we want to see implemented so that we can actually meet some of the requirements of the classroom. *Is it perfect for like*

126

00:15:58.680 --> 00:16:06.510

John Doe: Everyday classroom use? Like I'm saying how in the fall we're going to run it for the entire semester only in the headset.

127

00:16:07.410 --> 00:16:18.960

John Doe: No, we already know the limitations and we're going to let those students know what those limitations are, but in order to effectively get it to a point where it is usable, we have to go through the pain. *[Concerns]*

128

00:16:19.980 --> 00:16:21.000

John Doe: symptoms that.

129

00:16:21.780 --> 00:16:26.250

John Doe: Is it fun? Yeah it can be absolutely fun. Can it be engaging, to the point where.

130

00:16:26.520 --> 00:16:28.800

John Doe: You can get people who normally aren't.

131

00:16:29.820 --> 00:16:41.490

John Doe: Engaging because they're shy engaged? Absolutely. okay um and then there's those that are overachievers that you know they just try and dominate and it's really easy to actually you know pause. *[Metaverse Sentiment, Classroom Use Cases, Classroom Value]*

132

00:16:42.480 --> 00:16:44.010

Jack Dolan: or mute them

133

00:16:45.420 --> 00:16:45.870

John Doe: You know.

134

00:16:46.470 --> 00:16:58.950

John Doe: But it's a different scenario. Are we going to learn from our teams and our zoom issues? Yeah we are and those are not total solutions by themselves, I think, user experience designers.

135

00:16:59.460 --> 00:17:01.140

John Doe: We were easily adapted.

136

00:17:02.070 --> 00:17:10.650

John Doe: In Covid to work together, because we're very personable and we like working you've got tools that we can use in Figma.

137

00:17:11.130 --> 00:17:21.180

John Doe: You know, to really help. And Figma has risen so fast in that, because of its cross platform web based where Sketch, you know, was MAC only and it's on a desktop.

138

00:17:21.540 --> 00:17:34.290

John Doe: yeah it's changing the environments and it's killing companies, but are we there doing usability and user experience design interaction design over these web sessions? No.

139

00:17:35.040 --> 00:17:44.220

John Doe: I'm sorry but that is not a solution by itself. We need to be together, we need to do things in certain ways so we're looking at the importance of.

140

00:17:44.880 --> 00:17:54.030

John Doe: combinations, if you will, combining these tools at different times in order to accomplish goals. In 10 years will we have.

141

00:17:54.360 --> 00:18:08.040

John Doe: A solution that will allow us to be in a metaverse framework that allows us, you know, extreme flexibility? Yeah, and it's not going to be in a headset like this, it's not going to be in my normal headset. *[Metaverse Sentiment]*

142

00:18:09.270 --> 00:18:10.470

John Doe: It's going to change.

143

00:18:10.860 --> 00:18:13.080

John Doe: And is there a case for still using VR? Yeah.

144

00:18:13.650 --> 00:18:17.190

John Doe: But we're going to have to change our environments.

145

00:18:18.270 --> 00:18:34.500

John Doe: And we're gonna have to learn how a classroom can actually be affected and understand that it's not about being in virtual, it's about using our environments to accomplish goals and it means that our classroom environments, most of all, going to have to change not the headset. *[Classroom Value, Metaverse Sentiment]*

146

00:18:35.040 --> 00:18:43.950

Jack Dolan: So, and so essentially like and Megan I see you came off mute, it looks like you have a question, but just real quick essentially to sum up kind of what you were talking about Michael is like.

147

00:18:44.490 --> 00:18:52.680

Jack Dolan: A lot of like the benefits is you're able to engage people like who might not it's a lot more engaging in a virtual sense than

148

00:18:52.920 --> 00:19:04.170

Jack Dolan: A zoom or a team's call or something like that. There's still a long way to go, in the sense of actual functionality like engaging and writing on a blackboard or collaborating in some way or another.

149

00:19:04.830 --> 00:19:16.080

Jack Dolan: Do you see any other limitations in the sense of like ... some of the things I have been thinking about are possible age difference

150

00:19:16.620 --> 00:19:26.670

Jack Dolan: Like a college level student versus someone who might be in high school or something. Are there any other limitations that you're aware of, or like you come to think of?

151

00:19:28.110 --> 00:19:28.680

Jack Dolan: In the sense.

152

00:19:29.130 --> 00:19:36.450

John Doe: No, I haven't thought of it in that sense in terms of limitations, I've already told our college students.

153

00:19:36.780 --> 00:19:37.590

Jack Dolan: Yeah.

154

00:19:37.710 --> 00:19:43.200

John Doe: Know you've got a really great opportunity, but you have a very slim window of opportunity. *[Metaverse Sentiment]*

155

00:19:43.650 --> 00:19:55.980

John Doe: Because you're already setting up my mixed reality essentials course for example we've got we have three that we'll be putting into our concurrent enrollment which is you know the courses that are college level at the high schools.

156

00:19:56.520 --> 00:20:02.520

John Doe: And those students once they get into these programs are going to rapidly move through them because they're going to have college credit.

157

00:20:03.000 --> 00:20:12.480

John Doe: they're going to understand the technology, they've grown up with it, they're already well versed in it, and I said you've got a very slim window to lean out otherwise you're going to quickly supersede yourself.

158

00:20:12.930 --> 00:20:19.770

John Doe: So it's not about a limitation, it's about what do I see and how students are using those tools.

159

00:20:20.760 --> 00:20:36.840

John Doe: Now, if there is a limitation it's really on our high schools and our colleges about their limitations in terms of acceptance and the integration. Those are the two real big ones. And our high schools are in a really bad predicament right now. [Concerns]

160

00:20:38.160 --> 00:20:39.210

John Doe: I'm not, you know, some.

161

00:20:40.500 --> 00:20:49.920

John Doe: I'll just tell you I had a faculty member at high school because we did a workshop last October here on campus and then we did another one with.

162

00:20:50.880 --> 00:20:58.080

John Doe: Some teachers, a month ago and they said so, I have some problems with Facebook, and I said I have problems with Facebook too.

163

00:20:59.010 --> 00:21:06.480

John Doe: And they're like well why are you using their product? Well, first of all, if I want a good product I can't alienate myself.

[Concerns]

164

00:21:06.900 --> 00:21:15.690

John Doe: I make my voice heard if I don't like something that big tech is doing. I let them know how I feel. Does it mean I need to boycott them? No.

165

00:21:16.590 --> 00:21:32.400

John Doe: It means that when I have a headset like this I'm going to look for positive change by embracing a lot of different technologies, being involved with them, and figuring them out now. *[Concerns]* The reason why I say that is because a lot of, well I was on a phone conference call with a.

166

00:21:33.570 --> 00:21:40.410

John Doe: school district, and I had already found them a grant with Facebook.

167

00:21:41.310 --> 00:21:47.730

John Doe: We basically had the money, and they said we don't want to be involved, because we don't want to have Facebook on campus and I'm like.

168

00:21:48.450 --> 00:22:05.550

John Doe: Okay, so what other technology, what other company, are you going to use that you don't have problems with? And you're going to learn these technologies on campus, right? And they're like well the parents don't like it. I said okay, then educate the parents. I'm a parent too. *[Concerns]*

169

00:22:07.170 --> 00:22:07.440

John Doe: We.

170

00:22:07.470 --> 00:22:24.240

John Doe: When I was going to school at USU, and I told my students this, when the Internet first got on to the campus of USU it was 1992. Okay, and we were in a closet. They literally stuck us in a closet.

171

00:22:25.860 --> 00:22:29.700

John Doe: In the science building.

172

00:22:30.360 --> 00:22:40.590

John Doe: And there were you know, a handful of us and we've got basically a broom closet and we're the Internet guys and everyone was all 'we're not going to use that there's no future for that' okay.

173

00:22:40.920 --> 00:22:49.920

John Doe: I've heard it all before and what my problem is with technology teachers, or not technology teachers, but at least administrators or those who are involved in IT and.

174

00:22:50.280 --> 00:23:10.680

John Doe: Bringing technology on to campuses for high schools – they've got to figure out a way to communicate and constructively work with parents and administrators and teachers to figure out how to get these 'potentially dangerous tools'.

175

00:23:11.130 --> 00:23:12.000

Jack Dolan: On campus.

[Concerns]

176

00:23:12.060 --> 00:23:20.040

John Doe: because the Internet, as we know, can be used in dangerous ways. Does that stop us from using them? No. Are there bad actors out there? Yes.

[Metaverse Sentiment]

177

00:23:20.640 --> 00:23:30.360

John Doe: I saw an article I think was a KUTV here locally that had an article on vr and how that young girl got kidnapped.

178

00:23:30.930 --> 00:23:42.600

John Doe: What was it three weeks ago, a week a month ago. The guy was in Florida. He used the oculus quest in order to lure her and they found her in Wyoming. I think it was in the back of a semi.

179

00:23:43.170 --> 00:23:44.010

Jack Dolan: Mm hmm.

180

00:23:45.360 --> 00:23:53.520

John Doe: Is it the problem of Facebook? Or is it the problem of the quest headset? Is it the problem of the app? It could be multiple things.

181

00:23:55.140 --> 00:24:10.770

John Doe: But it's, you know, it's a societal problem. A problem from society that we have to understand that there are issues, so our limitation is getting these headsets and these technologies is opening up the conversation and doing it in a constructive way.

182

00:24:12.030 --> 00:24:18.810

John Doe: So that people understand how they can influence these technologies for good, rather than just you know bad mouthing it and. *[Concerns, Metaverse Sentiment]*

183

00:24:19.050 --> 00:24:30.360

John Doe: 'No, I don't want to do that'. Well guess what, someone else is going to take your child's position in a technology focused company, because they just don't want to deal with it.

184

00:24:31.470 --> 00:24:39.420

John Doe: I don't shelter my kids from it, I work with my kids from it. Are they going to find bad things? Yes they are, I'm a logical parent that says.

185

00:24:39.930 --> 00:24:48.750

John Doe: you're going to find bad things on there, how do I mitigate that? And when they find it, I communicate with them and say 'okay son let's talk about the problem that just occurred'. *[Metaverse Sentiment]*

186

00:24:50.280 --> 00:24:52.710

John Doe: We can't shelter our kids from it. *[Metaverse Sentiment]*

187

00:24:52.740 --> 00:25:01.380

John Doe: You know, it is what it is. So that's the limitation I find at least from the high schools, is that we're going to have a real hard time to deal with it. *[Concerns]*

188

00:25:01.440 --> 00:25:06.030

Jack Dolan: Megan did you have a question, do you have any thoughts or anything?

189

00:25:06.390 --> 00:25:08.760

Megan Brackett: Not right now, no.

190

00:25:09.600 --> 00:25:15.300

Jack Dolan: So I do see we're at time, and I did have one more question for you, but if you need to sign off I.

191

00:25:15.330 --> 00:25:16.350

Jack Dolan: totally understand.

192

00:25:16.770 --> 00:25:17.310

John Doe: I'm good for a few more minutes.

193

00:25:18.690 --> 00:25:25.440

Jack Dolan: Cool, cool. Yeah one other question so we talked a lot about, and it really digs into like the concerns that you have you said, like.

194

00:25:26.130 --> 00:25:35.460

Jack Dolan: Other than administration getting in the way of innovation, so like we really talked about the concerns you have about using the metaverse as a classroom tool.

195

00:25:36.390 --> 00:25:42.690

Jack Dolan: I'd love to be able to talk about the reverse a little bit and just like from your survey response in the sense of hopes, you have.

196

00:25:42.900 --> 00:25:53.880

Jack Dolan: You said that okay, we're already doing research with oculus hololens and other platforms. What other hopes do you have for this as a classroom tool?

197

00:25:54.210 --> 00:25:56.160

John Doe: Gosh do we have a couple hours?

198

00:25:59.580 --> 00:26:05.550

John Doe: Look, we just wrote a huge grant for the state legislature here in Utah.

199

00:26:06.330 --> 00:26:06.660

Jack Dolan: yeah.

200

00:26:06.810 --> 00:26:11.790

John Doe: The technology integration, and you know someone asked me well.

201

00:26:13.200 --> 00:26:13.800

John Doe: You know.

202

00:26:15.870 --> 00:26:22.980

John Doe: What do you think about where we're going to be in 10 years? I said the next 10 years is going to define the next 100 – we're at that point.

203

00:26:22.980 --> 00:26:26.160

John Doe: we're at that web 1.0 moment where, when it came out.

204

00:26:26.550 --> 00:26:39.540

John Doe: The difference from then and now is we didn't know what we were dealing with. You know, the Internet was new, web protocols were just barely coming out, we know what we have and what we're actually capable of doing now.

205

00:26:39.600 --> 00:26:40.530

John Doe: Does that mean that we know everything? No.

206

00:26:40.590 --> 00:26:49.500

John Doe: But man, the next 10 years, we know that, for example, I'm just waiting for Apple to come out with their headset.

207

00:26:50.850 --> 00:26:58.590

John Doe: This year, because it will be a game changer not because they're the first at it, because they are the best at miniaturizing.

208

00:26:59.940 --> 00:27:08.070

John Doe: You know I look at the hololens and I love the hololens. I think it's amazing tech but Microsoft has to be just quaking in their boots right now.

209

00:27:08.550 --> 00:27:16.080

John Doe: Because they're dependent upon qualcomm they're now working on their own chip but they're way behind. You put an M-one based chip

210

00:27:16.740 --> 00:27:25.080

John Doe: In a headset which you can do no problem, but all of a sudden you've got basically a macbook pro sitting on your head with a visor.

211

00:27:25.530 --> 00:27:38.280

John Doe: Can they do this? Well, the first one is going to be a little clunky. But in 10 years where are we going to be at? My hope is that we're actually to you know, a point where everyone's wearing glasses as a viewport.

212

00:27:38.340 --> 00:27:40.170

John Doe: Whether they have a stigmatism or not.

[Metaverse Sentiment, Metaverse Personal Use, Future of the Metaverse]

213

00:27:40.710 --> 00:27:53.040

John Doe: Because we can cut down on all types of other activities that distract us. Will the phone be available like this in 10 years? I actually say in 15 years we won't have.

214

00:27:53.040 --> 00:27:53.880

John Doe: phones anymore.

215

00:27:56.790 --> 00:27:57.660

John Doe: Why do I need it?

216

00:27:59.250 --> 00:27:59.970

John Doe: Right, I mean.

217

00:28:00.330 --> 00:28:01.830

Jack Dolan: Yeah if you have Google glass or something like that.

218

00:28:01.920 --> 00:28:14.400

John Doe: If I can have these things in front of me and be able to, you know, target in my car it sets now everything around me is a screen ... I don't have to worry about an expensive screen in a car.

219

00:28:15.090 --> 00:28:20.130

John Doe: That costs a lot of money, and then a rock hits it and oh that's you know \$10,000 for your windshield.

220

00:28:20.640 --> 00:28:21.630

John Doe: No one's going to do that.

221

00:28:21.840 --> 00:28:25.800

John Doe: But I can do that with a you know, a pair of glasses that are built.

222

00:28:26.100 --> 00:28:31.650

John Doe: Target it, and now I have everything with me, and I don't have to be as distracted.
[Future of the Metaverse, Metaverse Personal Use] Now, I can add other distractions too.

223

00:28:31.650 --> 00:28:36.630

John Doe: But my hope is for the classroom is that when I walk into a classroom.

224

00:28:37.200 --> 00:28:39.180

John Doe: I should still have my students, I like teaching.

225

00:28:39.180 --> 00:28:46.560

John Doe: My students in person, because i'm a very personable teacher but it's also with doing interaction design or doing.

226

00:28:47.310 --> 00:28:51.660

John Doe: You know these mixed reality things? We really need to be together.

227

00:28:52.290 --> 00:29:00.150

John Doe: So my hope is that we can now combine the technologies, and I can turn my whiteboards and a lot of things into my room.

228

00:29:00.570 --> 00:29:13.950

John Doe: You know, take a lot of components in the room, I should say, and they're now mapped to my headset. And I can target those things anywhere, anytime I want. I can have notes in my headset, no one sees those notes, they don't need to see the notes.

229

00:29:14.160 --> 00:29:15.510

John Doe: If they want the notes, I say.

230

00:29:15.570 --> 00:29:17.760

John Doe: Send up to the LMS.

231

00:29:18.570 --> 00:29:26.190

John Doe: And it sends it up, yes i'm looking for efficiency and flexibility in a physical space and vr is really. *[Future of the Metaverse, Metaverse Sentiment, Classroom Use Cases, Classroom Value]*

232

00:29:27.150 --> 00:29:45.990

John Doe: Narrowing it's augmentation that is going to be the future and there's a lot of different forms of augmentation – that, to me, is the hope to where I can turn objects and different things into my classroom as my components, as my viewport as my writable service.

233

00:29:47.250 --> 00:29:48.240

John Doe: That's where I'm headed. *[Future of the Metaverse, Classroom Value, Metaverse Sentiment]*

234

00:29:50.250 --> 00:29:53.400

Jack Dolan: cool awesome Megan do you have any questions or any follow up there?

235

00:29:53.940 --> 00:29:54.750

Megan Brackett: No, no.

236

00:29:57.330 --> 00:29:58.260

John Doe: Questions Megan?

237

00:29:59.490 --> 00:30:07.590

Megan Brackett: I mean I think you've also created like 50 more questions in my head, then I forget it, and then I have the next question and then I forget it.

238

00:30:09.810 --> 00:30:10.380

Jack Dolan: So.

239

00:30:10.950 --> 00:30:11.370

Megan Brackett: yeah.

240

00:30:13.410 --> 00:30:27.630

Jack Dolan: yeah yeah this was awesome like it's been really interesting and really like illuminating hearing the other side of everything. Thinking about all of these different kinds of limitations and

241

00:30:28.050 --> 00:30:37.530

Jack Dolan: As someone who doesn't have a lot of metaverse experience myself, it's been very illuminating to be able to talk with you, and learn more about education and the metaverse in this sense.

242

00:30:37.800 --> 00:30:46.680

Jack Dolan: So that does bring us to time. Do you have any questions or any feedback for Megan or myself or anything before we wrap up?

243

00:30:47.100 --> 00:30:59.010

John Doe: No, I well in the end it'd be nice to be able to see what you guys, you know, come up with the findings, mainly because i'll be working with i'm already working with the state Board of education.

244

00:30:59.490 --> 00:31:05.730

John Doe: On moving out the courses for the state and we're running workshops in the summer things like that.

245

00:31:06.630 --> 00:31:14.310

John Doe: So it's great to be able to have that as a foundational element to see what your findings are and see if it matches with my activities.

246

00:31:14.700 --> 00:31:24.840

John Doe: I guess the only other thing is one of the problems that I, or it can lead to problems, let me put it this way is the idea of what really is the metaverse?

247

00:31:26.220 --> 00:31:34.260

John Doe: there's just a lot of people talking about what that means, and from my definition of a metaverse I don't see it as being in a place.

248

00:31:34.650 --> 00:31:44.310

John Doe: I see it as extending my space anywhere, I need to be in order to accomplish my tasks so it's not just in a headset. *[Metaverse Concepts, Metaverse Sentiment]* When I say I'm in.

249

00:31:44.760 --> 00:31:58.470

John Doe: A classroom and I'm able to bring in elements from a digital space and augment my space in any way that I want, that is the metaverse to me. The metaverse is the extension of my space.

250

00:31:59.130 --> 00:32:07.530

John Doe: Even in the physical space, I don't need to be in a virtual space *[Classroom Value, Metaverse Sentiment]*. So when Zuckerberg you know got his headset on and is like 'we can come into the metaverse' it's not a destination. *[Metaverse Concepts]*

251

00:32:08.820 --> 00:32:09.150

Jack Dolan: yeah.

252

00:32:09.420 --> 00:32:21.870

John Doe: It can be a destination, but it's really the extension of my physical space or spaces and how I interact because it's now about distance and bringing people together with tools. *[Metaverse Concepts]*

253

00:32:22.710 --> 00:32:34.560

John Doe: and combining that, right, the physical and the digital. That to me is the metaverse so most people don't understand that the Internet and the Web are two different things – one relies on the other. *[Metaverse Concepts]*

254

00:32:34.920 --> 00:32:36.420

Jack Dolan: The Internet is the connection.

255

00:32:36.630 --> 00:32:38.130

John Doe: And all the technology behind it.

256

00:32:38.550 --> 00:32:53.130

John Doe: Web are protocols, and it's one set of protocols. So when I hear you know some tech person on TV say 'Oh, you know the web' and they start you know just talking about all these things like okay wait a minute, you need to separate this out.

257

00:32:54.180 --> 00:33:00.690

John Doe: So it's along those lines. And then there's also the idea of what you hear a lot of people talking about – extended reality.

258

00:33:02.190 --> 00:33:09.780

John Doe: You know XR that's the balloon of all of these other technologies, but we use that almost as a catch all phrase and.

259

00:33:10.800 --> 00:33:13.920

John Doe: Really people don't know what extended reality means at all.

260

00:33:14.700 --> 00:33:20.760

John Doe: And so I have to come back and say well when I'm talking about extended reality I'm talking about digital.

261

00:33:21.900 --> 00:33:40.980

John Doe: Enhanced realities, right? It's immersive because I've taken some digital components and I've crafted a new experience around that, whether it's with my headset or using my phone like Apple's been doing so well with, you know, the legos. If you go and look up the Lego hidden things.

262

00:33:42.930 --> 00:33:50.580

John Doe: they're fantastic. I use them in class to demonstrate and there were high school students and teachers that came in.

263

00:33:50.970 --> 00:34:01.260

John Doe: And they were just floored by that and they're going out and buying these because it's an easy way to get students working on augmented reality, so we need to understand there's the xr, then we have vr.

264

00:34:01.740 --> 00:34:13.440

John Doe: We have AR, and then we have MR. Those all have different characteristics, and for me mixed reality is that pinnacle because what it means is we can create.

265

00:34:14.100 --> 00:34:24.360

John Doe: extremely rich productions and environments *[Metaverse Concepts]* that can do entertainment, but what happens when we're in front of our TV and we're wearing these headsets?

266

00:34:24.870 --> 00:34:34.590

John Doe: And so we've done this already with certain technologies years ago, 10 years ago, where I could be in a movie using quicktime and I can pinpoint the tie.

267

00:34:34.950 --> 00:34:39.150

John Doe: On a character and tap on it and go right to the tie and buy it okay.

268

00:34:39.690 --> 00:34:48.210

John Doe: Well, what happens when I now have the headset and I'm getting my spatial audio and everything's wonderful and then I just go 'I want that tie'?

269

00:34:49.230 --> 00:35:01.080

John Doe: And now it's completely mapped out to that movie space, that entertainment scene, *[Future of the Metaverse]* or you know the ultimate mixed reality, right now, currently is the F 35.

270

00:35:01.800 --> 00:35:09.060

John Doe: If you haven't seen what's going on with F 35, pull up one of those helmets just on how they're built out, you know they're \$400,000 each now.

271

00:35:10.110 --> 00:35:18.570

John Doe: And they're specifically set to the pilot, the only one pilot can put that on because it's completely molded to the shape of their head.

272

00:35:19.470 --> 00:35:31.530

John Doe: what's going on in there is you've got augmentation in a 360 degree view while they're flying, so now that pilot has to be in the multiverse.

273

00:35:32.820 --> 00:35:34.830

John Doe: Just not in the metaverse, he's in the Multi.

274

00:35:36.120 --> 00:35:41.760

John Doe: He or she is not only dealing with what's around them in that flight, they're now dealing with everything that's on the ground.

275

00:35:42.090 --> 00:35:54.480

John Doe: With an augmentation, let alone, what is in BVR which is beyond visual range. Now they're dealing with that mixed reality, where they're controlling objects outside of their view, but they can do it from.

276

00:35:54.930 --> 00:36:03.000

John Doe: Their control panel so that's a perfect example of what's going on right now, those pilots that are doing that now are.

277

00:36:03.510 --> 00:36:08.670

John Doe: I wouldn't say they're struggling, but I would say that they are not at a mastery level.

278

00:36:09.510 --> 00:36:27.030

John Doe: Our 12 year olds today and our nine year olds and our five year olds let's take our five year olds – in 20 years when they're those pilots, there is no inhibition. They didn't build that for the pilots of today, truthfully, they built it for the pilot in two decades from now. *[Future of the Metaverse, Metaverse Concepts]*

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00:36:27.930 --> 00:36:30.480

John Doe: Those kids will just live in it.

280

00:36:31.650 --> 00:36:31.950

John Doe: It's.

281

00:36:32.190 --> 00:36:40.890

John Doe: second nature, right? If our pilots were being honest, they would say yes it's a struggle, but I'm learning to do it.

282

00:36:42.060 --> 00:36:49.680

John Doe: So we just need to get all the terms correct. So if you want, I can give you some of my terms and send them over to you, but.

283

00:36:50.130 --> 00:37:01.650

John Doe: That's the biggest deficiency that we have right now is making sure, in the terms that we use, that we properly help educate teachers, parents, administrators, you know, whoever.

284

00:37:02.040 --> 00:37:06.840

John Doe: in education, so they understand what it is [Concerns] and then another last thing is.

285

00:37:07.470 --> 00:37:14.520

John Doe: With this grant that we're going after our goal is to create a lending library for teachers, so that they can come and try out equipment.

286

00:37:14.850 --> 00:37:30.120

John Doe: check it out for two weeks. If it's a hololens, great, they get to be educated on it and then go out and let students try it out, because until you try some of these technologies it's really hard for people to understand what it is and how it works.

[Classroom Use Cases, Classroom Value]

287

00:37:30.480 --> 00:37:34.200

John Doe: So the difference between a Quest and the hololens is price.

288

00:37:34.470 --> 00:37:43.350

John Doe: 299 or 399 compared to \$3,500 right? Two different applications, but when I get it in front of somebody like a teacher or a student.

289

00:37:43.710 --> 00:37:51.510

John Doe: And they try out this cool hologram with you know the MARS Rover and they're like 'wow I can walk around it, I can pull it apart', all of a sudden.

290

00:37:51.900 --> 00:38:01.350

John Doe: It's a completely different experience and then it expands our understanding of the capabilities and what those terms mean. So we're trying to do it on our side, we won't be able to affect everybody. *[Classroom Value, Classroom Use Cases, Concerns]*

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00:38:01.650 --> 00:38:06.810

John Doe: But at least a subset of teachers that are invested in doing will have resources for them. *[Metaverse Sentiment]*

292

00:38:07.260 --> 00:38:07.560

Jack Dolan: yeah.

293

00:38:10.080 --> 00:38:18.330

Jack Dolan: awesome well Michael this was super helpful and super interesting. Feel free to send over that information if you have.

294

00:38:19.050 --> 00:38:28.050

Jack Dolan: I loved this chat to be able to learn so much more from you – clearly you're a very good depository of information on this entire subject.

295

00:38:28.500 --> 00:38:29.550

John Doe: We have fun all day.

296

00:38:30.480 --> 00:38:33.900

Jack Dolan: yeah megan do you have any last things that you wanted to say or?

297

00:38:34.140 --> 00:38:39.570

Megan Brackett: No, I think this has been great I think we got everything out of it we really wanted okay.

298

00:38:39.870 --> 00:38:41.040

John Doe: More than happy to help.

299

00:38:41.280 --> 00:38:41.730

Megan Brackett: Thank you.

300

00:38:41.880 --> 00:38:56.490

Jack Dolan: Awesome. Well, Michael, thank you so much for your time and you've been super helpful and we're more than happy to send your findings. We should have a final presentation, probably in the next 4-6 weeks so I'm like I'm happy to send that over to you.

301

00:38:56.820 --> 00:39:00.540

John Doe: sounds awesome well, I wish the best of luck to you guys and just keep me informed.

302

00:39:01.560 --> 00:39:03.180

Jack Dolan: sounds good awesome thanks Michael.

303

00:39:04.830 --> 00:39:05.400

John Doe: Have a good weekend.

John Doe

1

00:00:04.380 --> 00:00:14.070

Jack Dolan: Oh yeah so, can you just to start off, can you give me a little intro about your professional background like maybe where you went to school what you've been doing.

2

00:00:15.630 --> 00:00:26.310

John Doe: So I went to school at brigham young university got my accounting degree and went to practice accounting in California for Price Waterhouse Coopers.

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00:00:27.120 --> 00:00:35.310

John Doe: After a short period of time there I realized that education is where I was meant to be so, I went to university of phoenix and got my master's degree in education.

4

00:00:35.670 --> 00:00:43.890

John Doe: started teaching middle school in utah taught there for a couple of years and i've been at Plainfield indiana for the last 17 years teaching high school.

5

00:00:44.130 --> 00:00:54.450

John Doe: i'm currently teaching business classes, I teach personal finance and accounting classes for most of my teaching career, I was a math teacher but currently i'm more in the business world.

6

00:00:55.530 --> 00:00:59.550

Jack Dolan: yeah cool Can you give us a little rendition of SohCahToa

7

00:01:00.690 --> 00:01:08.220

John Doe: No, I know I can I saw someone on the news get in trouble for that, so I they got fired is like a good thing i'm not teaching geometry anymore.

8

00:01:10.140 --> 00:01:20.730

Jack Dolan: awesome great and so in that middle school in utah were you also teaching math there or were you teaching more like personal finance.

9

00:01:20.760 --> 00:01:25.710

John Doe: No, I was teaching math I was teaching algebra pre algebra mass seven kind of material.

10

00:01:26.280 --> 00:01:34.650

Jack Dolan: Good and what made you want to get more into like personal finance was that just what you were interested in all along, or like you got tired of math

11

00:01:35.430 --> 00:01:41.130

John Doe: It's definitely more of a passion for me, I mean I can only lie to my students for so long, tell them how important a triangle is.

12

00:01:42.510 --> 00:01:54.300

John Doe: I don't want to oversell it too much, but seeing someone say hey you know what the things you talked about in class today my family's doing it i'm living off a budget I started a Roth IRA i'm planning for retirement I have a future.

13

00:01:54.870 --> 00:01:58.830

John Doe: that's a lot more rewarding as a teacher than teaching some kid the Pythagorean theorem.

14

00:01:59.340 --> 00:02:02.970

John Doe: yeah I mean it has its place, but for me personally, I receive a lot more satisfaction.

15

00:02:03.720 --> 00:02:09.450

John Doe: From some kid saying hey you know my family's never lived off a budget now we do, and you know for the things from the things that we learn in class

16

00:02:09.780 --> 00:02:22.980

John Doe: My whole future is changed because of it, so that's a lot more rewarding I love it when, I see kids you know 5-10 years down the road and they say hey mr mackey i've been putting money in my Roth IRA last 5-6 years based off your suggestion i'm set that's pretty cool to see that.

17

00:02:23.400 --> 00:02:30.930

Jack Dolan: yeah and I honestly wish I like if you had been teaching that when I was in high school like I 100% would have taken it.

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00:02:31.260 --> 00:02:34.140

Jack Dolan: I mean thankfully i've learned some of that now, but like.

19

00:02:35.010 --> 00:02:39.120

Jack Dolan: As we all know, like investments, time is a big factor so like at.

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00:02:39.180 --> 00:02:39.840

John Doe: Times huge

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00:02:39.990 --> 00:02:41.490

Jack Dolan: started earlier yeah.

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00:02:41.550 --> 00:02:54.660

John Doe: yeah you double your money every six years in the stock market, so you know if you're 18 to 24 and you all of a sudden start saving when you're 24 you like, at the end i've got like a million dollars well, you could have 2 million, if you would have started when you're 18 so.

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00:02:55.140 --> 00:02:56.130

John Doe: yeah times important.

24

00:02:56.670 --> 00:03:14.250

Jack Dolan: yeah and so um so generally since you've been teaching for 17 years, at least in plainfield so you were teaching when when COVID started and everything you teach i'm going to assume you were teaching over Zoom or but how was that experience.

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00:03:15.300 --> 00:03:20.160

John Doe: So we did some Google meets, *[Past E-Learning Experience]* but most of the my instruction.

26

00:03:21.720 --> 00:03:32.460

John Doe: So march 2020 when we stopped for the remainder of that year it was it wasn't great I don't think there was anywhere across the nation, they were well prepared for that.

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00:03:32.460 --> 00:03:41.340

John Doe: situation, so I did a lot of recording lessons, so I would teach for 30-40 Minutes record my lesson and post it so kids can kind of get it on their own.

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00:03:41.640 --> 00:03:48.720

John Doe: Luckily, I was teaching a lot of accounting classes and the software, we had was a kid can try their problem and then it'll tell them what they missed.

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00:03:48.900 --> 00:03:50.760

John Doe: And then they can write another one, and so they can kind of.

30

00:03:51.060 --> 00:03:59.400

John Doe: Watch my lecture try it Okay, missed it try it again and there's no kind of no penalty trying to figure out how to do it, I mean they email me questions and things like that. *[Past E-Learning Experience]*

31

00:04:00.240 --> 00:04:06.090

John Doe: It wasn't the same experience I don't know how many days we had left at that point My guess is we probably had.

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00:04:06.510 --> 00:04:15.030

John Doe: About 60 days left in the school year, I think we cut off like 15 to 20 of them just didn't even do them, so I taught like 30-40 days and.

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00:04:15.540 --> 00:04:24.330

John Doe: I slowed down the material I probably lost a few chapters for sure because of COVID but you know my instruction was mainly.

34

00:04:24.960 --> 00:04:33.720

John Doe: send out emails every day to heres the expectations I recorded a lesson for you to watch I tried to do a couple Google meets, but most kids wouldn't show up on them.

35

00:04:34.590 --> 00:04:50.070

John Doe: It wasn't the best you know attendance as far as that's concerned [*Past E-Learning Experience*] luckily for our school come fall of 2020 we hit the ground running, we had masks on, but we were here every day we didn't do one of the hybrid things we were just here every day.

36

00:04:50.400 --> 00:04:51.300

John Doe: 8-3

37

00:04:51.630 --> 00:05:01.800

John Doe: And, and so it did, besides those three or four months there because those three months I guess from March to may it's been pretty normal year as far as my instructions have been concerned.

38

00:05:02.760 --> 00:05:05.610

Jack Dolan: gotcha okay cool yeah and.

39

00:05:06.210 --> 00:05:08.910

Jack Dolan: You said something and I was gonna ask about it, but I.

40

00:05:09.630 --> 00:05:13.950

Jack Dolan: can't oh so you were like you literally became norm, the.

41

00:05:15.240 --> 00:05:19.440

John Doe: recording my lectures yeah.

42

00:05:20.400 --> 00:05:26.400

John Doe: I have hours and hours and hours of recorded lectures on there, so the next year, we had some kids I guess.

43

00:05:26.820 --> 00:05:34.410

John Doe: That would take the class virtually when I say that I mean I taught, like 130 kids and I had like four of them that were virtually.

44

00:05:34.740 --> 00:05:42.810

John Doe: But I still recorded the lessons and they could they run those Google means watching, and so I have a library of all my lectures for all my classes so if ever a kid's absent now.

45

00:05:43.230 --> 00:05:49.200

John Doe: i'll just say hey go to that lesson they can watch it which is kind of Nice that if they're ever absent they have that library of videos they can go to. *[Past E-Learning Experience, Current Classroom Experiences]*

46

00:05:49.770 --> 00:06:01.080

Jack Dolan: okay awesome so now, I want to shift a little bit more just talking about your survey response i'd love like essentially just to like dig into.

47

00:06:01.140 --> 00:06:03.390

Jack Dolan: Any thoughts or anything that you have so.

48

00:06:03.690 --> 00:06:13.350

Jack Dolan: um so just take a step back get started so we're talking about the metaverse when you hear that term what comes to mind, what does that mean to you.

49

00:06:15.480 --> 00:06:25.950

John Doe: I know I kind of imagine this you know virtual reality type thing, where you know people are interacting with other people, I mean I saw the images that were kind of on that video.

50

00:06:26.730 --> 00:06:32.550

John Doe: That was there to watch I guess that's kind of how I anticipated it looking a little bit and the video kind of confirmed that.

51

00:06:33.600 --> 00:06:38.100

John Doe: Just that you don't have interactions with people virtually.

52

00:06:39.150 --> 00:06:40.530

John Doe: that's kind of how I expected it to be. *[Metaverse Concepts]*

53

00:06:41.100 --> 00:06:51.240

Jack Dolan: gotcha and interactions virtually so like technically, this is an interaction virtually, so this is like How would this differ from like what you consider the metaverse.

54

00:06:51.840 --> 00:06:58.410

John Doe: I guess metaverse be more probably more animated a little bit like seeing people's faces exactly like we see him. *[Metaverse Concepts]*

55

00:06:59.190 --> 00:07:10.740

John Doe: I think it was a little bit of i'm not i'm not the hugest fan of some of the things that virtual reality and social media kind of do to students, I feel like it's caused some damage in some ways.

56

00:07:10.980 --> 00:07:17.220

John Doe: but I think that oh yeah i'm gonna make myself look stronger and bigger and better look in and have this.

57

00:07:18.510 --> 00:07:35.460

John Doe: misconception and have some you know, trying to live their life vicariously through this character and not being not being fulfilled as a person, because of it and causing some depression and some social issues, as a result, so I see some negative parts to it. *[Metaverse Sentiment, Concerns]*

58

00:07:36.510 --> 00:07:38.610

John Doe: But that's kind of the did I answer your question.

59

00:07:39.030 --> 00:07:46.620

Jack Dolan: yeah yeah definitely did so, it sounds like just like one of your concerns essentially it's like mental the mental health of your of your students *[Metaverse Sentiment, Concerns]* like.

60

00:07:46.650 --> 00:07:54.300

Jack Dolan: you really feel like this could possibly do you feel like this would contribute, or like what are your thoughts there.

61

00:07:54.540 --> 00:08:06.690

John Doe: I mean, I think that in the educational platform it probably wouldn't contribute too much, but I think it would lend itself to doing it outside and then there'll be the entertainment value from it more than the educational purpose.

62

00:08:07.110 --> 00:08:17.190

John Doe: And all of a sudden they're doing educational in school and entertainment at home and all of a sudden their life is just kind of being lived through a computer versus being lived. *[Metaverse Sentiment, Concerns]*

63

00:08:18.300 --> 00:08:19.080

John Doe: And so.

64

00:08:19.410 --> 00:08:29.280

John Doe: I can see a direct correlation between the happiness of my students now and how much their faces looking at cell phone compared to 20 years ago when I started teaching.

65

00:08:29.940 --> 00:08:44.670

John Doe: The kids now are definitely more depressed they're not able to talk as well there's you know the depression is the big thing but there's other issues that that come up as well and it's a decline it's not in a positive way at all.

66

00:08:44.880 --> 00:08:50.190

John Doe: And I attribute that to sitting staring at a some type of electronic device for nine hours a day.

67

00:08:51.540 --> 00:09:05.340

John Doe: And texting and social media and keeping up with the joneses and making sure that you know that their images looks like it's supposed to be, and so I would fear a little bit of that educational and entertainment kind of blend in and taking over the whole life.

[Metaverse Sentiment, Concerns]

68

00:09:06.090 --> 00:09:06.540

Jack Dolan: gotcha.

69

00:09:07.560 --> 00:09:18.510

Jack Dolan: And another thing that you talked about, just like in the sense of your concerns is like also inappropriate con you said inappropriate content or managing behavior of my students can you expand a little bit on that.

70

00:09:19.380 --> 00:09:29.190

John Doe: So I don't know much about that part as far as what type of you know, blocking or tools gonna be on there, I mean I get this idea that it's going to be.

71

00:09:30.450 --> 00:09:33.960

John Doe: People are you going to see inappropriate image was like pornography or.

72

00:09:34.800 --> 00:09:38.970

John Doe: Things like that and they're going to be in this world, they go wherever they want to and there's not going to be.

73

00:09:39.330 --> 00:09:47.820

John Doe: The monitoring or the ability to monitor as much as I would like, as a teacher or the time to monitor and see exactly where they went, what they saw and the parents are like hey this assignment.

74

00:09:48.150 --> 00:09:53.760

John Doe: And my kid was looking at like pornographic images or something like that that type of content, I guess. *[Metaverse Sentiment, Classroom Use Cases, Concerns]*

75

00:09:54.690 --> 00:10:07.740

Jack Dolan: So essentially being able to like regulate or making sure hey if we're going to use this as an educational tool I don't want other things available because we're going to use this for education.

76

00:10:08.400 --> 00:10:13.740

John Doe: yeah some filters to protect me with parents and things like that, if i'm if i'm in charge of the students and.

77

00:10:14.310 --> 00:10:27.720

John Doe: Then yeah that type of i'm sure there's ability to do that type of thing you know filter out their content, but there's also ways to probably avoid it and like, you know kids tell kids here's what you do it gets me worried. *[Metaverse Sentiment, Concerns]*

78

00:10:28.290 --> 00:10:38.040

Jack Dolan: yeah gotcha okay yeah yeah thanks thanks for elaborating that on that and so um so and, again, just like in the sense of.

79

00:10:38.700 --> 00:10:49.380

Jack Dolan: How willing are we asked you how willing or unwilling, you are to use the metaverse like in your classroom just as a classroom tool, you said, somewhat willing, can you expand on that a little bit for me

80

00:10:49.440 --> 00:10:52.140

John Doe: I guess I showed you I explained to my.

81

00:10:53.370 --> 00:10:59.580

John Doe: My fear of of kids get into things they shouldn't do, but I mean it's a really powerful tool of.

82

00:11:00.690 --> 00:11:05.610

John Doe: personal finance of kids making mistakes in a virtual world.

83

00:11:05.940 --> 00:11:08.040

John Doe: And then not duplicate those mistakes in real life.

84

00:11:08.340 --> 00:11:14.970

John Doe: And so there's a lot of value there you know you can teach theory and you can think, and so I do some simulations in class right now we're kids.

85

00:11:15.570 --> 00:11:19.290

John Doe: Budget and kids receive a paycheck and have to deal with that money. *[Classroom Use Cases, Classroom Value, Metaverse Sentiment]*

86

00:11:20.220 --> 00:11:30.990

John Doe: And there's a cost to it and it's going to go away, after this year so it'd be nice if it was replaced with something like this at a cheaper, you know there's going to be so much demand so many people so i'm sure it's gonna be at a decent price.

87

00:11:32.190 --> 00:11:41.670

John Doe: So I guess the idea that kind of makes me excited saying hey let's go ahead and do just a simulation here here's the situation paying for college and how you gonna pay for it let's run through this.

88

00:11:41.850 --> 00:11:51.870

John Doe: scenario let's let's speed up the time and see how it is and so that there's a lot of value there that's more so than in a textbook if they're able to experience and feel the pain say okay.

89

00:11:52.230 --> 00:11:59.070

John Doe: Now here's your reality your friends are out there, playing and going to restaurants and have video games and you don't you want to spend the money on that, but you can't.

90

00:11:59.400 --> 00:12:08.220

John Doe: And kind of seeing that virtually I think would kind of help them let that lesson sink in their lives, so it would help them, you know in real life. *[Classroom Value, Metaverse Personal Use, Metaverse Sentiment, Classroom Use Cases]*

91

00:12:08.640 --> 00:12:16.380

Jack Dolan: yeah so especially like you feel like it would be really advanced like the experience of actually like a personal finance where.

92

00:12:16.860 --> 00:12:27.480

Jack Dolan: Essentially it's a simulation of hey like do you want to come out to eat with us, oh no I can't because, like you know I know what my budget is so you feel like that would really add a lot of value.

93

00:12:27.540 --> 00:12:36.570

John Doe: yeah I think it would I mean we try to do it in class right now and it's probably the most valuable thing that we do in class and kids tell me that it sticks with them, but it does have a high price tag.

94

00:12:38.280 --> 00:12:46.770

John Doe: And it would be nice for it's cheaper and even better, you know because it's it's not virtual it's just like hey here's a website and things kind of go and click on these numbers pay your bills.

95

00:12:47.160 --> 00:12:53.550

John Doe: blah blah blah, but you know, we in the simulation I do in class we have this game called.

96

00:12:54.750 --> 00:13:03.600

John Doe: Life happens, and so the refrigerator will break or their tire will blow or just different things happen so the things that happen in the simulation or the metaverse that real life.

97

00:13:03.900 --> 00:13:08.610

John Doe: They kind of just get an idea that hey you know emergencies do happen it's kind of nice to have an emergency fund. *[Classroom Use Cases, Classroom Value]*

98

00:13:08.910 --> 00:13:14.190

John Doe: in real life it's not like oh i'm going to plan for to spend \$300 this month it's gonna work out perfectly just like i planned.

99

00:13:14.520 --> 00:13:25.800

John Doe: The unexpected is going to occur, and so, to see that I think I could see some value more so for my personal finance class, then my accounting class my accounting class is more of a you know.

[Classroom Use Cases, Classroom Value]

100

00:13:26.130 --> 00:13:36.420

John Doe: here's a transaction journalize it kind of learn that, I mean i'm sure there's would be some application there that would be applicable and some you know business simulation that we could do over a period of time let's say let's.

101

00:13:36.750 --> 00:13:48.840

John Doe: see what the invoices and receipts and the memorandums and see all these source documents and kind of file them away and do that I see more of a benefit for my personal finance class that I would in my accounting class, but I can see some advantage there.

102

00:13:49.560 --> 00:14:01.410

Jack Dolan: gotcha yeah so essentially if i'm understanding you correctly, you really feel like, at least in the sense of like using the metaverse as a tool in your classroom that would really you see a lot more value from.

103

00:14:02.700 --> 00:14:17.460

Jack Dolan: Personal at least like in the subjects that you teach more personal finance than accounting just is this just purely based on like the subject itself or like what you think like can be done, like in the metaverse actions that you can do.

104

00:14:18.510 --> 00:14:23.610

John Doe: Maybe both I mean, I think that it's going to be best learned from an accounting student.

105

00:14:24.120 --> 00:14:36.000

John Doe: Through practice and repetition and it's a skill set it's almost like I'm not gonna learn how to play basketball by the metaverse you know I gotta go out there and shoot it myself and feel see what it feels like muscle memory that kind of thing.

106

00:14:36.030 --> 00:14:39.900

John Doe: well with accounting I feel like you kind of need to go ahead and do it.

107

00:14:40.920 --> 00:14:50.250

John Doe: And, and you know in real life and experience it that way, I think that there's just something to learn through repetition, and just see the transactions and go one after another.

108

00:14:50.550 --> 00:14:59.940

John Doe: and personal finance, I think, is going to be a more of a long term learning experience, if you experience some pain and experience some problems that you run into which I think would happen and be more. *[Metaverse Concepts, Classroom Use Cases, Metaverse Personal Use, Classroom Value]*

109

00:15:01.170 --> 00:15:08.640

John Doe: easy to remember, if it was in a virtual reality situation than in a textbook you know here's a question homework question, you know that type of situation.

110

00:15:08.670 --> 00:15:09.450

Jack Dolan: yeah yeah.

111

00:15:09.780 --> 00:15:21.540

John Doe: But it just so a little bit to answer both I think it is a little bit subject matter, and I think it also would be a little bit the limitations of metaverse on accounting doing what it could in real life I think it's a little bit of both.

112

00:15:21.960 --> 00:15:30.570

Jack Dolan: gotcha now one question that I have is like, if you were to use this in the classroom would you so would you envision like.

113

00:15:31.590 --> 00:15:50.760

Jack Dolan: You like doing this in your classroom where like hey like a lesson, so to speak, where hey kids like today we're going to be entering the metaverse and just like I don't know talking about X, Y or Z would you imagine like experiences experiencing this with them, or what are your thoughts there

114

00:15:51.480 --> 00:15:59.250

John Doe: I mean I probably wouldn't put on a headset and cover my eyes, with the class full 30 teenagers I would want to, but I can see something like hey on Mondays for the first 30 minutes of class.

115

00:16:00.000 --> 00:16:08.070

John Doe: And maybe Fridays last three minutes of class something like that we're going to go ahead into this and we're gonna go to work get our paycheck we're going to pay we're going to have some expenses and bills we want to pay.

116

00:16:08.490 --> 00:16:12.360

John Doe: And then maybe teach more stuff in the middle of the week, *[Classroom Use Cases, Classroom Value]* and say hey.

117

00:16:12.720 --> 00:16:22.710

John Doe: Let me teach you the difference between a bank and a credit union let's talk about what a money market account is versus a savings account vs a checking just kind of talk about it and then let them go do it on during those.

118

00:16:23.190 --> 00:16:31.620

John Doe: 30 minutes beginning of the week and end of the week type situations so, but you know it would definitely be a blended type thing they wouldn't just live in the metaverse the whole time there'd be time for

119

00:16:32.340 --> 00:16:38.670

John Doe: instruction and then some time for application, maybe you know 30 minutes on Monday 30 minutes on Friday type situation. *[Classroom Use Cases]*

120

00:16:39.180 --> 00:16:52.440

Jack Dolan: gotcha and so, and so you made a comment i'm just curious like what your thoughts are you said, like I wouldn't envision myself like putting on a headset in a class of 30 teenagers so it's just like that that would be a.

121

00:16:52.770 --> 00:17:02.550

Jack Dolan: concern is like Oh, I want to be able to the thought that comes to my mind, is essentially will I be concerned, like, I want to moderate my class if i'm on a headset like.

122

00:17:03.720 --> 00:17:05.970

Jack Dolan: what's to prevent someone from just walking out.

123

00:17:06.480 --> 00:17:14.040

John Doe: Absolutely yeah i'd be walking around and seeing if they've got questions or concerns *[Classroom Use Cases, Metaverse Concepts]* or if they wanted hey Mr. Macky I just ran to the bank and they're asking me this you know I don't want to be there to.

124

00:17:14.370 --> 00:17:27.030

John Doe: As a source to be able to talk to them, and also for the classroom management purposes as well you know a kid walking out or hey Mr. Mackey can I go to the bathroom or the someone from the office, I got a hall pass for this person to come, you know sign out or whatever.

125

00:17:27.390 --> 00:17:29.370

John Doe: yeah I gotta be I got to be a teacher. *[Classroom Use Cases]*

126

00:17:29.700 --> 00:17:33.000

John Doe: Maybe later on, I can look at it myself to see kind of what they did and kind of.

127

00:17:33.120 --> 00:17:35.040

John Doe: See what things happened and.

128

00:17:36.030 --> 00:17:37.440

John Doe: Do it outside of class time.

129

00:17:38.070 --> 00:17:44.040

Jack Dolan: gotcha so and that's that's an interesting point so would you want the ability to like.

130

00:17:45.000 --> 00:17:57.810

Jack Dolan: Like you would be okay with like putting on a headset and doing something like this, but you would also would you want the ability to like review, so to speak, like the experiences that they had then like oh like.

131

00:17:58.290 --> 00:18:02.910

John Doe: yeah it would be nice to kind of like just to see it myself for five or 10 minutes but.

132

00:18:03.600 --> 00:18:08.280

John Doe: Be more useful if there were some type of data that was spread, you know effectively through a spreadsheet.

133

00:18:08.670 --> 00:18:12.780

John Doe: You know, student A spent 15 minutes at the Bank, and you know 20 minutes at the gym. *[Classroom Use Cases]*

134

00:18:13.140 --> 00:18:23.370

John Doe: And they played basketball, the whole time they were on, there or some video arcade game, or whatever it is, and some type of meaningful information that is fed to the teacher, so they can see.

135

00:18:23.820 --> 00:18:29.250

John Doe: What was done or what transactions or what money was spent or those type of things as a personal finance teacher that'd be helpful *[Classroom Use Cases]*

136

00:18:29.250 --> 00:18:29.340

Jack Dolan: Yeah

137

00:18:29.400 --> 00:18:34.770

John Doe: can be helpful to me versus somehow walking around trying to figure out where all my students are in different spots and doing different things.

138

00:18:35.760 --> 00:18:38.730

John Doe: For me, to monitor 30 kids they'd have to all in the same room.

139

00:18:39.030 --> 00:18:46.710

John Doe: which would it be very useful personal finance wise because they got to go out and live their life and buy some kind of walmart and go buy some gas and stop by the Bank on the way home go to work.

140

00:18:47.100 --> 00:19:02.790

John Doe: The gotta kind of live their life, a little bit in those regards so yeah I think that just the information being given to me, would be the most useful is some type of aggregate how's my class doing you know individually, what do they do with their time side of things.
[Classroom Use Cases, Classroom Value]

141

00:19:03.660 --> 00:19:14.310

Jack Dolan: So essentially like a way more or less to audit like Oh, I know that this person like is like actually doing what they're doing, and this person like this student, just like went and played basketball.

142

00:19:14.370 --> 00:19:15.570

John Doe: The entire time didn't do what

143

00:19:15.570 --> 00:19:16.110

Jack Dolan: I asked him.

144

00:19:16.500 --> 00:19:17.700

John Doe: Yes, some type of audit would be good. *[Classroom Value, Classroom Use Cases]*

145

00:19:18.270 --> 00:19:25.050

Jack Dolan: Okay, all right perfect yes um so that was, and that was really all that I had.

146

00:19:25.860 --> 00:19:41.100

Jack Dolan: I see we have about five minutes left again like thanks for like talking about all this, so I guess just one last like general question that I had was let's say like hypothetically plainfield school district is like oh we're going to.

147

00:19:41.850 --> 00:19:55.800

Jack Dolan: get a certain number of headsets for your class let's say like five or something, would you envision like trying to start incorporating that in your class of like pretty quickly or would that be a hesitation.

148

00:19:56.940 --> 00:20:08.880

John Doe: it'd be a hesitation, I have a hard time with only five kids being able to do it at a time, and so, what are the rest of kids doing that and if i'm and those five kids if I'm teaching aren't going to get what i'm teaching othe ther 25 kids. *[Concerns, Classroom Use Cases]*

149

00:20:12.000 --> 00:20:21.840

John Doe: It would have to take a lot of thought and planning like of okay we've got you know five times throughout the week that we're doing something my five kids are doing that and kind of manage that they're absent that day.

150

00:20:22.350 --> 00:20:32.820

John Doe: And they can't take it home and they have to catch up it's gonna be accountable for an assignment, but they weren't here and then someone else has that time allotted and that would be kind of hard to manage. *[Classroom Use Cases, Concerns]*

151

00:20:33.750 --> 00:20:35.070

John Doe: gotcha so essentially.

152

00:20:36.630 --> 00:20:46.200

Jack Dolan: So I was just gonna say so, like my understanding, just from what you're saying is it's not the actual technology itself, it would be it's the quantity it's like well, I have to like that doesn't.

153

00:20:46.590 --> 00:20:51.510

Jack Dolan: meet the quantity of my students and therefore I have to come up with some kind of hybrid like.

154

00:20:53.490 --> 00:20:57.810

John Doe: It'd be really hard I'd have to manage there and see what they're doing on their for the only five kids and.

155

00:20:58.380 --> 00:21:02.550

John Doe: rotate around it would be a difficult thing to do, for just five kids. *[Classroom Value, Concerns]*

156

00:21:02.850 --> 00:21:08.250

Jack Dolan: gotcha so if they gave you like 30 for all of your students, you would think about it.

157

00:21:08.520 --> 00:21:14.760

John Doe: Then I would jump in and figure out how to make it work and how to make it useful, I might be concerned about the fears I told you about earlier on, but.

158

00:21:14.760 --> 00:21:15.300

Jack Dolan: Of course.

159

00:21:15.420 --> 00:21:17.910

John Doe: I would, I would go ahead and figure out.

160

00:21:19.530 --> 00:21:21.120

John Doe: You know how to make it useful in the class.

161

00:21:21.510 --> 00:21:37.320

Jack Dolan: Good alright awesome well that's actually all the time that I had and looks like we're we have about four minutes left before we get before we wrap up or anything, do you have like any thoughts or feedback that I did not touch on that you wanted to talk about.

162

00:21:38.130 --> 00:21:41.250

John Doe: No I just out of curiosity how close is something like this happening, do you know. *[Metaverse Sentiment]*

163

00:21:42.510 --> 00:21:50.130

Jack Dolan: um it actually from what i've seen it actually depends on the state, so I talked with.

164

00:21:51.360 --> 00:22:06.630

Jack Dolan: A I talked with a professor of like virtual reality at UVU for this for this project, I talked with someone last week and, like at least the state of utah got a grant to like start.

165

00:22:06.690 --> 00:22:09.720

Jack Dolan: Implementing this into schools and such and so.

166

00:22:09.990 --> 00:22:19.230

Jack Dolan: it's ultimately it they're definitely concerned as parents share concerns as well it's like well i'm concerned about X, Y and Z so those have been voiced and like

167

00:22:19.680 --> 00:22:30.480

Jack Dolan: but ultimately it's it's I could see in the next like five to 10 years, not all classes, of course, at least that's my perception but.

168

00:22:30.480 --> 00:22:34.800

Jack Dolan: Sure, I could see these being used in schools in the next five or 10 years.

169

00:22:36.330 --> 00:22:40.200

Jack Dolan: So I i'd be curious if of what happens in the state of indiana.

170

00:22:40.800 --> 00:22:42.120

Jack Dolan: yeah see what happens where

171

00:22:42.750 --> 00:22:43.860

John Doe: We're usually a little behind the times.

172

00:22:45.510 --> 00:22:48.750

Jack Dolan: yeah, of course, all that corn just gets to everybody.

173

00:22:48.870 --> 00:22:49.920

John Doe: There it is yeah it's the corn

174

00:22:50.010 --> 00:22:53.010

Jack Dolan: Awesome any other questions or anything.

175

00:22:53.490 --> 00:22:59.580

John Doe: No, no, that was I just not unless you have anything if there's any follow up things you need anything I can do to help you out, let me know.