Pedagogy
Taking Stock and Looking Forward
December 2018 (Part 1)
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Editorial

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2019 marks the tenth anniversary of a landmark issue of the Journal of Virtual Worlds Research, which was themed on 'Pedagogy.' Volume 2 Number 1 of the journal was the fruition of a vision of the late Leslie Jarmon. Dr. Jarmon was a pioneer academic in the use of virtual worlds and immersive environments for learning, and the issue at the time (2009) was the cutting edge of academic thought on what the affordances of virtual worlds are, and how they could be leveraged for learning.

Much has changed since the heady days of the late 2000s, yet many aspects have proved enduring.

This issue aims to document both the present and emerging state-of-the-art, covering the adoption, design, enaction, scaling and translation of immersive and/or mixed-reality environments for learning, and in other contexts of education.

We believe we have achieved our goal. It is our privilege to present you — in this two-part special issue of the Journal — ten academic papers which together paint a colorful canvas on just how far we have come, from those early tentative steps during which we explored the nexus between immersive environments and learning a decade ago. The foundations that were laid then have served us well, and have enabled the diversity of evolutionary growth that we see today.

It was difficult to think of a more appropriate paper to open the first part of this two-part commemorative issue than **Cloutier**'s, which he has titled **Marginalized urban indigenous youth and the virtual world of Second Life: understanding the past and building a hopeful future**. Cloutier describes how a small independent high school in the Canadian West has been using the affordances of the virtual world to explore and reconstruct the colonial past of the students. Three regions - representing past, present, and future - have allowed the personal narratives and dreams of the youth to emerge.

Fanfarelli's paper on **Designing digital badges to improve learning in virtual worlds** takes up this theme of how such environments potentially provide authentic contexts for learner engagement. In his paper, he suggests several examples on how badging might be appropriately applied in curricula which leverage the affordances of immersive environments for learning.

Gui's paper builds on the theme of contextual sensitivity and takes it into a thoughtful exploration of **Student perception of open and mobile space designs for autonomous English language learning in Second Life**. Virtual worlds such as Second Life have long had a productive association with language learning - the *English Village* region of circa 2007 / 2008 was a pioneer in the field - and Gui's paper arising from his work in Hong Kong is interesting because it shows how learner agency has increased over the years.

It is at this juncture in the narrative of the special issue that **Euteneuer**'s thinkpiece on **The Game of Inventing: ludic heuristics, ontological play, and pleasurable research** comes to the fore, because as serendipity would have it, he is able to take the twin themes of learner agency and the multimodality implicit in rhetoric and weave a compelling story which draws from seminal works in game-based learning - from Huizinga to Shaffer - and brings them bang up to date in his own thesis of what he has termed a ludic heuristic.

The paper written by **Nunes, Krassmann, Tarouco,** and **De Lima** follows, and **A teaching method based on virtual worlds and mastery learning** invites the reader to develop the emerging ideas from the preceding papers and examine them through an intervention contextualized in science education. Specifically, the authors describe how sixth graders from a public school in Brazil were given access to a learning environment designed in OpenSim.

The reader is then invited to journey from an elementary school in Brazil to an undergraduate curriculum in Taiwan, where **Lim, et al.** describe their work using Augmented Reality (AR) as a window into the naive conceptions of learners in First Year Chemistry. **Representations of novice conceptions with Learner-Generated Augmentation: a framework for curriculum design with Augmented Reality** invites readers to reconsider the design assumptions underlying many current efforts at the intersection of AR and learning.

As we reviewed and prepared these papers for publication, we were struck by the fact that many of them drew their theoretical inspirations from the field of phenomenology. This has been a relatively recent development, and was not present - or at least, explicitly acknowledged - back in 2008/2009. We see this as a healthy emergent phenomenon (pun intended), because - as Lim has tried to explain in his paper in this issue - there is much to be learned from the thinking of Husserl and others with respect to understanding how learners (and their teachers) seek to make sense of virtual worlds and immersive environments.

Finally, a Chinese proverb reads 飲水思源 (yinshui siyuan). Loosely translated, it is "when you sip from the stream, remember the source." This commemorative issue, themed on Pedagogy and Learning, stands on the shoulders of those who explored the frontiers and came before. It is presented to you - the reader - in the hope that it may inspire you to take your own work further and define new frontiers.

This issue of the Journal of Virtual Worlds Research is dedicated to the memory and work of the late Leslie Jarmon.