MA (Paideia) Ethnographic Portfolio of Ken Eustace May1994-July1995

This portfolio report contains a large part of my data collected as field study notes (of my participation in the MA program at Paideia) as part of the **ethnographic research method** used in the Lyceum Project, at Charles Sturt University.

Chapter 9 of this portfolio is an indexed 16,207-word thesis which demonstrates my acquired knowledge and skills in the the Master of Arts (Liberal and Policy Studies) degree at Paideia. MA participation involves dialogue and study of the Quality of Life, Democracies, Economics and the action of such knowledge and skills towards a Sustainable Society.

Further development in the Lyceum Project since July 1995, has focused upon computer supported collaborative work (CSCW) and the development of the WWW/MOO virtual classroom and collaboratory for university teaching and research.

"Free and open communication leads to a free and open society."

-- Jurgen Habermas from "Theory and Practice"

Paideia MA Portfolio Contents

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Paideia Portfolio

Chapter 1

Student Profile

Ken Eustace has a background in science and computer education, teaches a range of information technology subjects and is a founding member of the Internet Special Projects Group (ISPG), in the School of Information Studies at Charles Sturt University. Mr Eustace has experience in the use of computer-mediated communications (CMC) with undergraduate and postgraduate subjects by internal and distance learning modes. His research interests include interactive computer networking methods in education and business, distributed/collaborative learning environments, hypermedia, electronic publishing and technology transfer for improved methods in university teaching, learning and research.

Mr Eustace was part of an international workshop on teaching and learning on the World-Wide-Web (WWW) at CERN in 1994. He has been part of an international dialogue and MA course participation with Paideia, a university on the Internet, for over twelve months, using WWW and MOO resources. Ken is designing the virtual classroom environment on AussieMOO. Mr Eustace is a member of the Australian Council for Computers in Education (MACCE), the Australian Society for Computers in Learning in Tertiary Eductaion (ASCILITE) and the New South Wales Computer Education Group (NSWCEG).

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Paideia Portfolio

Chapter 2

Introduction

This thesis or portfolio of experiences describes the MA course participation and the developing framework for Paideia contributed by Ken Eustace, using a variety of emerging networked technologies to provide electronic educational materials on the Internet. Since the start of my work at Paideia, the exponential growth of the Internet has required a change of perspective on several occasions, with new and innovative users interfaces, capable of integrating Internet resources such as the WEB and the MOO.

Paideia on the Internet

New technology always seems to raise excitement and expectation of the educational opportunities, but at the same time raises questions about how such change in education can be managed as teachers and mentors collaborate and participate directly with students. The Internet is a very post-modern, multicultural and multinational educational sphere of many trends which do not all move in the same direction. It reduces social distances and is democratic, yet elitist, with every user at the centre or the edge, since it has no overriding focus. The various tools of the Internet, however, have the capacity to add a dynamic layer to the different learning paradigms that exist. By adopting a pluralist approach we can ascertain that just as there is no single best learning paradigm, there is also no single best technology in education. Anderson (1994) describes the pedagogical issues which shares a close association with the Paideia Process Diagram.

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Section 2.1	Paideia (GlobalNet Associates)
Section 2.2	MA course structure
Section 2.3	MA course structure
Section 2.4	Paideia Pedagogy and Portfolio Development
Section 2.5	Getting started: the Journey metaphor

Paideia (GlobalNet Associates)

Paideia University is legally incorporated in The Netherlands at Amsterdam in November 1992 as a university and is registered (serial number #M1140) with the British Columbia Private Post Secondary Education Commission (PPSEC). The PPSEC in the Canadian province of British Columbia supports research and innovation by global distance education providers, and will evaluate Paideia courses for full accreditation in May 1996.

Mission

To serve people throughout the world who are seeking alternative forms of education with a measure of direction and structure.

Objectives

Paideia supports a learning process that retains the values of conventional study and adds to it the use of new media, the power of group processes and easier access to resources and services.

Paideia prides itself on being able to serve a global community through a system of correspondence, using interactive computer files as a stimulus for the creation of student portfolios and their evaluation by peers and mentors.

MA course structure

Since the beginning of 1993, Paideia has offered a Masters degree in Liberal and Policy Studies, along with a Bachelors degree in preparation for the Masters, and a Doctorate for those wishing to elaborate upon their beginning graduate work.

The Master of Arts (Liberal and Policy Studies) normally takes 2-years part time at ten hours of study per week. Students work on their own and create Portfolios that they share with peers and tutors. They are encouraged to participate in weekly peer-led groups, engaging in dialogue about the relation of Liberal and Policy studies.

How it works

Work is set within the context of interactive files in the topics of the arts, history, sciences, and policy studies, accompanied by themes of common concern and diverse perspectives of thought. A shelf of works in the academic domains can be matched with the daily national or international press publications, to enrich the student's experience. The portfolio framework provides the scaffold to document the student's experiences. Students are encouraged to assume greater political, cultural and economic responsibility and to become more critical of their sources of new knowledge in the sciences, policy issues, history and the arts.

The study tempo is designed to be weekly, with the thematic course setting the agenda. The topical and thought materials interweave with reference to current developments in the sciences, arts and in political, cultural and economic life.

```
Topics: History, Social Science, Politics
                Arts, Natural Science, Economics

Themes: Sustainable Society
                Democracies and Economics
                Quality of Life

Thought:        Traditional
                Western
                Eastern
```

Course Evaluation

On the basis of their use of regularly provided resource materials and the required study guides, the creation of their Portfolios and their interaction with peers and tutors, students are prepared for criterion-referenced course evaluation.

Paideia Pedagogy and Portfolio Development

```
The capacity for students to add to the dialogue provides
opportunity for development, application and linkage of new
knowledge to the students own learning context....
The Internet recreates the 'agora' or meeting place
in which knowledge is not only shared but created and
recreated.
```

Paideia supports a learning environment which allows for greater student control and responsibility. Such a learning environment allows the narratives and metaphors of the arts and history, to meet the hypotheses of the social and natural sciences. Here, the conceptual and experienced aspects of the domains of knowledge, everyday life are joined with the themes

Getting started: the Journey metaphor

Study at Paideia starts as a journey towards mastery supported by peers and mentors, using the portfolio to document that journey. The first point of departure with the MA at Paideia was the Geneva-San Francisco Teleconference, described in the next chapter. The second part of the journey was preparative, involving a detailed examination of the 132-page Study Guide on the Paideia server in Amsterdam. This detailed Study Outline and Assignments defines the scaffold of study for the MA (Liberal and Policy

Studies) and the need to create the Portfolio and to work towards a final examination of mastery in the MA award. After creation of the portfolio Home pages, an e-mail messages register and a log of IRC and MOO transcripts, was kept on a local server. The third part of the journey involves:

- Working with the Paideia Study Guide and Assignments
- Participation in peer dialogue groups using telephone conferences, e-mail, IRC, MOO, WWW and listservers
- Interaction with peers and mentors for critique and measures (assessment) of mastery

I have been interested in the qualitative social research methods in computing, as much of computing and the information technology industry is being influenced by the social impact. With a background in education, I always found the alternative pedagogy at Paideia is finely tuned to the Internet medium. Using the ethnographic approach of naturalistic inquiry, it was best that I become an integral part of the developing online university at Paideia, as a participant in the MA degree program.

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Chapter 3

Course Participation

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Section 3.2	[Geneva-San Francisco Teleconference](#)
Section 3.3	[First International WWW Conference 1994: Report](#)

Teaching and Learning on the WEB

This important workshop at the WWW94 Conference at CERN was the starting point of my association with the MA course at Paideia. It was at this workshop that many participants became aware of the innovative learning program at Paideia.

Workshop Participants Contributions

The [full list](#) is maintained by Dr Daniel Schneider at the University of Geneva.

List of Participants

1. [ANDERSSON](#), Tomas, MV/ETX/TK/D, Ericsson Telecom, Stockhom Sweden
   Using WWW within a world wide company to create a "learning organisation" [(here)](#)
2. [DIMITROYANNIS](#), Dimitri, National Dutch Institute of Nuclear and High Energy Physics.
   Virtual Classroom: A case study [(conf. paper abstract)](#) [(conf. paper - PS)](#)
3. [DRAKOS](#), Nikos,Computer Based Learning Unit, University of Leeds, UK.
   WWW courseware authoring with familiar tools [(conf. paper abstract)](#) [(conf. paper)](#)".
4. [DUVAL](#), Erik, Departement Computerwetenschappen, Katholieke Universiteit Leuven.
   Networked Biomedical Image Hyperbase [(here)](#) (remote contrib)
5. [EUSTACE](#), Ken, Charles Sturt University-Riverina, Australia

Mosaic/WWW experiences with library science students (here)

6. HENSARLING, Kenneth, Jr., Honolulu Community College

    WWW as campus information system & Exploration Tool (here)

7. KEILY, Lyn, The University of Newcastle,Australia

    Teaching the Web for finding resources and making presentations (here)

8. KRUPER, John, Division of Biological Sciences, University of Chicago

    WWW as Learning/Teaching Tool (Conference paper abstract)

9. LILLEY, Chris, Computer Graphics Unit, The University of Manchester

    Distance Learning on the Web, and evolution considered (here)

10. McAFEE, Malcolm

    Paieida, World Wide Web as a University Environment (here)

11. PERAYA, Daniel, School of Psychology & Education, Geneva Univ.

    Distance Learning and the Web (here)

12. RAZA, Sami, Crystallography, Birkbeck College, London

    WWW application to distance learning courses (here)

13. ROSE, Kimberly, Learning Concepts Group, Apple Computer

    K-6 Students' Use of the Web. Working With On-Line Guides or Experts. (here)

14. SCHNEIDER, Daniel, School of Psychology & Education, Geneva Univ.

    Learning & Instructional Design Theories and the Web (here). (TOC). (ps).

15. SCHROEDER, Ulrik and Michael BRUNNER, Fachgebiet Praktische Informatik, TH Darmstadt.

    WWW/Mosaic/HTML for interactive learning material (here)

16. SPEH, Marcus, DESY, Theoretical Physics Group

    An Active Virtual Course (here)

17. WESTHEAD Martin David, Edinburgh Parallel Computing Centre, University of Edinburgh

    The Methodologies of Hypertext Based Courses (here)

Geneva-San Francisco Teleconference

The first point of departure was the teleconference that Dr. McAfee had organised in the meeting lounge at the Touring Balance Hotel in Geneva. This took place at 11:00pm on Thursday, May 26, 1994 Geneva time, after the boat cruise and WWW94 Conference Dinner on Lake Geneva. The South Salon, First Floor of the Hotel was our venue. It was a live connection to a group of students in San Francisco who were using the same Internet tools as Paideia was developing, for coursework and dialogue. Several members of Paideia and others from the teaching and learning on the WEB workshop were present.

The group in California is usually more than 125 participants and they have met monthly since October 1993. About 40-50% are World-Wide Web developers, many of whom are working at a level similar to the keynote WWW94 address on CommerceNet. The group in California will have access to all page design documents for the workshop, received in California at 6:30am, Geneva time.

My analysis of this session revealed that humans still have that compulsion to communicate no matter how limiting the connection. This was one of the observations observed by Pavel Curtis at LambdaMOO with over five thousand users of a text-based system. It was here that I decide that the best way to help develop such interactive technologies in open learning was to participate in the MA program at Paideia with a research focus which would also contribute my skills to developing the Internet tools for open learning at Paideia and elsewhere.

First International WWW Conference 1994: Report

MAY 25-26-27 1994, CERN, GENEVA (SWITZERLAND)

CERN is the European Laboratory for Particle Physics at Geneva, Switzerland, (birthplace of the World-Wide Web)

WWW94 Highlights

1. Introduction
2. The Keynote Address
3. The State of the Web
4. The Future of the Web
5. A Media on Demand System for WWW
6. Active Pages: Intelligent Nodes on WWW
7. CERN httpd WEB Server software
8. CERN caching algorithm of httpd
9. The Virtual Classroom: a case study
10. GENVL and WWWW
11. ALIWEB
12. Lost in Hyperspace?
13. GNA Globewide Network Academy
14. Transitioning CD ROMs to the Web
15. Interactive Information Service
16. Teaching and Learning with the Web

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Introduction

This document describes the main highlights experienced by Ken Eustace at WWW94. As part of the Teaching and Learning on the WEB Workshop, particular interest was given to many projects including

Dr Malcolm McAfee work at Paideia. Ken Eustace, Philip Tsang and Geoff Fellows presented a [paper](#) about their Mosaic and Internet training experiences with distance education library science students at CSU.

The topics chosen only represent a small number of the total papers presented but may be of most interest to *browsers* with interest in the World-Wide-Web architecture and how it can be applied to many fields of endeavour such as:

- enhanced teaching and learning methods in distance education
- virtual learning environments
- distributed hypermedia
- collaborative research projects
- intelligent information management on the Internet
- user interface design
- indexing and searching tools
- interactive presentation of spatial data in a GIS.

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The Keynote Address

Effective rules in Cyberspace: what we may wish to do and what we can do

by Dr David Chaum from DIGICASH

The architecture of the Internet can go two ways. One is the consumer model or 'head-end' with a set-top connection to all services eg video, bank etc, similar to the notions of Pay-TV. The preferred alternative is to retain and develop further the citizen model of the 'open-net'.

The Citizen Model

The citizen owns and controls their own private information in sample categories such as private relationships, markets, voting, surveys, public expression and publications.

The problem is :

What infrastructure model gives the open-net, citizen model the best chance to compete against the head-end, consumer model?

The answer may lie with developing a mutually trusted party or MTP using a computer as a virtual trustee. This can be done with the use of public key cryptography to simulate a MTP. The public key

digital signature is not the lone answer, because in some cases it only emulates the 'credit-card number' for use in the consumer model. Undeniable signatures that have been verified by the virtual trustee provide for 'digital proof'. In this system, the actual payment cannot be traced back to the payer, but is verified along the money chain, similar to cash (hence Digicash) . Such a system, Chaum proposes, will lead to the use of e-money and e-voting as possibilities, with this technology.

Digital Pseudonyms and Credentials

If e-money and e-voting are to be in place, then digital pseudonyms and credentials are necessary. Some of the consequences are:

- One pseudonym per type per person for elections and survey polling;
- Transfer of credentials between pseudonyms;
- Proving the answer to queries about credentials;
- Being able to reveal only the stated criteria about yourself.

The final word:

CRYPTOGRAPHY CAN EMPOWER CITIZENSHIP IN OPEN NETWORKS

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The State of the Web

by Joseph Hardin, National Center for Supercomputing Applications (NCSA)

Why the NCSA?

The NCSA is a National Science Foundation (NSF) supported, national supercomputing centre at the University of Illinois. The work at the NCSA is involved with:

- Digital information systems and virtual environments
- Distributed virtual environments eg vehicle simulations
- Software development groups
- Communications
- ○ NCSA Telnet
- Scientific visualisation
- ○ NCSA Image, Datascope, Dataslice, Polyview, Alphashape
- Data handling and formats
- ○ Hierarchical Data Format (HDF)
- Collaboration of scientific teams

   ❍ NCSA Collage and real time conferencing
        ❍ Information systems
        ❍
        ❍ NCSA Mosaic, HTTPd integration eg Gateway to SQL systems (GSQL)

Current Priorities of the NCSA

- Disabled access project
- Standardising the cross-platform suite of servers and clients for WWW
- Collaborating with CERN, OSF, CNIDR, OCLC
- Commercial exchanges: free viewers, but paid-for editors
- Universalisation of URI's:
- e-mail/multimedia
- USENET news/ BBS
- Databases/SQL
- Data archive/HDF
- Viewers
- Authoring/Publishing:
- a year 6 girl drags a document to a folder and it is published on WWW
- Synchronous collaboration
- Open NCSA Mosaic and a common client interface (CCI)
- Hyperlink passing
- Authoring environments
- Shared Mosaic with real time slaved sessions
- Move to sequence of URL's eg display doc, play sound, show image etc

Standards

- Various standards are being developed at the NCSA such as:

- URN a URL abstraction
- URC a standard for resource citations
- WHOIS++
- Deep searching
- HTML++ for enhanced hypertext and hypermedia
- HTTP application integration to stand alongside Mosaic.

A lot of work is being carried out already in this area and 1995 should see the release of many new tools such as search engines for WWW. Globalisation and personalisation of WWW servers daemonry for indexing and searching enhancements.

Commercialisation of the Internet

Hardin states that this is both inevitable and a good thing. The politics of inclusion should be used to make companies feel wanted and to contribute to the spirit of the open network model. The challenge is to maintain public space and equality of access while realising the commercial potential of the Internet.

The Future of the Web

A philosophical view by the WWW creator, Tim Berners-Lee

Issues for the Web

The Web is a communication medium for real people to dial in and blur the boundaries of their existence. WWW can be integrated with the interaction of IRC and whiteboard conferencing, with a move towards the Web as a representation of human knowledge by merging protocols at the bottom layers and GUI's at the top.

MUDs and WWW will have interoperability. WWW architecture requires further enhancing of:

- caching and replication algorithms
- security infrastructure
- collaborative, group editing of HTML documents
- persistent names so that the resource can still be found 200 years later
- resource discovery tools
- semantics
- integration with real time, virtual reality

A Constitution for the Web

Builders of a new world should be aware that they are building a new society. The Web is full of legal issues, etiquette problems and protocol actions that affect people.

A W3 Organisation

An announcement will be made in July 1994 on the formation and operation of a W3 organisation as a technical advisory committee. This organisation is necessary as commercialisation of the Internet is inevitable as the high bandwidth demands of future developments are costly. The W3 will :

be international and open be vendor neutral have a European centre at CERN and a USA centre at MIT have other institutes linked in have an industry consortium and a spirit in conjunction with the CEC

A Media on Demand System for WWW

The current demand systems provide quick access to continuous media such as MPEG and the parallel presentation of data. It also has remote control functionalities and provides both unicast or multicast IP support. The recordings are 10 Mbone audio, 6 Mbone audio/video and include 20 Internet Talk Radio shows using PCM and GSM coding.

Visit this site

Active Pages: Intelligent Nodes on WWW

This paper may be of interest to the group working on the Clinical Placements Project. Active Pages are well suited for programs that are shared across a community and they are easy to make. Active pages are hypertext documents that act as front-ends to intelligent WWW applications.

The advantages of Active Pages can be found by examining the Active Page design methodology. Some of the advantages are:

Accessibility and Restrictions of using HTTP to bridge applications and the interface. Collaboration of many users being able to share a program and its data. All documentation is done in hypertext. Concurrency is providing the multiple use of a program and concurrent updates to a database. Input validation is used safely by the program using forms with selection boxes, but the http can be faked easily. the adoption of CGI/forms extensions may constrain the implementation.

Active pages design methodology can be best demonstrated by two examples such as WEBDNS, which edits the Internet Domain Name System master files, and by the People Directory, which is a personnel database that can be edited and contains hypertext links to biographical pages. WEBDNS uses a perl script to manipulate the DNS master files and provides navigation using menus with filed editing (form/fill). Concurrency support includes file locking to block overlapping updates and only hosts in the database may edit the database. The input validation is carried out using menus and regular expressions. The People Directory is a white pages style of listings with biographical links that can be edited and has a pair of Tcl scripts managing a database.

CERN httpd WEB Server software

CERN httpd WEB Server software can be obtained by [ftp](#).

CERN caching algorithm of httpd

CERN caching algorithm of httpd can be found by clicking [here](#)

The Virtual Classroom: a case study

The challenge was to make the virtual classroom as addictive as Netnews. Part of this project was screened on The Net, BBC2, May 18, 1994. The sites to visit are listed below:

[BBC tv](#)

[Carnegie Mellon](#)

GENVL and WWWW

Surfing the web is an extremely inefficient mode for information access and needs more tools such as GENVL, which can generate a virtual library and the WWW worm or W4, which can generate indexes by tunnelling through http sites. Such tools are useful for searching the world of spatial databases, and may be of interest to the Centre for Spatial Data Analysis (CSDA) at CSU. A global list of tree pointers, sorted by the most recent entries, is one of the key data structures used by these tools and should get the attention of Michael Whitelaw at the School of Information Studies. GENVL and W4 are good examples of the applications being developed to run alongside Mosaic and increase the information handling efficiency of the Web. Philip Tsang has mentioned the work of McBryan in the seminar of his work on parallel processing with PVM, currently under way at the Centre for Spatial Data Analysis at CSU.

ALIWEB

ALIWEB (Archie-Like Indexing in the WEB) is a collection of perl .scripts with a similar architecture and index file format to that of archie and is indicative of the searching and indexing tools that are being

developed for use over the WEB. Mosaic users will require the form fill feature to run smoothly to use ALIWEB. ALIWEB is operating at this place in the UK.

The ALIWEB WWW94 paper is at the same place.

Further html documentation is available about ALIWEB, its Technical details, perl and plexus.

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Lost in Hyperspace?

Free text Searches in the Web

ICE is an indexing gateway for free text searches and an automatic data gatherer for ALIWEB in WWW. It can even create an index of searches using French, German and Spanish special characters. The beta version of ICE is available by ftp

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GNA Globewide Network Academy

The GNA aspires to be a fully accredited on-line university and is establishing a community of educators and students from schools, colleges and universities, working together. No-one is paid, courses are free and the GNA will have a 'virtual board' of governors. GNA uses programmable MUD's and MOO's linked to WWW which has a document tree structure and access to a meta-library, to run courses. MUD (multi-user dungeon) and MOO (object oriented MUD) incorporate a virtual social reality for role-playing, simulation games. MUD's and MOO's create a programmable environment of socialising, communication and teaching! It is important to keep the MUD/MOO small, as the no. of players at one time is important.

How does the GNA operate using computer-guided distance education?

The GNA is developing teaching strategies and bootstrapping curricular documents using:

1. Collaborative design of hypertextbook courseware over WWW;
2. Hypertextbooks to be used to distribute class notes and collaborative texts;
3. Virtual library meta-indices;
4. Postgres database and a Plexus WWW server;
5. GNA personnel tracking over the Internet;
6. MOO's for interactive classes.

Previous students who complete a GNA course are asked to become on-line consultants to a new cohort of students. A virtual OOP/C++ course is one of the first complete courses available using self-paced exercises, a hypertextbook and on-line consultants MOOing with real-time office hours. WWW is used to archive material and LISTSERV discussion lists are used as a bulletin board...

Take a look at the GNA if you have time. The GNA also has some aspects in common with the Diversity University

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Transitioning CD ROMs to the WEB

Interactive Education and Research

Virtual Chimps is an academic CD-ROM publication and was one of the most interesting and visual presentation at the conference. Virtual Chimps has been produced as behavioural research tool for those who wish to apply Jane Goodall's methodology (who worked personally with the project) to the study of the behaviour of a set of chimps. Each chimp has a complete life history media database, using Hypercard, and QuickTime movies, stored on the Virtual Chimps CD-ROM. It uses multiple hyperlinks to access the data. The CD-ROM and the presenter were part of a CNN Science Report about the Virtual Chimps project.

How is WWW and the Mosaic client involved with the project?

The CD-ROM is having its lifetime extended by a Virtual Chimps connection to, and integration with, the World-Wide-Web using Mosaic. The Home Page may reveal 'what is new' since the browser's last visit. Refined methods, new scholarly research or even a new speech by Jane Goodall may be made available on the Mosaic Home Page and can be used to enhance the CD-ROM resource. A seamless integration of new audio or visual material can be achieved by updating the CD-ROM material. The local drive's folder of CD- ROM indexes is updated to contain the new material and its index. The Mosaic HTML page has a clickable data field which takes you back to the CD-ROM environment, using the new updated index for the CD-ROM.

Read the full paper.

Interactive Information Service

This paper describes the PARC Map Viewer that uses a geographic database to create and display maps of any locations around the world on demand and a Folk Music server to a database of 4000 lyrics and

melodies.

The CSDA may be interested in the list of map viewer rendering options that are available in the on-line version of this paper along with the map viewer's documentation. I found the feature of being able to incorporate map images from this extensive source, into other HTML documents, useful. The author gives an example that will insert a small color image of the entire world into your next HTML product:

Furthermore, it is possible to link this image back to the interactive Map Viewer by clicking on the image in order to zoom and change the view by using the following:

pubweb.parc.xerox.com

Teaching and Learning with the Web

This was the main event for Ken, Geoff and Philip - a collaborative, international workshop on the application of WWW to enhance teaching and learning at all levels and modes of education. The workshop was organised along thematic modules. Each module had a chairperson/coordinator. Discussion is prepared by a list of subtopics/questions for each module (participants are encouraged to contribute to those lists). The results of the workshop and the final contributions have been "published" as a WWW document tree. Participants are encouraged to share copyright and all papers can be found at the University of Geneva (TECFA)

. The workshop is part of a teaching and research unit called TECFA ("Technologies de Formation et Apprentissage"). This site is a good place to start for those interested in the educational uses of WWW.

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Paideia Portfolio

Chapter 4

Contributions to the Dialogue

Since the start of my MA course participation and the development of the framework at Paideia my contributions to the dialogue have been wide ranging. Using a variety of emerging networked technologies to provide electronic interaction on the Internet has been paramount and how shown how the area of social computing is opening up into a bona fide research area. Hundreds of e-mail message, publishing WWW pages for the agenda, IRC and MOO conferences in the Paideia Meeting Room on AussieMOO have all been part of the total contribution to the MA curriculum at Paideia. AussieMOO has been developed by my group of researchers in the Internet Special Projects Group (ISPG) at Charles Sturt University as the social hub and virtual classroom environment for open learning paradigms like the Paideia initiative.

One of the lasting experiences in this use of this learning paradigm, is the feeling that one endures when coming from the virtual to the real, from meeting and working with colleagues in person, presenting a conference paper and the process of graduation, are all quite challenging. The following set of experiences document my contributions to the dialogue, ABOUT the technology as it strives to go beyond the WEB and the MOO, and about the development of the agenda WITH the technology

The contributions to my development in the MA are focused around the work of Dr. Malcolm McAfee, Dr. Scott Sherman, Dr. Stan Schur, Dr. Marvin Bobes, Dr. Dimitri Dimitroyannis and the archwizard of AussieMOO *Aussie* and the quality controller, James Jessiman.

Content Map

Section 4.1	E-Mail Contributions
Section 4.2	WWW Contributions
Section 4.3	IRC Conferencing
Section 4.4	AussieMOO Dialogue
Section 4.5	The Main Contributors

E-Mail Contributions

Electronic mail has been the backbone of any open learning effort for some years and was a feature of the first distance education computing course that I did in the period 1986-1988. Not only important for course announcements, but for setting the agenda with up to the minute topics for discussion under the curriculum themes. It was as a natural consequence that I sought to develop the first listserver service for Paideia

WWW Contributions

Numerous WWW pages have been published by me on several CSU WWW servers as part of my contribution to the MA process at Paideia. My home page at Charles Sturt University (/faculty/sis/admin/ eustace.htm) has been used as an example for the other participants to follow. This way each student is encouraged to set the standard for others to follow and better. It is quite remarkable how not only the information but also the design layout of a WWW page has a definite USE-BY date. The AussieMOO Home page series (http://silo.riv.csu.edu.au/AussieMOO.html) provides telnet links as well as a guide to the structure and function of AussieMOO for education users.

The Lyceum Project is a research project that I have been developing as a global distance learning initiative, in particular after much e-mail dialogue with Dr McAfee about distance independent learning (DIL, or learning where YOU are, when YOU like!) as an improved open learning paradigm.

The ideas all start in ancient Greece. The philosophers Socrates, Plato and Aristotle were famous teachers of their time, who taught in the street, the marketplace or the gymnasium and who sought to create a **Paideia** or ideal state of education and culture (McAfee e-mail, 1995). It was Aristotle who built the Lyceum school outside the walls of Athens in 335 BC., where students received physical training and listened to lectures. Today, many educators would agree that learning is enhanced by use of the media of the time. Educational technology has changed the face of teaching over the centuries with the Internet and hypermedia leading the way beyond the year 2000, but the capacity for use of the dialogue has remained constant in teaching. The ability to talk back and add to the dialogue empowers the student to link any knowledge to their own learning context. In ancient Greece, Plato's famous dialogues recorded many teacher-student interactions and may be regarded as part of the media of their time with the gymnasium or Lyceum as an ancient agora.

The *INTERNET LYCEUM* is a networked environment, that seeks to create a socially-acceptable virtual classroom which integrates on-line tutorial discussion and real-time desktop conferencing on-line information searching and retrieval and hypermedia learning tools. The Internet Lyceum builds upon the dialogue style of Socrates, the keeping of dialogue records by Plato and the building of a learning centre by Aristotle. WWW and a social and educational MOO at Charles Sturt University called AussieMOO are the fundamental units of this virtual learning and research project. The Internet is a meeting place for learning and the use of the dialogue, which is fundamental to the development of a virtual classroom model for the Internet Lyceum. Such a model must also become socially acceptable to the community of learners and be able to provide support beyond the basic learning resources that are found on the Internet. It must also allow students to have the freedom to pursue their interests and academic curiosity

with others.

Internet services such as the World Wide Web, Internet Relay Chat and MOO servers are at the core of any support for human interaction among a community of learners on the Internet, so that the social and affective domains of learning (Lipman, 1991) can be explored and developed. The use of dialogue and the journey metaphor, where student identify their points of departure and their destination explicitly, are a key part of the modern Paideia, a virtual university on the Internet. IRC, WWW and a social and educational MOO at Charles Sturt University called AussieMOO are the fundamental units of this virtual learning and research centre.

IRC Conferencing

Using IRC and any other forms of real-time communication such as MOO and desktop video requires the members to be time travellers. For some, it may be more useful to use a time machine, than it is to calculate the current time across several of the world's time zones. What makes this task harder is the number of countries which are going in or out of daylight saving time. One significant contribution to our dialogue was made by British Airways, which has a service which provides world times throughout the year. After consultation we decided upon NOON GMT as the standard time for the start of each meeting, which could be communicated by e-mail to all members. The Paideia IRC channel is: globalnt

---

AussieMOO Dialogue

The contribution of AussieMOO to the dialogue and curriculum has been immense. Going beyond the WEB and the MOO is a common theme or thread in my work at Paideia with Malcolm, Scott and the others. My approach in the Lyceum Project considers the learner or end user position, across a range of factors including the user interface, computer literacy and access to the suitable technology level. This theme is now being applied to the Paideia model. Much time has been spent on investigating the different ways to improve the WWW/MOO interface. The development of AussieMOO coincides with that at Paideia. A multimedia MOO in education would be a powerful tool. The best efforts so far include the work at BioMOO and at ChibaMOO. WWW is described as having a static client, since connection to the WEB server is broken after each request. It gives access to information as hypertext or hypermedia, has some useful search tools and can empower users to publish their own information. It can be made more interactive with the use of programming scripts on the server side, but how real is the interaction without communication with other users? The MOO, although a text -based system has the real-time interaction with other users but lacks the visual and audio environment of the WEB. By linking the WEB to the MOO, the interface captures the best and worst of both systems, where WWW inherits the real-time communication and the MOO inherits the lag of the WEB, as one example. It is this sort of result that may lead to a new client/server architecture for true interaction - a precursor to interactive TV

or perhaps desktop video!

One of AussieMOO other benefits is its global appeal and has started to attract female users as potential Paideia candidates, and will help to balance the gender issue.

The Main Contributors

Dr. Malcolm McAfee

Malcolm has been the main link to the MA course at Paideia. As a result of our contributions to the dialogue, we share the vision for taking Paideia beyond the WEB and the MOO, in terms of both the technology and the pedagogy. The sense of collaboration across the Pacific Ocean was immense, as shown by the co-authoring of the final MA evaluation paper at ACEC'95. This has led me to use not only the computer-supported collaborative work (CSCW) ethic more widely in my teaching and research. The Paideia pedagogy can now be seen to work effectively in the assignments that I set for my own students. From 1996, all computer management students will have construct their own portfolio as a tool for development and assessment of the individual.

Dr. Scott Sherman

Dr. Scott Sherman works in Washington DC. for the AID information services in systems. Together with Malcolm, Scott has been the stalwart of the agenda, always managing to provide a current and highly motivated topic list for discussion on the agenda. Some of Scott's work can be found in the sample MOO transcripts in chapter . Scott has also been an integral part of a developing curriculum model, which led to examine a set of Global Online Education Support (GOES) ideas for WWW/MOO interaction. This may be a simple Curriculum Design Checklist for Paideia:

1 **Learner**

- Registration
- Navigation Headings and Icons
- Student-Mentor e-mail
- Virtual library access
- Communication tools (MOO)
- Search engines

2 **Curriculum**

Syllabus description
- Course structure (content/concept maps)

- Non-linear path to resources (hypermedia links)
- Assessment Guide

Dr. Stan Schur

Stanley Schur is a reserach associate at University of California, Berkeley. He has done conferencing already and is developing a teleconference for early August 1994. Stan has shown some interest in the project all along. In particular I felt that he had a particular interest in the use of an e-mail listserver for agenda and archive management of the dialogue. This led to develop and moderate the PAIDEIA-L listserver, discussed in a later chapter.

Dr. Marvin Bobes

Marvin Bobes is a consultant in Northern California. He has shared in developing a lower division staff training program for using the Internet and World Wide Web and in preparing a grant proposal on staff networking. He is revising the Paideia natural science study guide. Marvin shares a great deal with the Paideia paradigm and has always been supporting the MA process since my first association in May 1994.

Dr. Dimitri Dimitroyannis

Dimitri's work on the European Information Society has been interesting and he had provided a good insight into how the development of a virtual classroom fits into the world. His case study, presented at the WWW94 Conference in Geneva was a good starting point

Aussie

As the Archwizard of AussieMOO, his help and guidance to new users of the MOO at Paideia was crucial to the success of the MOO as a learning and communications tool.

James Jessiman

James has been part of many Paideia conferences and has built a computer shop on AussieMOO to help new and old users. He has the job of quality controller at AussieMOO and manages a system of WWW pages related to LEGO enthusiasts.

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e-mail: keustace@csu.edu.au URL: /~keustace

Paideia Portfolio

Chapter 5

Developing Internet Resources for Course Participation

This chapter documents my work in developing the scaffold or framework various Internet resources for on-line education at Paideia and Charles Sturt University, Australia. Once these resources were in place, signficant testing has occurred with my participation in the MA curriculum. This developmental approach, involving all participants (end-users) in the hallmark of study at Paideia. It is through this program, that the Beyond the WEB and the MOO theme has developed, where the use of the technology and its development is part of the journey metphor in acquiring and acting upon knowledge, across the MA agenda. Extending WWW and MOO interface in online education in open learning systems has to take into account the factors mentioned in the Lyceum Project:

Going beyond the WEB and the MOO is also a major theme in the Lyceum Project, which considers the learner or end-user position, across a range of factors including the user interface, computer literacy and access to the suitable technology level. The challenge for online educators is one of computer literacy, where the teacher/ participant is overtly and covertly developing skills with object-oriented technology. Data communications, data modelling, multimedia and object-oriented programming, new technology such as Sun's Java programming language or python are essential components in the weaving of the online educator's tapestry, whether it be electronic publishing on the WEB or the text-based virtual reality of the MOO. Higher bandwidth options such as the desktop video environment of CU-CeeMe or the M-Bone provide a superior form of communication, but are not truely global as the WEB and the MOO. Even in third world countries where only e-mail and telnet services exist, can still access WWW and MOO sites with a command-line interface.

Paideia Logo Development

The visual image of Paideia was part of a short term project with Patrick McNamara at Charles Sturt University. The logo can be used by all participants in their WWW page designs. Click the small logo example below to read more about the Paideia logo.

Content Map

This chapter reveals a snapshot of that tapestry, at the time of writing this final dissertation for the MA at Paideia.

Electronic Mail

Section Map

Threaded e-mail discussion

All incoming mail is usually stored in folders (directories) and filtered by subject and author. All outgoing mail is sent to the Paideia Distribution List of Peers and Mentors. A LISTSERV discussion list can serve to provide the communications flexibility of of a bulletin board, a forum and an archive of dialogue for research and the building of a student portfolio. The Paideia Distribution list serves as the base of the Paideia LISTSERV.

```
paideia@inter.nl.net
KEUSTACE@zac.riv.csu.edu.au
mbobes@eis.calstate.edu
sherman@clark.net
sscher@nature.berkeley.edu
ddimitri@paramount.nikhefk.nikhef.nl
J.TORENBEEK@is.ruu.nl
joost@hacktic.nl
rabotnik@xs4all.nl
stikker@hacktic.nl
             Figure 1. A Samole Distribution List used at Paideia
```

The threading or indexing of e-mail is also a useful technique for use in the student portfolio. In my case, a collection of 133 threaded mail messages are stored in a database. The threaded subject in message #4 and #25 below, is the teleconference planning by Stan Schur at Paideia during 1994.

```
#4 13-AUG-1994 07:30:58.24                                    MALCOLM
From:   IN%"paideia@inter.nl.net"  "Paideia"
To:     IN%"jharold@capcon.net"  "paideialist",
```

IN%"KEUSTACE@zac.riv.csu.edu.au",
IN%"mbobes@eis.calstate.edu",
IN%"sschur@nature.berkeley.edu",
IN%"uwnet47@u.washington.edu"
CC:
Subj: Late summer audit--Paideia and related ventures

The five of you are firmly into using the Internet and either
use or are probably about to use World Wide Web. I wanted
to share with you an immediate vision of the late summer
and fall for Paideia.

Scott Sherman is c/o jharold...Scott works for the AID
information services in systems. He has finished two years
of work on the design of records management--his effort
will begin to show in Paideia, with steps as small as this
first address list e-mailing! He is finishing, for Paideia,
a CD based on the July Washington Post.

Ken Eustace was at the WWW conference in Geneva. He
works at Charles Sturt University in Australia. He has used
the Internet in distance learning. He is finishing a Masters
on "Use of interactive technology in higher education"

Marvin Bobes is a consultant in Northern California.
He has shared in developing a lower division staff training
program for using the Internet and World Wide Web and
in preparing a grant proposal on staff networking (access
at http://128.32.250.197/home.html).
He is revising the Paideia natural science study guide.

Stanley Schur is a reserach associate at University of
California Berkeley. He has done conferencing already.
He is developing a teleconference for early Fall.

Molly Dwyer teaches using the Internet on Puget Sound.
She has developed a course for teaching writing.
She is developing a home page and doing a revision of
the Paideia arts study guide.

Malcolm is working on home page development and
several related projects. Perhaps this is enough for now.
If this works, more follows.

(Incidentally, to place me, I am in a basement in
Telluride Colorado--I will be here another week and then
I will be in Aspen for a couple of weeks. I trust we can do

```
a   conference of sorts in that period
Best to you all-personal e-mail follws soon.)

--Malcolm
```

<p align="center">Figure 2. Mail message #4 of 133</p>

```
#25 14-SEP-1994 03:36:10.43                            MALCOLM
From:   IN%"paideia@inter.nl.net"  "Paideia"
To:     IN%"KEUSTACE@zac.riv.csu.edu.au"  "paideialist",
IN%"mbobes@eis.calstate.edu", IN%"sherman@clark.net",
IN%"sscher@nature.berkeley.edu",
IN%"uwnet47@u.washington.edu"
CC:
Subj:   Progress


#1--Stan and I talked. Stan suggests we do a conference on the
issues in Sunday Times magazine letters to the editor on
small-pox as an endangered species.

#2--My 75 + students
I have 75 + in my two classes and and now working to get them
all home pages.

R.S.V.P

--Malcolm
```

<p align="center">Figure 3. Mail message #25 of 133</p>

Discussion Lists for small group interaction

Section Map

Section 5.2.1	[PAIDEIA-L Design and Implementation for Paideia](#)
Section 5.2.2	[Subject line Keywords for threading and indexing](#)

PAIDEIA-L Design and Implementation for Paideia

Using LISTSERV Distriribution Lists in courses is still popular and this reveals the compulsive nature and resilience of e-mail as a form of communication. The PAIDEIA-L discussion list for Paideia has been set up by me at Charles Sturt University as part of my MA work at Paideia. A study of established e-mail list such as

Gleason Sackman's net-happenings, led to the design of a set of subject line keywords which are best suited to the Paideia process. The keywords enable the student and their supervisor (another participant) to sort and thread the various messages into themes or topics in their electronic portfolio.

Subject line Keywords for threading and indexing

The text below shows the welcome message to all new subscribers to the list on the PAIDEIA-L list.

```
You have beenadded to the subscriber list of:

        PAIDEIA-L@listserv.csu.edu.au

the following mail address:

        KEUSTACE@zac.riv.csu.edu.au

By default, copies of your own submissions will be returned.

PAIDEIA-L is open to all members at Paideia as a tool for
general and threaded discussion. All messages are archived
as a service to those members who are building a portfolio of
their course participation at Paideia. Messages can be included
as electronic citations for publications produced by members of
this list.

Members are encouraged to use at least one
SUBJECT LINE KEYWORD whichwill assist with the
content-related sorting of mail messages for the Portfolio.
At the moment, the basic subject line keywords are:

GEN>    general requests, help and computer literacy needs
GREET>  greetings to new members
IDEA>   when you have a idea to share with others
INTRO>  your introductory message and point of departure
MOO>    MOO happenings; AussieMOO Conferences
NEWS>   current affairs as the 'fuel for thought'
PAPER>  conference paper or journal article proposal
TECH>   educational technology developments
TOPIC>  new or current topic for discussion
WWW>    WEB updates: course information/member pages

When posting your first message to PAIDEIA-L, please
introduce yourself to the other members by:

1. using the listserv address:  PAIDEIA-L@listserv.csu.edu.au

2. entering INTRO> firstname lastname into the subject line
```

```
3. including a brief personal note about yourself in the
message field

4. ending your message with name, e-mail address,
e-mail signature and contact information such as deemed
appropriate.


Netiquette:       "think before you post"

signoff with personal name only after the INTRO> message
```
Figure 4 The Paideia Discussion List Rules

On the Internet, there two main approaches used when there are large groups of people discussing many different topics are the Listserver Distribution or Discussion lists and the Usenet news. The listserv system has e-mail sent to an automatic system (list server) that copies the message to all people in a list. People apply to put their e-mail address on particular lists by sending subscribe messages to the list server. Usenet or netnews has messages (articles) posted and sent to all news servers using a flood method.

Newsgroups for large group interaction

News servers collect (or reject) and sort the articles according to topic area (newsgroup). The newsgroups are arranged in a hierachy. The top level available at Charles Sturt University includes:

```
alt, aus, bionet, bit, biz, comp, csu, gnu, ieee, melb, misc,
news, rec, sci, soc, talk, vmsnet.
```

Within these top-level groups, there are usually further divisions, sub-divisions within the divisions, and so on. A group is described by names separated by full-stops. For example:

```
        aus.ads.forsale.computers
```

Articles are read using a client program called a news reader which uses a list of newsgroups that have been selected from the groups available at the news server. Articles with the same subject can be threaded so it possible to follow a discussion. E-mail from a popular list can be overwhelming and it is very possible that an interesting article from a newsgroup can expire (be deleted and replaced by new articles) before it is read. In both cases the messages are text files in the memo format, that is, a series of headings (tag and value) like:

```
        From: the Co-ordinator
        Subject: Understanding Newsgroups
        Date: Friday, 6-Jul-1994 09:10:20 GMT+10
```

followed by a blank line or some dashes and then a message body. Lines shouldn't be longer that 72 characters.

Some messages can contain non-text data (programs, pictures, animations and so on) which are encoded into a special text format. A appropriate reader is required to decode these messages. Other messages contain portions of previous messages quoting them using certain punctuation and many messages have at the end signatures of endless variation. Netscape, the World-Wide Web browser, can be used to read newsgroups from the news server.

Section Map

Section 5.4.1	[Netiquette](#)

Netiquette

The Usenet culture has developed over many years and new users should be aware of a few customs. I don't want to say rules, because those are usually broken. It seems apprpriate here to discuss the notion of network etiquette or *netiquette*. When you read an article that contains a question on a topic in which you are an expert, don't jump in a post a reply. Since it is estimated that there are 40 million people on the Internet, it is quite likely that someone else will know the answer. Send e-mail to the author, rather than posting to the group. Newsgroups represent a wide range of cultures. Your article gives an sample of your thinking. If the grammar and spelling are sloppy, that may influence the impression others have of you, so carefully consider what you have written before posting. In some groups, it doesn't matter. They seem to be like discussions down at the pub and can get rather fruity. Make sure your message is formatted to 72 characters per line. Some news readers make a mess of long lines. After awhile, you may be tempted to design a signature. It should be four lines or less. Many people pay to read news and don't appreciate long signatures. Note the netiquette message included in the PAIDEIA-L subscription notice.

This is just a brief look at the whole netiquette issue, which can vary on each service. On WWW it can be poor etiquette to use large icons when smaller ones would be more friendly. On a MOO, it is quite easy for your point to be misunderstood or your humour is not readily apparent to others in the same room.

World Wide Web

WWW provides many new opportunities for distance education or as it should be described as *learning where you are*

. WWW is the main information storage and retrieval systems at Paideia. Students are encouraged to use electronic publishing methods in documenting the Portfolio. Course information for Paideia is found [here](#). The comprehensive study guide and agenda is published as a series of connections, covering over 100 pages with links to others documents and cross-linkage to the home pages of participants. Linking Paideia to my [Home page](#) has opened up discovery of valuable resource links at Charles Sturt University. Many of the distance independent learning initiatives that have been part of my work at Paideia, have attracted the attention of the University's own Open Learning Institute (OLI).

Section Map

Mosaic experiences with library science students

In April 1994, I was part of the research team from the Internet Special projects Group (ISPG) which set up the first Internet Training facility for distance education students at Charles Sturt University. This lab used the NCSA Mosaic WWW client on Macintosh LC II computers which were all assigned permanent Internet addresses. Our first group of students were studying library science and did not have a high level of computer competency. The main thrust of these workshops was to test new training methods and to take students on a journey from raw scavengers of information to the skills of electronic publishing. A consistent user interface made the learning tasks easier but new concepts such as networking software, non-linear hypermedia do appear to be difficult to grasp. One possible reason for this is that for most of our lives we have been conditioned to learning by the book metaphor, which is essentially linear in nature.

Home Page Development

Paideia participants are encouraged to develop their own Home page on the World-Wide Web using HTML. For novice users, HTML templates can be sent by e-mail to new users, with intstructions on how to edit. Similarly, a package like WebWizard can be used to provide the data for construction of a first Home page. Electronic publishing of the students projects and portfolio can then become a vital part of the wider forms of human communication available at Paideia.

Publishing the MA Portfolio

WWW is the ideal place for students to publish their MA Portfolio for communication to others (and assessment), but as a sharable resource for new students in the MA process. It is hoped that each participant will learn from others and seek to improve the standard of research, dialogue, communication and reporting. In this report, I have tried to develop a standard using chapters, content maps and navigation buttons, found in most multimedia learning packages. It is a now a Paideia standard, ready for others to use, modify, enhance or even discard and offer a superior alternative.

Real-time Conferencing

Section 5.6.6 [The Paideia Meeting Room at AussieMOO](#)

Internet Relay Chat (IRC)

IRC was our first method for real-time dialogue on the Internet and sample IRC transcipts ine Chapter 7 reveal some of the early coursework dialogue achieved on channel *globalnt*

Resource guides were developed to help new users to IRC at Paideia and were also used for distance education students at Charles Sturt University:

- [globalnt: Getting connected for dialogue](#)
- [IRC Quick Guide - sent as an e-mail message at Paideia](#)

Some users may have found the others who would join the channel to be a nuisance, but the Paideia experience allows for particpation by others at all time as a source of enriched learning. Those who saw the topic as strange, would soon go off looking for action elsewhere. A useful tool which soon became secondary to the use of the MOO for dialogue.

The Time Window

The time window decision process was an interesting experience for global learning. An accessible and reasonable time window may take some work ofr the group to define. Deciding upon an appropriate time window across the Internet can be done in the three steps outlined below:

Step 1 Check the time zones of all participants. The world seems to be constantly changing time zones due to daylight saving policies. At Paideia, we found that British Airways had a reliable time checking facility and we decided upon NOON GMT Saturday as our regular time window. (To give an example of the difficulty some users may face, NOON GMT would be 10pm at night in Wagga Wagga, 10am in the morning in Washington DC and late afternoon in San Francisco.)

Step 2 E-mail Survey Send out a list of GMT times for users to analyse and to reply with a list of priority choices, to the supervisor.

Step 3 Test and decide on the final time window

IRC Resources used at Paideia

[IRC Quick Guide](#)

Multi-user Domain, Object-oriented (MOO)

MOO Resources

Multiuser Object-Oriented Domain (MOO) AussieMOO has been developed at CSU by Ken Eustace and Geoff Fellows as a MOO for social and educational use by students and can provide more structure and dynamics than by using IRC alone. Further MOO programming using the LambdaMOO and various programming languages will convert the MOO text-based environment into a multimedia MOO. The VirtualClassroom on AussieMOO has offices and a Paideia Meeting Room which are used for the Paideia conferences. AuusieMOO is an important part of the course structure for the MA at Paideia. The linking of a MOO to the WEB is an important part of research in Europe, North America and in Australia. The design of a multimedia interface for AussieMOO is currently underway in conjunction with the development of a virtual classroom model based upon research into new learning theories which are use with Internet-based courses. The sequence of the dialogue remains intact but has been broken up into five stages to help the reader to recognise the stages that exist in a simple MOO session. The five main stages are :

- Welcome to the new player
- Connecting to the MOO
- Welcome Foyer (setting a home location)
- Finding @who is connected
- Conversation style: follow the threads

AussieMOO

AussieMOO is an open-styled, experimental and research MOO established by the Internet Special Projects Group (ISPG) and hosted by the School of Information Studies at Charles Sturt University. Services for social interaction, Paideia MA conferencing, computer-supported cooperative work (CSCW), life-long education (beyond just K-Ph.D), experimental psychology and philosophy have already started. All AussieMOO WWW pages use the AussieMOO logo as a clickable telnet link to AussieMOO for users without an enhanced client application such as MUDDweller for Macintosh or MUDWin for Windows users. AussieMOO is divided into a **Social Hub** and an **Education Hub** for various experiences, and has an advanced **Role Playing Game (RPG)**. AussieMOO has been developed by a set of simple rules by the Archwizard Aussie. The AussieMOO Home Page is located at http://silo.riv.csu.edu.au/AussieMOO.html/ Otherwise you can point your telnet or MOO client to silo. riv.csu.edu.au:7777/ making sure that the 7777 port number is specified, otherwise the machine will attempt to login an account user.

```
||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||

                    >>>>>> AUSSIE MOO <<<<<<

Welcome to an Australian MOO, so please enjoy your stay here!

        *** There are a set of rules, upon connecting, type; rules

We now possess a World Wide Web page:

    http://silo.riv.csu.edu.au/AussieMOO.html

If you have any other problems, the archwizard will be happy to solve it for
you, e-mail at;  Aussie@Meriadoc.riv.csu.edu.au
```

```
If you wish to connect, type; connect guest
Otherwise, as a player, type; co

HP-UX silo B.09.00 B 9000/42S 08000910d66e unlimited-user license
```

||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||

Figure 6. The AussieMOO Welcome Screen

```
Welcome To AussieMOO
This MOO is divided into three main sections:

 The Virtual Classrooms,
 The Social Hub, and
 The RPG section, which is still under construction.

All of these places may be visited, however, it might be embarassing to go
into a classroom, when there's a demonstration program underway.

AND please enjoy your stay....
You see THE RULES( read rules ) and The Tale of AussieMOO here.
Obvious exits:
    west to Crosspoint Centre [Level 1] (#150)
    north to The Virtual Classroom (#301)
    south to FutureTec. Labs [MOOseum] (#184)
```

Figure 7. The Welcome to AussieMOO after connection is made.

The social hub is a happy place where players build their own part of AussieMOO and learn a lot about social interaction and object-oriented computer programming. The education hub is open for use by the whole education community. The MOOspace is used by Charles Sturt University and Paideia for conferences, consultation, tutorials for value-added teaching in undergraduate and postgraduate courses. By linking the MOO to the WEB and adding a virtual classroom presence at AussieMOO, we can provide an enhanced quality of interaction for online education. The Paideia conferences show how interaction on a MOO uses a style called the written conversation, which invokes the thought process in the user.

The Paideia Meeting Room at AussieMOO

```
*******************************
Welcome to AussieMOO, an Australian MOO. Please enjoy your stay here!

-- The AussieMOO Wizard Staff.
*******************************
Paideia Meeting Room [Virtual Classrooms... Enter "@map" for a map]
```

```
An important place of meeting, with a whole bunch of non-descript chairs.
[type; sit on chair].
You see Note and metaphors here.
Malcolm is here.
Obvious exits:
    south to Hallway (#234)
    east to Paideia Annex (#3079)
You have new mail (4 messages).  Type 'help mail' for info on reading it.
There is new activity on the following lists:
    *Social Discussion (#1008)           50 new messages
    *Player (#98)                        23 new messages
    *Theme (#91)                         59 new messages
Last connected Wed Jan 25 10:58:20 1995 EDT from annex1_port2.riv.csu.edu.au
There are new news items for you to read.  Please type "news" to get a
summary.
Your answering machine has no recorded messages.
<== connected: Hopper, Total: 10 ==>
```

Figure 8. The Paideia Meeting Room Screen

The Virtual Classroom

```
                        *** The Virtual Classrooms ***


.---------------.              .---------.------------.------------.
|  InfoStudy    |              | Hopper's *   The     *  Sunray's  |
|     #198      |              |  Office  *  Virtual   *  Office    |
|               |              |  #1019   | Classroom |   #242     |
|-* *-----------|--------|----------| Offices  |------------|
|  Infostud     | Paideia | Paideia  |   #311    |            |
|  Seminar      | Meeting *  Annex   |-----* *-----|   MOO      |
|   Room        |  Room   *  #3079   |   The     | Programmer |
|   #461        |  #235   |          |  Virtual  |  Academy   |
|-* *-----------'-* *------'----------| Classroom *   #318     |
| Hallway #460     Hallway  #234   *    #301       *          |
|-* *-----------.-* *----------------*-----* *-----|------------'
| Flying Finn's |     TAFE        |          |  .----------------.
|  Classroom    |     Lab         | "The Quad" | |      The      |
|    #785       |    #3205        |   #1569    *--' Experimental |
`---------------'-----------------|            *--.     Farm     |
                                  `------------' |    #1552      |
                                                 `---------------'

                        Outside #3249
You are currently in "Paideia Meeting Room" (#235).
```

Figure 9. The Map of Surrounding Classrooms

The Virtual Classroom classroom structure has been cautiously developed over time to closely focus upon the needs of users. The essential specifications are simple so that the learner can control and be given some responsibility for its development and useful interactions. If the user has a good idea, but lacks the MOO programming experience, then the team of AussieMOO wizards are always willing to help.

Global Online Education Support Design Checklist

The following checklist is a useful guide to other educators wishing to develop an effective curriculum structure for online courses, such as the MA at Paideia.

Learner

- Registration
- Navigation Headings and Icons
- Student-Mentor e-mail
- Virtual library access
- Communication tools (MOO)
- Search engines

Curriculum

- Syllabus description
- Course structure (content/concept maps)
- Non-linear path to resources (hypermedia links)
- Assessment Guide

© Ken Eustace, Last updated July 12, 1995

e-mail: keustace@csu.edu.au URL: /~keustace

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Paideia Logo Development

Logo Design

This Paideia logo design has been submitted to the colleagues at Paideia by Patrick McNamara and Ken Eustace. Patrick is a Lecturer in Graphic Design at Charles Sturt University and was commissioned to design the Paideia logo in May 1995. He has used Adobe Illustrator 5.0 to create the image. It is now also available in GIF and JPEG formats.

The original design concept developed over lunch in Perth WA, Australia between Malcolm McAfee and Ken Eustace. For a global, online university, there is no set geographical reference and it was thought that the green (celery) and the red (strawberry) were global, environmentally friendly, socially acceptable and without any ambigity or bias.

Logo Attributes

The celery and the strawberry fit the original Paideia model about the gaining of knowledge as a clockwise learning action and that the expression of that knowledge is a counter-clockwise action. The fact that the celery and the strawberry are a vegetable and a fruit makes for a non-threatening learning environment for participants at Paideia. The following list of attributes belong to this logo design:

- Celery = the tree of knowledge
- Strawberry = the fruit of that expressed knowledge
- Circle = a global, online and open learning model
- University colours are Green and Red on a White background

Invitation to Comment

Please send your comment by e-mail to keustace@csu.edu.au

Page last Updated by **Ken Eustace** *31/10/95*

globalnt: The IRC Channel for Paideia

Real-time dialogue for discussion, tutorials and conferences. Tutorial help files are sent out by e-mail to all participants. The following file produced by Ken Eustace, Steve Harrison and Nik May for Paideia and Charles Sturt University has been particularly useful to beginners:

```
I.R.C. - Internet Relay Chat
(August 1994 : Ken Eustace, Steve Harrison)
(Updated May 1995 : Ken Eustace)

Many of you may be asking : "What *IS* IRC?"

In short IRC is like an international inter-connected telephone party
line where you can actively take part in all manner of activities.
You can talk with people, play games, get hints for various things
you may be trying to do and ultimately make good friends.  Who you
talk to and where you talk to them is only limited by your irc
knowledge.  There are many rules which must be followed on irc just
as in real life.  There exists a form of irc police on the network
too.  They are there to help, well in fact they are like you or I;
there simply to talk to their friends, make new friends and enjoy
sharing knowledge.


STARTING IRC

On any account setup for irc-access you can usually type something
like:

irc

OR

/bin/irc

You may also need to put your nickname as well eg:

irc yournickname
```

e.g: irc nikink

depending on how it was set up.

Various things will fly past...don't panic these are simply there to
introduce people to the network. (Called a MOTD - Message Of The Day)
On irc everyone has a nickname...this can be your real name or a made-
up name. Not too surprisingly you may find that someone else could be
using the same nickname as you in such a case you will recieve a
message to the effect of:

*** illegal nickname (name) is already in use.

This means that you must simply choose another nickname. To do this
you
type:

/nick newnickname

e.g. /nick fred

will give you the nickname of fred.

Ok, once the nickname is sorted out you will find yourself in what we
ircers call the void. This is where everyone starts out. From here
there are a few things you can do.

1. You can list all the channels on the irc. A channel is like a
room on a MOO where people get together to talk and the void is like
a huge silent hallway with hundreds and sometimes thousands of doors
leading to those rooms. To view the entire list type:

/list

and wait while all the hundreds of channel names fly past you... an
easier
way of doing it is to use:

/list #letter*

where letter is a letter of the alphabet.

OR

/list -min number

where number is a positive integer.

Alternately you can use the Pause key on any pc during the large
listing to halt the scrolling mass of channels. Pressing the
backspace key unlocks the pause mode so be quick if you decide to use
this method! In the list you will notice a few things such as the
names of channels are after a hash (shift key + 3) and sometimes a
few words are after this name.

e.g. #globalnt the place where Paideia meets.

2. Once you have decided upon a channel to join you simply type:

/join #name

e.g. /join #globalnt

will open the 'door' to the 'room' for #aussies and you will
immediately see a listing of all the nicknames of the people in the
channel and a display of the topic for the channel.

You are now in a public place, everything you type now is just like
speaking in public (so remember your manners!)

e.g if you type: hello!
    everybody in that channel will see something like this:
     hello!

This will appear on the screen along with all the things that the
other people are saying.
Occasionally you may see things like:

*** change #globalnt...

these things usually indicate that a new person has entered that
channel or that the channel operators have done something to change
the way in which people can talk on the channel. For now channel
operators are simply like gods... do not stuff around with them too
much or you may find yourself kicked from that channel or temporarily
banned from the channel. (occasionally even permanently banned!) So

for now simply type some words and say hello to people.

3. On the channel there are various things you can do. Occasionally
you may see something like:

*** Action: gelf waves to all the newcomers...

You can do this yourself by typing:

/me waves to gelf

NOTE: when using the Action command (/me) always think of how it will
appear on the screen for example something like:

/me wonders what to do

will look like:

*** Action: yournickname wonders what to do

(think of it as saying something like: Steve decides to walk around...
instead of something like: Steve decide to walk around...)

If you make a friend or a number of friends, they may decide to talk
to you with private messages... they appear on your screen something
like this:

nikink Are you having fun?

This means that nikink is asking you and only you (as a private
message is like whispering in someone's ear... no-one else hears it
or in this case sees it!) if you are having fun. You can reply to a
private message by typing:

/msg

PLEASE NOTE THAT THE <> SYMBOLS ARE THERE TO CLEARLY CONTAIN AREAS
FOR VARIOUS PARAMETERS OR WORDS - DO NOT TYPE THEM.

The actual command is /msg and the nickname is who you are sending
the message to.

On occasions you may come across someone who is rude to you or whose

presence you object to. In these cases it is recommended that you use the ignore command. It has various forms...

/ignore

Where the limit is something like:
msg   - to ignore private messages from that person
all   - will ignore everything that the person with that nickname types.
        You will not see anything they type, publicly or privately.

For more irritating cases you can type the entire e-mail address of that person for ignoring (as they may change the nickname just to be a pain) to find out the e-mail address of that person you type:

/whois nickname

eg: /whois kene

This will come up with something like:

*** kene is: keustace@csu.edu.au (/msg me and say hello)

and some other stuff for decoration basically! To unignore someone you simply use:

/ignore nickname none

and then you can see anything that person says again.

If you should decide to leave the room for a while it is advisable to use the away command which will inform anyone that would like to speak with you using private messages that you are not at the keyboard at that moment. Use:

/away and the reason for your absence here...

For example:

/away cleaning the bookshelves because they need to be cleaned!

will appear in your own /whois message as:

*** yournickname is away: cleaning the bookshelves because they need to be cleaned!

And thus it tells people if you are actually present or not. To turn off the away message you simply type:

/away

and the away message will no longer appear in your own /whois.

OK...to leave a channel type:

/part #name

where #name is the name of the channel you are in.

Other things you might need to know are:

What lag is: well there is no official explanation for this that I could find, but it is basically the time it takes for your on-screen words or somebody elses to appear on another persons screen.

What a netsplit is: again no official explanation. Basically something has gone wrong somewhere and the rest of the world was disconnected from the internet temporarily...sometimes it may just be you...other times just a few people...it depends on the mood that the internet is in I guess. If you are caught in a netsplit you will be told to use /server to reconnect... this /server business is the actual area that you are using to
gain access to the rest of the world simply type:

/server

on some occasions the internet may have crashed totally for a while and you might not actually be able to get back in for ages. I recommend quitting after about 10 minutes without access and trying again in about half an hour or so. For shorter splits you may be automatically restored to the last position you were at on irc. (that means it will return you to the last channel you were on)

<.^> What the Undernet is, What the Efnet is, What the Overnet is: You may hear these terms while you are on IRC and wonder what they mean. Basically they are different networks of IRC servers. Efnet is

the first and largest network. This is the one the first 4 servers
above are conected to. The Undernet is a smaller network than Efnet,
but is technically superior. The last server in the above list is
connected to the Undernet. Usually a server connected to the Undernet
has Undernet in it's address somewhere. The Overnet
is small. Very small. There is no Australian Overnet server. Few
people have even heard of it (at time of writing). To most people and
for all intents and purposes the Efnet is Up(stairs), and the
Undernet is Down(stairs) and the Overnet doesn't exist. If you are on
one you cannot directly talk to someone on another. You must either
change servers (using /server) or send e-mail.

If you open your own channel or get channel operator status (in a
channel you will appear in your own /whois with an @ symbol in front
of your name) you will have the power to control the way the channel
is operated. You have the power to kick people or ban them. The
kicking is only supposed to be done in situations where it is
warranted (for example if a person on the channel is being rude or
yourself or others would not like him to be there). A kick
temporarily ensures that that person is out of the channel. They can
rejoin the channel however and should be allowed to have a second
chance before you decide to ban that person. A ban will ensure that
the person is no longer allowed to enter that channel until you or
another channel operator removes that ban. As a channel operator you
can also control who changes the topic of the channel or who is
allowed to enter the channel.

The channel modes can be changed by using the following The symbols
<> are
simply used to describe the parameters that are added:

/mode #ChannelName + or -

The plus or minus means add or remove the mode respectively. The
modes are things like:

t - which when +'d means only a channel operator can control who
alters the topic on the channel.

To alter the topic use /topic #ChannelName and the topic.

i - means the only people who can enter the channel are those which
are

     invited to that channel.
To invite someone to a channel use:

/invite

l - to limit the number of people on the channel. Where the number
            is the maximum number of people who are allowed on the
channel.

There are many other channel modes. These are the most common.

To kick someone use:

/kick

To ban someone use:

/mode #ChannelName +b

To remove the ban use:

/mode #ChannelName -b

Some terms that are used on the irc:

L8r   - later
ppl(s)   - people(s)
bbl   - be back later
bbs   - be back soon
brb   - be right back
hugs   - a way of making the hug look interesting
o i c   - oh, I see
u   - usually as in "you"
r   - usually as in "are"
btw   - by the way
rofl   - the person is rolling on the floor laughing (well probably
not
            really but it describes the action anyway)
smilies - :) is like a sideways smile... there are many variations!
            e.g. B-) is a smiley with glasses on.
cya   - see you

There are many other things you may come across.

For now just have fun and use a /whois to see if I am on IRC if you
need help. My nickname is nikink and I usually hang out in #poetica
on the Undernet.
If I am on and you need help, I'll do my best. If I am not on and you
have bad
problems, e-mail me at:

keustace@csu.edu.au

Finally when you are all finished saying goodbye to your friends and
ready to exit simply type:

/quit

wherever you are and you will be returned to your own account. Log
out as normal. (Usually use: lo f)

CASUAL RULES FOR NEWCOMERS TO THE IRC WORLD:
1. Do not flood a channel with rubbish... this is simply so that
others do not lose the thread of their conversation.
2. Swearing is not a good idea... (depends on the channel you are in
though)
3. Making friends on internet is easy but making enemies can be just
as easy... it is always a good idea to just be friendly to whoever
you meet that way you don't feel so alone.
4. Be *extremely* careful who you give phone numbers or addresses
to... even if you think you know them they could still be a
psychopath!
5. IRC is a privilage NOT something which is given to anybody without
reason...
6. Be tolerant! There are a lot of people on IRC. There are bound to
be some with whom you do not get along, or just don't like, or who do
not like you. If this happens either go to another channel, ignore
them or get a sympathetic operator to help. (They will usually tell
the other person to stop and/or kick and/or ban the offending person.
Be warned though, the offending person may also get a channel
operator to help them!) Above all else avoid fights! Making fights is
making enemies, and making enemies is making trouble, and making
trouble is stuffing up. It's sometimes difficult to avoid them but
try all the same.
7. Remember misunderstandings are easy when all you have to go on is
typed statements! See point number 6.

8. Beware of scripts. Scripts can be fun and/or useful. However some scripts have been written so as to provide people who know how access to YOUR account! This of course is highly illegal and very dangerous.
9. Do not use commands on irc that you are not familiar with. If in doubt use /help to find out exactly what something does.

Users of the Wagga Wagga system please note:
We may have channel when I am on...

 #csu

Please feel free to join this channel and invite your friends there... It is always a good idea to experiment with new things in a safe place

COMPILED BY:

Ken Eustace, Steve Harrison (gelf)
1994 Charles Sturt University

UPDATED BY:

Ken Eustace, Nicholas (NIK.) May (nikink)
1995 Charles Sturt University

FOR USE BY:
Paideia, Charles Sturt University and friends

[This document is for helping newcomers please don't change too much should you decide to do so]

IRC Quick Guide

Here is the IRC guide which is sent to new users by e-mail:

```
Subj:    More on IRC...

Greetings,

Ken or I would welcome any comments you may have about the use of IRC
in this way, or as a tool to assist your learning. If you need any
help just ask us.
Here is a handy guide to IRC commands:

REVIEW OF COMMANDS:

/nick                    - new nickname
/list <-min number/#letter*> - to list all channel names or just the
ones
                               with a minimum number of people or
starting with
                               "letter".
/join <#name>                - to join a channel.
/me          - to do an "Action" command.
/msg   - send private message to someone.
/ignore   - to ignore everything
                                          or just private messages
                                          by
/ignore  none      - to unignore someone.
/ignore                   - to list those people who are being
ignored.
/whois            - to get details on someone.
/away   - if you are not watching the screen.
/away                     - to remove the away message which
appears in
                          your /whois.
/help                     - for help. Note, however, it doesn't
always help
                          and it isn't always installed for use!!!
/part <#name>                - to leave that channel.
/quit            - to exit irc.

CHANNEL OPERATOR COMMANDS:
```

```
/mode <#name> + or -

MODES ARE:  t - only channel operator can change topic.
            i - only people who are invited can come to the channel.
            l  - limit number of people allowed on channel.
/topic <#name>  - to change the topic of that channel.
/invite <#name>      - to invite someone to the channel.
/kick <#name>  - to remove unwanted visitors.

TO MAKE ANOTHER CHANNEL OPERATOR (or remove their operator status):
/mode <#name> +/- o

/help             - for further information on commands.
```

Now here is a quick tutorial exercise on IRC to try:

1 Telnet to host machine running IRC

```
    $ telnet irc.usq.edu.au
```

2 At the golum prompt:

```
    $ setenv IRCNICK "your IRC nickname"
    $ irc
```

Your IRC nickname is set before you enter IRC. THis can be added to your .login file, in future.

3 Enter the following command to see a list of channels:

```
    /list -min 10
```

This filters out channels with less than 10 people.

4 Find a channel name from this list. It may be quite long and you may have to learn how to limit the number in the list. Use the help facility. Beware of all the sex and love channels. IRC is an uncensored environment where academics, students and professionals meet the real world in a virtual social reality. In other words, "among the nonsense, there is some sense!".

5 Join a channel of your choice.

```
        /join #yachts
```

(where yachts is the name of a current channel in your listing. If not, then that will create the channel with you as the only member)

6 Leave a channel.


```
        /leave #yachts
```

HINTS:
Type text in blocks of two lines max. at one time. Press or to send to other channel members. The text will come out on the remote screens with your IRC nickname as the prompt.

7 Quit IRC.

```
        /quit
```

8 To logout from host:

```
        $ logout
```

or   press the Control-D keys once or twice for stopped jobs.

The channel that we will use for on-line tutorials at Paideia will be:

```
        #globalnt
```

As I said, any problems just ask.

Ken Eustace and Nik May

Paideia Portfolio

Chapter 6

Conference Agenda Topics: Participation in the Dialogue

Content Map

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Postmodernism and the Internet

Paideia is part of the postmodern approach with educational technology and uses dialogue to challenge thinking. The work by Denis Hlynka and Andrew R.J.Yeaman on Postmodern Educational Technology gives a good introduction, in a surprising non-linear way, to the essential ideas of postmodernism in education and stresses the move from linear to non-linear paths.

Attending classes and studying printed material is still a main thread for open learning, but the use of multimedia computing applications and data communications through the World-Wide Web (WWW), have introduced global hypermedia as the basis for a non-linear model of expression. Distributed hypermedia (WWW) and the real-time communication and programmable virtual world of MOOs, are helping to raise the use of collaboration over competition as effective learning environments - a new thread for open learning is emerging to challenge the dominance of printed material and the book metaphor.

Take the area of computer-supported collaborative work (CSCW) where the networking of students around the world has changed the purpose of writing as a form of communication. Students recognise the extra reward from global feedback rather than from just the teacher - students write for an audience and not for a mark!

Now that is one feature of the postmodernists use of educational technology.

- Do you agree?
- Can you think of other examples?
- What did you think of the Hlynka and Yeaman article?

Post Response

Lyceum Project

Background

In ancient Greece, the philosophers Socrates, Plato and Aristotle were famous teachers of their time, who taught in the street, the marketplace or the gymnasium and who sought to create a **Paideia** or ideal state of education and culture (McAfee, 1995). It was Aristotle who built the Lyceum school outside the walls of Athens in 335 B.C., where students received physical training and listened to lectures. Today, many educators would agree that learning is enhanced by use of the media of the time. In ancient Greece, Plato's famous dialogues recorded many teacher-student interactions and may be regarded as part of the media of their time with the gymnasium or Lyceum as an ancient agora.

Educational technology has changed the face of teaching over the centuries with the Internet and hypermedia leading the way beyond the year 2000, but the capacity for use of the dialogue has remained constant in teaching. The ability to talk back and add to the dialogue empowers the student to link any knowledge to their own learning context.

The *LYCEUM PROJECT* is a networked environment, that seeks to create a socially-acceptable virtual classroom which integrates on-line tutorial discussion and real-time desktop conferencing on-line information searching and retrieval and hypermedia learning tools. The Internet Lyceum builds upon the dialogue style of Socrates, the keeping of dialogue records by Plato and the building of a learning centre by Aristotle.

IRC, WWW and Australia's First educational MOO at Charles Sturt University called AussieMOO are the fundamental units of this virtual learning and research centre.

MOO technology in teaching and research

The role of CSCW is growing as a tool in documenting research. Some of the common MOO developments (TECFAMOO) for teaching and research are listed below:

- Virtual Meeting spaces for researchers (desktopconferencing)
- Tutorial support for classroom teaching
- Tutorial support for distance teaching
- Environemtns for 'Just-in-time' Open Learning
- Learning by doing educational environments
- Spacial organisation of information retrieval;
- Dynamics of interactions in a virtual space;
- Social and Political issues in virtual worlds.

Methodology

Research will focus upon the level of computer literacy, practices and attitudes of participants in a virtual classroom environement or scaffold for collaborative teaching and research, that is developed by the researcher using object-oriented programming techniques.

Qualitative methods overview

The Naturalistic paradigm using the Lincoln and Guba (1985) phases of naturalistic injury, interpretive research and ethnographic methods by Holden and Mitchell (1993) and LeCompte and Goetz (1982). Developmental action research including collaborative action between participants in the teaching-learning process and telematic proficiency in studying.

Quantitive methods overview

Attitudinal scales using Hemphill's Index of Group Dimensions (1956) which is an established sociometric index with a high reliability and validity. In particular the index will be considered in this study to measure the level of control, participation and polarisation associated with group learning behaviour. Statistical analysis of survey instruments delivered via the World Wide Web to on-line educators, researchers and students and the use of Q methodology correlational techniques (Kerlinger, 1986).

Virtual Classroom (Lyceum) Model
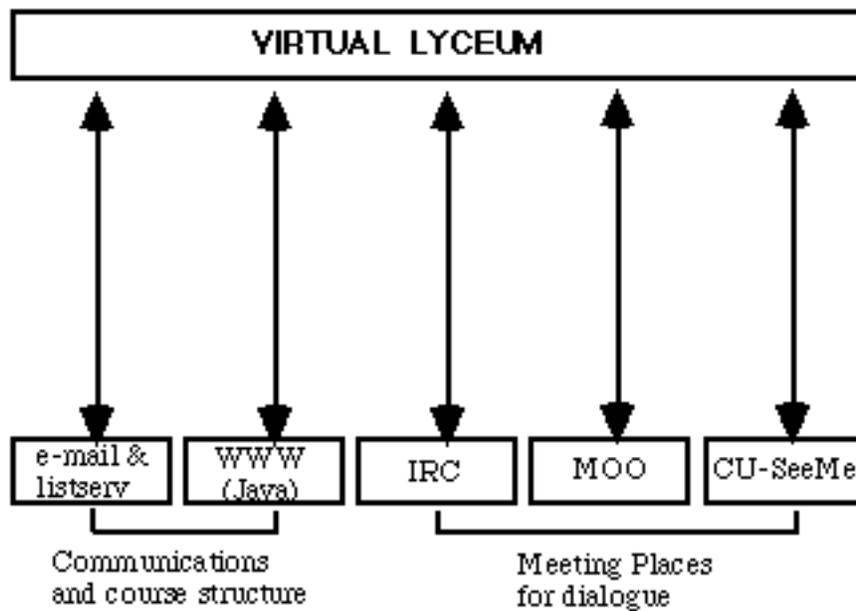
A [conference paper](#) with Paideia has already been written using conferencing on AussieMOO.

 You can visit the **AussieMOO Home Page** at [Silo](#)

Page last Updated by **Ken Eustace** *8/6/95*

THE INTERNET IN SOCIETY

The rapid expansion of the Internet systems has created a lag in response time from the wider community, as the exponential growth of users increases. The over flow of information, the authority to publish, unethical and anti-social practices, erosion of privacy, increased user access to pornography, copyright and protection of intellectual property rights and the push for censorship or controls are NOT assisting the expansion of its enormous educational use.

The following extract from the Lyceum Project (Eustace, 1995) looks at the difficulty experienced in achieving a creditable outcome, when so many suspect the Internet as subversive to current practice. For example an academic who has a Ph.D from a "bricks and mortar" university, may feel threatened or undermined by a colleague with a similar degree from a university on the Internet.

SOME ANALYTIC COMMENT FROM THE LYCEUM PROJECT

The new forms of educational technology, the Internet and the use of the Hypertext markup language (HTML) on the World-Wide Web, weave a thread for the development of the online hypermedia Portfolio Reporting. Such Portfolios, inventory-keeping and the sequence of events (such as the dialogue with peers and mentors, captured as MOO transcripts), enhances Self-Assessment, Self-Evaluations and the development critical thinking and study skills in the process.

A new collegiate ethos is born where ongoing opportunities for Reflective Learning are developed. The importance of Reflection and Self-Assessment promotes Personal Development and strengthens "connections to the world". A whole new pedagogical arena unfolds as my teaching becomes more reflective, due to these techniques creeping into my teaching methodology. Collaborative work, constructivism, collaboratries (involving a constant technology thread) and self-regulating learning inside global time-windows are major parts of this new paradigm.

How do traditional practices undermine:

- self-regulated learning?
- curriculum development?
- course accreditation?
- The involvement of computer technology as a thread for learning?
- acceptance by other academics?

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THE NATIONAL INFORMATION INFRASTRUCTURE:

EXECUTIVE SUMMARY

Consider the context of the NII initiative with conditions in Australia and Pakistan by reading the Agenda for Action below and the question that follows:

        All Americans have a stake in the construction of an
advanced
    National Information Infrastructure (NII), a seamless   web of
    communications networks, computers, databases, and consumer
electronics
    that will put vast amounts of information at users' fingertips.
    Development of the NII can help unleash an information revolution
that
    will change forever the way people live, work, and interact with
each
    other:

    o   People could live almost anywhere they wanted, without
            foregoing opportunities for useful and fulfilling
            employment, by "telecommuting" to their offices through an
            electronic highway;

    o   The best schools, teachers, and courses would be available
            to all students, without regard to geography, distance,
            resources, or disability;

    o   Services that improve America's health care system and
            respond to other important social needs could be available
            on-line, without waiting in line, when and where you needed
            them.

        Private sector firms are already developing and deploying
that
    infrastructure today. Nevertheless, there remain essential roles
for
    government in this process. Carefully crafted government action
will
    complement and enhance the efforts of the private sector and
assure the

growth of an information infrastructure available to all Americans at

reasonable cost. In developing our policy initiatives in this area, the

Administration will work in close partnership with business, labor,

academia, the public, Congress, and state and local government. Our

efforts will be guided by the following principles and objectives:

o   Promote private sector investment, through appropriate tax and

        regulatory policies.

o   Extend the "universal service" concept to ensure that information

        resources are available to all at affordable prices. Because

        information means empowerment--and employment--the government has a

        duty to ensure that all Americans have access to the resources and

        job creation potential of the Information Age.

o   Act as a catalyst to promote technological innovation and new

        applications. Commit important government research programs
        and grants to help the private sector develop and demonstrate

        technologies needed for the NII, and develop the applications and

        services that will maximize its value to users.

o   Promote seamless, interactive, user-driven operation of the NII. As

        the NII evolves into a "network of networks," government will ensure

        that users can transfer information across networks easily and

        efficiently. To increase the likelihood that the NII will be both

        interactive and, to a large extent, user-driven, government

must

  reform regulations and policies that may inadvertently
hamper the

  development of interactive applications.

 o Ensure information security and network reliability. The
NII must be

  trust- worthy and secure, protecting the privacy of its
users.

  Government action will also ensure that the overall system
remains

  reliable, quickly repairable in the event of a failure and,
perhaps

  most importantly, easy to use.

 o Improve management of the radio frequency spectrum, an
increasingly

  critical resource.

 o Protect intellectual property rights. The Administration
will

  investigate how to strengthen domestic copyright laws and

  international intellectual property treaties to prevent
piracy

  and to protect the integrity of intellectual property.

 o Coordinate with other levels of government and with other
nations.

  Because information crosses state, regional, and national
boundaries,

  coordination is critical to avoid needless obstacles and
prevent

  unfair policies that handicap U.S. industry.

 o Provide access to government information and improve
government

  procurement. The Administration will seek to ensure that
Federal

  agencies, in concert with state and local governments, use
the NII to

  expand the information available to the public, ensuring
that the

  immense reservoir of government information is available to

the

        public easily and equitably. Additionally, Federal
procurement
        policies for telecommunications and information services and
        equipment will be designed to promote important technical
        developments for the NII and to provide attractive
incentives for the
        private sector to contribute to NII development.

    The time for action is now. Every day brings news ofchange: new
    technologies, like hand-held computerized assistants; new ventures
and
    mergers combining businesses that not long ago seemed discrete and
insular;
    new legal decisions that challenge the separation of computer,
cable, and
    telephone companies. These changes promise substantial benefits
for the
    American people, but only if government understands fully their
    implications and begins working with the private sector and other
    interested parties to shape the evolution of the communications
    infrastructure.

        The benefits of the NII for the nation are immense. An
advanced
    information infrastructure will enable U.S. firms to compete and
win in the
    global economy, generating good jobs for the American people and
economic
    growth for the nation. As importantly, the NII can transform the
lives of
    the American people -- ameliorating the constraints of geography,
    disability, and economic status -- giving all Americans a fair
opportunity
    to go as far as their talents and ambitions will take them.

In Australia, the telephone system in rural communities cannot transmit computer data and has to be upgraded upon user requests. The cost for an individual to establish an ISDN connection is around $US2000 p.a. compared to $250 p.a. some parts of the USA. In Pakistan, a business wanting a WWW service may pay up to $US200 000 p.a. as the telecommunications infrasructure still has to be constructed.

What do you see as the main Access, Equality and Status issues for:

- Indigenuos people?
- Developing Nations?

How far do we have to progress before the Internet is a truly global system?

```
            -------------------
          |  /^-^\ Balt.+/\  |           FredNet MOO        fred.net 8888
          |/       \_* DC/  \ |__
                    \_  |   |  |        Frederick, Maryland, USA
                      \/      \_|
```

Registered FredNet MOO callers login: connect

>>>>>> New Here?   Login with: connect guest

Once on the MOO, type HELP @REQUEST for instructions on how to get
an account.

Some callers here are working; some are relaxing.   Every visitor is
expected to behave politely and respect the rights of others.

     The FredNet MOO Web Page: http://fred.net/cindy/moo.html

connect KenE *****
*** Connected ***
Visitor Center

```
     /~~[F]ictional~~~~[M]OO Towns:~~~~~~~[LIB]rary:  (Help Room)
    /       Worlds         small & large                \ (Generics)
   /                                                      \(Tutorials)
  /                                                         \
  @QUIT                                             [C]onvention
  <---              Visitor Center                   Center --
>
   \                                                        /
    \                                                      /
     \                                                    /
      \___[R]esidential_____[S]chool District_____/
```

You see Graffiti Wall, SIGN (Help Wanted), and JohnDoe#2 here.
Last connected Tue May 16 08:41:22 1995 EDT from annex1_port8.riv.csu.
edu.au
You have new mail (1 message). Type 'help mail' for info on reading
it.
There is new activity on the following list:
     *General (#199)   42 new messages
Hold your meetings in our full-featured Meeting Room (#406)

```
@who
Player name          Connected       Idle time      Location
-----------          ---------       ---------      --------
KenE (#1976)         19 seconds      0 seconds      Visitor Center
wesley (#2830)       a minute        7 seconds      Miracle House
Shire (#2094)        an hour         55 seconds     Help Office [editing verbs]


Total: 3 players, all of whom have been active recently.
@go #1788
ClubHouse Foyer [LOE]


After carefully wiping your feet on the mat, you step into a large
open room and onto
a thick royal blue carpet.  Various doors lead off to other parts of
the building.


     allery               olarium


atio
     ut to Driveway       all of Projects       orm


You see EchoBox, LOE Roster, Rack of Pamphlets, K12 Schools on the
Web, and
Conference here.


ClubHouse Foyer [LOE]


After carefully wiping your feet on the mat, you step into a large
open room and onto
a thick royal blue carpet.  Various doors lead off to other parts of
the building.


     allery               olarium


atio
     ut to Driveway       all of Projects       orm


You see EchoBox, LOE Roster, Rack of Pamphlets, K12 Schools on the
Web, and
Conference here.


Gallery [LOE]
```

You've just entered a large circular room with a high, vaulted ceiling. There are
doors leading off to small alcoves all around, and in between are tall bookcases.
 Dotted around the floor are various tables, desks, and chairs; there is a large
curved sofa in the center and on the floor is a thick burgundy carpet. Between the books lining the walls and the thick rug beneath your feet, all sounds are hushed.

        oyer   Individual alcoves
                            for each lesson

You see Help Texts, Quick Refs, LOE Slate (ls), Newbie ArchWiz FAQ, MOO-Cows FAQ, and
 EchoBox here.
Mike is waving to you from Help Office.
Mike pages, "thanks for the note"
@join Mike
You join Mike.

FredNET Help Office, open at all hours to all players :)

On the left hand wall is a whiteboard with a whole series of Frequently Asked
Questions and answers on it. You can't quite make out the words from here, but if you
type 'read FAQs' you should be ok.

Almost right in front of you is a wooden desk, and on it is one of those little brass
 bells for you to ring for attention. In front of the couch is a table with some
magazines you could read. Akron's clock stand on the desk. Check clock to read the
time.

Mike and Shire are sitting back in the soft couch.
You see Pamphlet Rack and CardiffWOO here.

Obvious exit:
   o to The Library Lobby
Welcome to the FredNET help office. Shire and Mike are official

FredNET helpers, who
will assist you with any questions you have.
Mike waves to you.
sit on couch
You sink into the soft couch
Shire says, "New one - this has to work slightly differently, so that people can
write new pages in a special kind of way - it can use links to other text, rather
than having to have th etext stored on it - that way we can save database space"
"Hello Mike
You say, "Hello Mike"
"Hello Shire
Mike says, "Hi ken."
You say, "Hello Shire"
Shire says, "Also it makes writing thr pages easier, as you only have to write them
once"
Shire says, "Hiya KenE!"
"I have just left the LOE and am off to bed, down under
You say, "I have just left the LOE and am off to bed, down under"
Shire pages, "Aha! Well - sleep well! ;)"
"It is 10:56pm Tuesday 23 May, here
You say, "It is 10:56pm Tuesday 23 May, here"
Mike [to Shire]: "that sounds like a big project. But it can have more uses than the
help book when it's done."
Mike [to KenE]: "where are you? "
!mike I am in Wagga Wagga NSW, Australia
Mike says, "it's 8:56 a.m. here. I'm in philadelphia, pa, USA."
KenE [to Mike]: "I am in Wagga Wagga NSW, Australia"
"This is a type of time travel! Quite cheap - costing me 25 cents $AUS
You say, "This is a type of time travel! Quite cheap - costing me 25 cents $AUS"
Mike says, "that's far away. you have a good night then."
Mike says, "it's definately better than snail mail."
Mike . o O (that costs 32 cents now   :( )
You hear the bips of keyclick, the sliding of mice and the hum of computers in the
 distance as Shire fades slowly out of view, heading towards them.
"Bye to Mike and Shire, have a good Tuesday - I did.
You say, "Bye to Mike and Shire, have a good Tuesday - I did."

There are the light bips of keyclick and the sliding of mice as Shire fades into
view, shoving himself away from the console, which promptly fades away.
Mike grins.
@who

```
Player name        Connected       Idle time      Location
-----------        ---------       ---------      --------
KenE (#1976)       an hour         0 seconds      Help Office
Shire (#2094)      3 hours         14 seconds     Help Office
Mike (#94)         24 minutes      15 seconds     Help Office

Total: 3 players, all of whom have been active recently.
```

@quit
*** Disconnected ***

A room with a view at FredNetMOO

```
You see Box and Suitcase here.
@create $contaner named "beaker"
"$contaner" does not name an object.
@create $container named "beaker"
You now have beaker with object number #2901 and parent generic
container (#8).
put water into beaker
I see no "water" here.
@create $thing named "water"
You now have water with object number #2902 and parent generic thing
(#5).
put water into beaker
beaker is closed.
open beaker
You open beaker.
put water into beaker
You put water in beaker.
i
Carrying:
 beaker
drop beaker
You drop beaker.
take beaker
You take beaker.
close beaker
You close beaker.
open beaker
You open beaker.
take water from beaker
You remove water from beaker.
@quota
You can create 4 new objects without recycling any of the 3 that you
already own.
Mike is waving to you from Mike's Hut.
-mike "Hello Mike, I was just wandering around FredNet Towers
highrise a short while ago
Quick Page successfully sent to Mike.
-mike "I am still working on some LOE assignments
Quick Page successfully sent to Mike.
@who
Player name       Connected     Idle time     Location
```

```
----------          ---------       ---------       --------
KenE (#1976)        an hour         0 seconds       Lesson 3 Alcove [LOE]
Euterpe (#2451)     an hour         37 seconds      The Library Lobby
[mailing]
Mike (#94)          6 minutes       40 seconds      ClubHouse Foyer [LOE]


Total: 3 players, all of whom have been active recently.
```
where me
KenE (#1976)   Lesson 3 Alcove [LOE] (#1797)
Mike pages, "yes, I got your note. I can connect your room to frednet
towers. Just @dig a room and tell me the object #."
-mike "in the Lesson 3 Alcove [LOE] (#1797)
Quick Page successfully sent to Mike.
@dig
Usage: @dig
    or @dig to
Mike teleports in.
@dig KenE suite
KenE suite (#2903) created.
Mike smiles at you.
Mike says, "Hi"
You say, "Hi back, the object number of the room called KenE suite is
#2903"
Mike grins.
Mike says, "great. I'll connect it for you right away. I'll meet you
in your new room in afew minutes."
You say, "How long have you been a wiz on this MOO - it has been well
constructed!!"
Mike teleports out.
Mike pages, "I've been a vistitor/programmer on the moo since it
started in January/Frebruary. I've been a wiz for almost a month."
-mike "Great. I get the feeling, so often that a MOO is like Zork,
Lemmings and SimCity all rolled into one !
Quick Page successfully sent to Mike.
Mike pages, "you have a good point there."
-mike "I will just get a drink (you may remember it is 11:00pm here
in Wagga Wagga)
Quick Page successfully sent to Mike.
Mike pages, "ok, you're all connected now. Just type out from your
room to leave to the hallway."
@go #2903
KenE suite
You see nothing special.

Mike is here.
Mike says, "hi"
Mike has left for the West Hallway.
You say, "Where am I?"
Mike just arrived from the West Hallway.
west
You can't go that way.
Mike says, "type o, out to leave. And type 1205 to enter from the
hallway."
where me
KenE (#1976)   KenE suite (#2903)
o 1205
I don't understand that.
Try this instead: o
o
Tower Twelfth Floor Hallway West

The elegant art deco atmosphere continues into the west hall. The
walls are a glossy hunter green. The wall sconces are curved chrome
and frosted glass. The door frames are rounded at the corners.

At the end of the hallway is a fire escape with a SIGN above it. A
stairwell leads DOWN to the eleventh floor.

Suites: <1201> Gwen
        <1202> Yan
        (1203) StephenM
        (1204> Laurie
        <1205> KenE

 to Elevator Landing

The morning sun shines through a window at the end of the hallway.
You see Fire Alarm and Foyer here.
1205
KenE suite
You see nothing special.
Mike is here.
Mike says, "also, type '@sethome' to make this your new home. Type
'help @sethome' for more info."
Mike smiles.
You say, "Ah room 1205 a nice spot"
Mike grins, "Yep, a room with a view"

```
@sethome
KenE suite is your new home.
look room
I see no "room" here.
look
KenE suite
You see nothing special.
Mike is here.
You say, "Thanks for the quick service, and so close to the
Penthouse..."
```

Online Tutorial Discussion

I use the "talkback radio program" metaphor when conducting an online tutorial. As I follow the agenda, another experienced IRC or MOO helper is online to assist the "newbies", so that the help desk does not distract from the agenda. [It is like the gardening expert who does not need to know how to turn the dials in the radio station studio].

1 IRC

IRC was the first method use for conferencing. Using channel called "globalnt" was fine, but the MOO offered greater control over the "look and feel" of the discourse.

2 MOO

The Paideia Meeting Room was created by me as object number #235 in the AussieMOO database, and has been the main locus for our conferences at Paideia.

Comments

Occasionally strangers would join the channel as indeed they still do, on the MOO. Rather than make them unwelcome, it was seen as an opportunity to "increase our connection to the world" and it is policy to include anyone in our dialogue.

Virtual communities seem to reflect aspects of "real life". One such phenomenon is the power struggle, described here with two case examples:

- Two individuals refused to leave an IRC channel that was seen as "their patch"
- Two others rival archwizards on succeeded in crashing each others MOO's as each saw the other as competing for the same type of mission and topology.

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The Oklahoma Bombing's Impact on the Agenda

Q. How the MOO might affect the quality of life....?"

oh, drastically! It gets addicting..it's like a drug you NEED to have it.

Q. How do you think it integrates with your surroundings - ?

The MOO is part of the shifting sands of technology, which are constantly impacting on human communications, and help to widen the rift between the technology rich/ technology poor. there isn't a major advantage of being here, when there isn't enough people to gain from this infomation.

Q. What makes it real beyond the concept? Should we be concerned about the conseuqneces of such stratification?

Stratification is a process of putting things into layers, which is a propery or nature of society.

Q. Differences between those that "have" and those that "have not"... does it matter?

Maybe to be aware of the consequences of such stratification. seems necessary to this society.

Q. Do you see any connection with that observation and the bombing in Oklahoma City this week?

I still have not recovered from the shock of the Oklahoma City bombing and the impact on children - I find that kids have a great affinity to smaller infants. Let alone the lives that have been placed in turmoil. I think it is an unfortunate example of civilized/barabric distinction. It's ironic the bombing would occur during the week that a book by Robert McNamara - the secrecy of defense during vietnam - comes out admitting that occurred during the war. One might be able to pose the hypothesis that the cynicism bred by Vietnam resulted in the blast against the US government this week. Somehow justifying it in a bizarre sort of way.

From an external perspective,here in Australia, that cynicism you talk about does make some sense. It helps to explain how such anti-social behaviour, such as the that exposed by the Michigan Militia, may

arise.

It justifies detachment or severing ties to 'responsibility for the people around you..in essence I can do what I want because it's a free country - maybe there are some reasonable limits to that! This may have a link to the agenda item dealing with Constitutions.

Yes, but not total freedom. How can one be free, with restrictions?

freedom, that's just some people talking...

-- End of Dialogue

Constitutions Online

This WWW page contains the links used as part of the MOO dialogue for the agenda topic on the Constitution. For a global course this topic is interesting. The discussion focused upon the education and the expression of the Constitution in our daily lives. Some interesting points discussed included:

- Education: what do we know?, what do our kids know?
- Is the Constitution taught fully in schools?
- A study of various countries:

    - [UN charter, Treaty of Rome, GATT](#)
    - [Australia](#)
    - [Constitution article](#)
    - [France](#)
    - [Canada and Germany](#)
    - [Mexico](#)
    - [YAHOO Site](#)
    - [CA Site](#)
- Why does the USA have a Bill of Rights and not Australia?
- Gun laws: an expressive action of the Constitution

Last update of this file for Paideia Portfolio

Author: Ken Eustace. Last 31 August 1994

Linking to Other MOO's

fredNetMOO

Diversity University MOO

This is a MOO specifically designed for teachers to bring their classes to do work. Teachers who want to use a MOO can bring their own classes to either use the facilities that are there or they can come to DU, get a character and @dig their own classrooms to their own liking. The MOO is designed with a university infrastructure in mind.

GrassrootsMOO

This is a neighbourhood simulation.

BioMOO

This is a virtual academy for biologists.

MOOsaicotelnet

Portuguese language MOO

schMOOze University

This is a small, friendly college MOO known for its hospitality and the diversity of the student population. It was established in July, 1994 as a place where people studying English as a second or foreign language could practice English while sharing ideas and experiences with other learners and practicers of English. Students have opportunities for one-on-one and group conversations as well as access to language games, an on-line dictionary, USENET feed, and gopher access. Although schMOOze was founded with the ESL/EFL student in mind, it welcomes all people interested in cross-cultural communication.

MundoHispano

is a MOO being developed by Lonnie Turbee (aka "Colega") with the support of the department of Languages, Literature s and Linguistics and ERIC's AskERIC project, both at Syracuse University. Most importantly, however, MundoHispano is a community of native speakers of Spanish from around the world, teachers and learners of Spanish, and computer programmers, all of whom volunteer their time

and talent to make this a dynamic virtual world.

[Le MOO Francais, French langauge MOO](#)

[Virtual Online University (VOU)](#)

This is a liberal arts university located online, in the form of a virtual environment called a VEE, or Virtual Education Environment. VOU hosts faculty and staff from across the globe, teaching a wide range of courses. VOU was begun to offer inexpensive education with innovative teaching techniques.

[TecfaMOO](#)

WOO

A WOO is a webbed MOO. MOOs are object-oriented MUDs - text-based virtual realities also known as Multi-User Dimensions or Dungeons. WOOs or Webbed MOOs combine the flexibility of the MOOs with the WWW's ability to deliver structured text, multi-media and interactive forms over the Internet. A webbed MOO thus acts as a flexible HTTPD server.

Campbell and Epstein started the WOO protocol at the CHIBAMOO site.

A MULTIMEDIA INTERFACE

The rapid expansion of the Internet systems has created a lag in response time from the wider community, as the exponential growth of users increases. This has not made the development of multimedia interfaces for a combined WEB/MOO development easy. The WOO protocol has some promise, but Geoff Fellows and I have proposed the ROO protocol using a server and a client that is WEB/MOO from day 1 and is written in Python or Java. The integration of WWW and MOO, although both text-based is limited by the synchronous commuciation limits of http.

A VRML hybrid may have some promise as well in a complex series of approaches that can be investigated. Whichever path is taken, the "cognitive load" for the end-user should be small and the system needs to be extensible.

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Hot Java, Java and VRML: where to from here?

Gain an understanding of the Communications Networks needed for Videoconferencing and Audiographic Teleconferencing Technology is vital in developing Open Learning systems like Paideia. Audiographic Conferencing is the transmission of images and text between computers. It is used in conjunction with audio Teleconferencing so that participants can not only hear each other but also view the same information, diagrams or pictures on computer monitors.

Anyone involved in the planning, design or implementation of a videoconferencing network or system for use in distance education, needs a team of people with a background from corporate telecommunications, information systems, education and training. International standards for audiographic and videoconferencing are now at the point where they can provide the necessary foundation for the development of comprehensive videoconferencing networks and systems, however not all countries or users are at the appropriate technology level. With Internet access at the forefront in open learning delivery, it is still the medium which provide the the most access and equal opportunities. E-mail and telnet in line mode is a poor user interface but since most of the time the information need is found and stored as text, even the WEB and the MOO can be accessed with a truly global perspective. Any developments with Java and VRML will obviously be welcome, but the lack the universal appeal of e-mail, WWW and MOO at this time.

Is this what the WWW and MOO integration is about?

Lyceum Project Extract on Constructivism

Constructivism assumes there are multiple perspectives through which individuals may view the world. Individuals construct these perspectives by building mental models. Further, new mental models are more easily built when they are linked to individuals ' existing mental models. This is important at Paideia along with contextualism.

First, objectivism and constructivism are often contrasted at a theoretical level. Objectivism Knowledge and truth are siad to exist outside the mind of the individual and are therefore "objective" (Runes, 1962, p. 217).

"Learners are told about the world and are expected to replicate its content and structure in their thinking" (Jonassen, 1991a, p. 6).

Because knowledge is believed to be fixed, learning is viewed as replicating the knowledge base of experts. Teachers transmit knowledge and students are to learn it as taught with learners. Constructivists believe knowledge and truth are constructed by people and do not exist outside the human mind (Duffy and Jonassen, 1991a, p. 8).

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Chapter 7

Conference dialogue: Sample IRC and MOO log file transcripts

This chapter presents some samples of the log files of each Paideia conference held over IRC and MOO. I have chosen the agenda items that provided the most enlightening dialogue, particularly those recorded as log files in the Paideia Meeting Room on AussieMOO.

The full transcripts are to be part of a Ph.D study of CMC tools in education.

Content Map

Log 7.1	New users on IRC Channel globalnt
Log 7.2	Agenda topic: IRC as a learning tool
Log 7.3	New Technology and a new Terror - CMC Ethics and the Oklahoma City bombing
Log 7.4	Ancient Greek ideals: education and culture through dialogue
Log 7.5	Changing values: family values and economic in the '60s
Log 7.6	Getting Familiar with the Virtual Classroom on AussieMOO
Log 7.7	Moving the paideia agenda from IRC to AussieMOO
Log 7.8	Educational technology, the quality of life and the Oklahoma bombing...
Log 7.9	Meeting Scott Sherman, getting 'toaded' and finding MOOmail
Log 7.10	Collaborative writing with Malcolm I: Computer supported cooperative work (CSCW)
Log 7.11	Collaborative writing with Malcolm II: CSCW plans for a book
Log 7.12	Collaborative writing with Malcolm III: 1st Draft of 'Beyond the Web and the MOO in education'

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Postmodern Educational Technology

Postmodern Educational Technology

by Denis Hlynka and Andrew R.J. Yeaman

TEXT_INTRODUCTION

Postmodernism is a contemporary philosophic approach concerned with the multiple and contradictory ways of knowing in this historically postmodern time (Jencks, 1989). As such, the postmodern condition is becoming a significant force in educational technology, especially when instruction and training are treated as commodities (Fox, 1991).

DEFINITIONS

Postmodernism is "post" to the modernity of the industrial age. To Habermas, modernism is an incomplete project which relates a culture to its past through a transition from old to new (1983). Modernity to Lyotard means any

FIRST SUBHEADING

How can a linear medium such as an ERIC Digest represent the postmodern? The Digest genre frames postmodern educational technology inside tradition. The unit of traditional text, one item followed by another, must be challenged here by textual interplay. Our purpose is to give you a taste of the

scientific or technological activity legiti-
reading
mized by a grand myth or "metanarrative"
experience
(1989). The defining characteristics of mo-
control
dernity seem to be a faith in science, in the
the
positive benefits of technology, and in the
belief progress is inevitable and good.
joint
    Given the above definition of modernism,
two
what is postmodernism? To Habermas, post-
dif-
modernism is "antimodernism." To Lyotard, post-
reading this
modernism is an "incredulity towards meta-
of

narratives" (mythlike social justifications).
of
The defining characteristics of postmodernity
graphic
are plurality, ironic double-coding, critique
you to
of metanarratives, and recognition that if
mes-
there are multiple ways of knowing then there
stories
must be multiple truths.
paper
    There is much dissatisfaction with the
other? Do
modernist, positivist, scientific world.
tale of
Science and technology had their chance but
(Hlynka,
failed to deliver. They were accompanied by
eyes
unexpected side effects. Nuclear energy was to
provide cheap, clean power and not cause the
XXX

postmodern. Your
should be an
in going beyond
and prediction. On
page you see not one
seamless piece of
authored prose but
columns that convey
ference. Does
affect your reading
that? The visibility
separate texts as
elements may bring
participate in the
sage. How do the
on this sheet of
relate to each
you seek another
limp french fries
1991) or are your
) o computer screen
experiments XXXX XX

Chornobyl disaster. Household cleaners and
fuels were to make things better and not create
a hole in the ozone layer. Similarly, ethno-
cultural groups which had once been defeated
and conquered have re-emerged. As a consequence
it is no longer a question of whether my view
is more useful than yours. No longer does
"might make right." At the very least, post-
modernism confronts and exposes political over-
tones within information.

        POSTMODERN EDUCATIONAL TECHNOLOGY

        Producing information is a major economic
force that ties postmodern theory to educa-
tional technology. The computerized society
discussed in Lyotard's foundational report
(1989) requires a postmodern educational tech-
nology. The field of educational technology
was built on the positivist, modernist search
for a best medium towards universal communi-
cation and the teaching of predetermined be-
havior and thinking patterns. Once it was
thought to be motion pictures, then television,
then programmed instruction, and today it is
hoped to be instructional systems development,

XXXX XXXXXX XXXXX? Should
be
left
for your metaphysics?
Should that be
=========?
Can you feel the post-
modern irreverence
for
modernistic
oppositions?
Communication
as a
convergence of minds
is
an ideal seldom
reached.
What is remarkable
is the
agreement that it
happens.
Often the telephone
meta-
phor of communication
breaks apart and the
unified text of
authority
is revealed as an
illu-
sion. Similarly, the
commonsense of the
systems
approach to message
design
may be questioned.
Al-
though educational
tech-
nology manipulates
be-
havior into

performance, intelligent tutoring systems and microcomputers. The past emphasis of educational technology on automated delivery systems favors the biases of the industrial, scientific, modern era. However, the postmodern is a philosophic approach that questions all dimensions, including the positivist, scientific paradigm of linear progress. In the postmodern context there is no one best way to communicate and to educate. To realize this is to begin to think as a postmodernist.

HOW TO BE A POSTMODERNIST

@1. Consider concepts, ideas and objects as texts. Textual meanings are open to interpretation.

@2. Look for binary oppositions in those texts. Some usual oppositions are good/bad, progress/tradition, science/myth, love/hate, man/woman, and truth/fiction.

@3. "Deconstruct" the text by showing how the oppositions are not necessarily true.

@4. Identify texts which are absent, groups who are not represented and omissions, which may or may not be deliberate, but are important.

CHARACTERISTICS OF POSTMODERN EDUCATIONAL

it seeks to manipulate thinking, too. Why is there this belief that telling people something changes what they do, say and think? Postmodern dilemmas like these cause educational technologists to read present day philosophers such as Jean Baudrillard, Jacques Derrida, Michel Foucault, Jurgen Habermas and Jean-Francois Lyotard.

SECOND SUBHEADING

It is also appropriately postmodern to have and to establish biases: Who is doing what to you? While the advantages of systematic design are clear to its advocates, instruction is not a science but is creative and artistic (Yeaman, 1990). Talk

of

TECHNOLOGY

@1. A belief in pluralism. There is no one best technology of communication in education.

@2. An emphasis on criticism rather than evaluation. Educational technology needs critics to turn its innovations upside down, backwards and forwards. We need to find dysfunctions as well as functions.

@3. A focus on constantly rethinking and deconstructing our beliefs, tools and technology.

CONCLUSION

Postmodern thinking has entered the mainstream of educational technology theory and practice. Recently 26 major critical writings were assembled that address the postmodern interpretation of educational technology (Hlynka & Belland, 1991). Educational technology can no longer be perceived as neutral or as leading inevitably to progress. The hidden power within educational technology influences education,training, curriculum and people. Yet educational technology can make a difference through rigorous philosophic

scientific paradigm shifts in educational technology sounds like a suspiciously modernist metanarrative. In contrast, the modern view supports a humanistic way of knowing with criticism as its mode of operation. The humanities are the major source of postmodern thought. Consequently it is in teaching English, languages, literature, social studies and related subjects that the largest influence is felt. The postmodern in the classroom fits with liberatory, radical instruction as critical pedagogy. Postmodern perspectives on media

and
thinking, rethinking, deconstructing and
thereby
criticizing. In short, educational technology
sensibili-
is becoming postmodern.
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or has

communication are
developing new
ties for educational
technology to

Philosophy, once
imprisoned in higher
education, has

into our schools and
training centers.
THIRD SUBHEADING
    This essay

with the self
ness of author-reader
relations. Looking

the future, someone

greet us like this

conference:
    "Good to see

you. I enjoyed your

DIGEST on postmodern
educational

    "Thank you."
    "Tell me, is

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something else come along?

One of us makes an ironic joke about modernism: "We are considering a new computer model for educational productivity. It shows the square root of the instructional material covered is proportionate to the sum of the baseline interactivity and the cognitive architecture. It's based on the early research by Pythagoras with right-angled triangles."

Everyone laughs (but at different jokes) and the other of us concludes: "However, linear, homogeneous, authoritarian versions of reality are drawing postmodern

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New users on IRC Channel globalnt

```
-jiw.. how can u be on the moo and here too?
-jiw.. hi ken
-nikink.. Cuz we are clever! *NOT* hehe
-nikink.. I'm on two computers at once, Juggling
-JanR.. Ken, I'm interested too. Am not au fait with running
 lots at once
-nikink.. Can you switch between a wordprocessor and a spreadsheet?
-jiw.. so what we do?
-JanR.. You run two terminals and log in twice??
-JanR.. Dumb question with one phone line -sorry
-nikink.. yup, ya should be able to do that Jan
-KenE.. I use Homer as an IRC client on a Mac and MUDDweller
as a MUD or MOO client and switch by a mouse click etc
-nikink.. no even with just one phoneline...
-jiw.. jan wins the raiders of lost ark award
-marymac.. Ken, I tried MOO - it told me it was too busy
for me. Why doesn't it like me?
*** Signoff: JanR (Leaving)
-KenE.. The MOO is experimental and has a limit of 3 guests
-marymac> OK that makes snse - it told me all the guest
characters were full
-KenE.. I will fly off to the MOO for a moment and fix it
*** JanR has joined channel #globalnt
```

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Agenda topic: IRC as a learning tool

KenE1 (~keustace@golum.riv.csu.edu.au) has joined
channel #globalnt
*** Topic for #globalnt: advantages /disadvantages
of irc in distance education...
-chrisco.. Hi KenE
-jenh.. hi kene
-nikink.. hlo KenE B-)
-nick.. hi ke
-JanR.. You're late Ken!
*** Amir has joined channel #globalnt?
-chrisco.. I'm giggling..
-jenh.. hi amir/
-nikink.. hlo Amir> ?/
-chrisco.. Morning Amir...
 -JanR.. Last years made interesting reading a serious discu
-nikink.. everybody note it seems to be an ideal medium
for a serious discussion... IRC as a learning tool
-nikink.. Aha! AmirP that might help B-)one
-chrisco.. I got a whois right. Yay for me.start the debate
please, BTW: the topic is - IRC as a learning tool --
someone start the debate,+please.
-nikink.. Well done all.
-chrisco.. Jen, you're a copy cat.
-jenh.. I can;t read my screen chrisco, sorry if I repear all
-nikink.. OK ppl what do we all think of irc as a learning tool
 so far?
-jenh.. great stuff
-chrisco.. What is the potential of IRC as a learning tool
 in an increasingly+materialistic and moblie worlk?
-JanR.. I've learnt HEAPS about patience, the feeling
-jenh.. methings it is very usefulof isolation?
-KenE.. Does a session like this help to reduce the
feeling of isolation?
-chrisco.. YES
- jenh.. yepyepyep!
-chrisco.. You stuttered Jen
-JanR.. Yes but not when it's needed most, when you have
 a question
-KenE.. How do find following the text on screen?
-nick.. greatgood! only thing is i have to watch my fingers

```
typing and the+screen rolls onthread,
-jenh.. ever have that feeling?with so many users?
-KenE.. How do find following the conversation thread,
with so many users?
-JanR.. OK so far
-nikink.. Easy, but I've had practise
-jenh.. it's fine!I had
-chrisco.. Jen and I keep in touch. It helps a lot but
other voices are great.trouble with jello and Homer,
but the fault is with Homer
-JanR.. Sorry my voice has been a bit hesitant to date on the BB
-chrisco.. Amir. Are you there?
-KenE.. Homer is an IRC client for Macintosh...
-nikink.. And Once the novelty of it all has worn off and
ppl settle down some+serious debate could follow..
NOw for my favourite
-JanR.. Heavy
```

New Technology and a new Terror - CMC Ethics and the Oklahoma City bombing

```
Guest says, "Hello Hopper.  How are you today?"

@who
Player name      Connected      Idle time      Location
-----------      ---------      ---------      --------
Hopper (#293)    5 minutes      0 seconds      Welcome To AussieMOO
Guest (#118)     a minute       13 seconds     Welcome To AussieMOO


Total: 2 players, both of whom have been active recently.
page Guest
Your message has been sent.
You say, "hello guest are you with Paideia?"
Guest says, "I'm trying both say I am scott from padieia.  i am in
washington dc usa"
In all the glory; Aussie is here.
Aussie says, "I'm surprised the nets up tonight.."
Guest says, "I anm new to mou.  came here through your home page in
paideia"
Aussie says, "we have a home page?"
Aussie eye you warily.
"Aussie: can you give Scott a player ID?
You say, "Aussie: can you give Scott a player ID?"
Guest says, "padsay don'"
Aussie says to you, "why? ;}"
Guest says, "how do i give myself a name? besides guest"
Guest says, "call me "Scott""
Aussie says, "what name would you like?"
Aussie says, "Hmm...."
Guest says, "not too imaginative, but will serve the purpose"
Aussie says, "password?"
Guest says, "hopper: is malcolm around"
Guest says, "thanks"
Guest says, "you know, i have a very hard time telneting here.  in
fact it's never
workd..."
Guest says, "never can get conneted.  is there a reason you guys know
about?"
```

You say, "Scott: Hopper is Ken Eustace, and I have not seen Malcolm yet..."
Guest says, "how many rooms in aussiemoo?"
Aussie says, "probably too many for a private MOO.."
Guest says, "is there a help file for this that i can retrieve somewhere?"
Guest says, "besides online..."
Aussie says, "not that I know of.."
Guest says, "oh... no ftp?"
Guest says, "a novice - to learn how to comjunicate and move around..."
Aussie says, "umm.. ask someone? ;}"
You say, "The Paideia meeting room is found by entering the following sequence of
commands: virtualclassroom west (to Hallway) north (to Paideia meeting room)"
Aussie says, "there's no other way, except the on-line help files which come with the
db.."
Guest says, "I'l try going to the meeting room."
Guest heads VirtualClassroom.
Aussie says, "vir works just as well."
You say, " I will go to the Paideia meeting room now..."
Aussie heads VirtualClassroom.
virtualclassroom
The Virtual Classroom [Virtual Classrooms]
You see nothing special.
Obvious exits:
    north to Virtual Classroom Offices (#311)
    south to MOO Programmer's Academy (#318)
    CrossPoint to Welcome To AussieMOO (#11)
    west to Hallway (#234)
west
Hallway [Virtual Classrooms]
You see nothing special.
Obvious exits:
    east to The Virtual Classroom (#301)
    north to Paideia Meeting Room (#235)
north
Paideia Meeting Room [Virtual Classrooms]
A quite important place to be.
Guest and Aussie are here.
Obvious exit:

```
    south to Hallway (#234)
Aussie says, "try and find out.. type; sit."
Guest says, "sit"
Aussie says, "hmm.. no seats.."
You say, "While Aussie makes Scott welcome, I will go back to the
Welcome...Scott: Is
the IRC channel still the same?"
Guest says, "Hopper: globalnt.  or send him an email paideia@inter.nl.
net"
Guest says, "what are the keys for a backspace in your system?"
Guest says, "to correct typos"
Aussie sit down on one of the chairs.
Aussie says, "there we go, chairs.."
Guest sits down on one of the chairs.


help mail
The MOO email system allows you to send and receive messages to and
from other
players.  It provides commands to view and manage your own collection
of saved
messages and, in addition, to browse through other collections that
may be available
(e.g.,archives of public mailing lists).  Help is available on the
following commands:

@mail      -- seeing a table of contents for a collection of email
messages
@read      -- reading individual messages
@next      -- reading the 'next'      message
@prev      -- reading the 'previous' message

@send      -- composing and sending a message to other players
@answer    -- replying to one of the messages in a collection
@forward   -- resending one of the messages in a collection somewhere
else

@rmmail    -- discarding some subset of a collection
@unrmmail -- undoing the most recent @rmm on a collection
@renumber -- renumbering the messages in a collection
@keep-mail - marking messages in a collection as exempt from
expiration

@mail-option -- describes and sets various customization flags
```

For viewing collections other from your own, the following commands
are useful:

@rn   -- list those collections that have new messages on them
@subscribe   -- indicate that you want @rn to report on a given
collection
                 and add yourself to its .mail_notify list
@skip   -- ignore any remaining new messages in a given
collection
@unsubscribe -- ignore a given collection entirely from now on
                 and remove yourself from its .mail_notify list
@unsubscribed-- show the mailing lists that you aren't subscribed to.
@subscribed -- like @rn, but shows all lists that you are subscribed
to
                 even if they have no new activity
Paideia Meeting Room [Virtual Classrooms]
An important place, with a whole bunch of non-descript chairs. [type;
sit on chair]
Aussie and Guest are sitting down in one of the chairs.
Obvious exit:
    south to Hallway (#234)
Aussie says, "IRCs are just text being thrown about at each other."
Guest says, "say any luck"
>>> Checkpoint Started: Sat Apr 22 22:31:33 1995 EST <<<
Guest says, "i had a little problem there..."
Guest says, "anyone still here?"
Aussie says, "any luck.."
Aussie says, "nope, gone somewhere else.."
Aussie says, "just not here."
Guest says, "with hopper trying to contact c"
You say, "I am still here..."
Guest says, "where you go there you are, right?"
Aussie says, "this has been a recording, please leave yer e-mail and
codename after the
beep.."
Guest says, "was malcolm available"
Aussie wonders if he's got a chair here yet..
You say, "According to my latest e-mail, Malcolm is ready... some may
have the usual
trouble with times eg for Aussie and I, it 10:37PM Saturday evening
April 22"

```
Guest says, "do you have any opinions about te"
Aussie says, "or just net troubles, like the last two times.. ;}"
Guest says, ""
Guest says, "how the moo might affect the quality of life....?"
Aussie says to Guest, "oh, drastically."
Guest says, "in what respect(s)?"
Aussie says, "it gets addicting.."
Aussie says, "it's like a drug.."
Aussie says, "you NEED to have it.."
Aussie chuckle.
Guest smile
Guest says, "how do you think it integrates with your surroundings
- ?"
Aussie says, "I don't understand that question."
You say, "The MOO is part of the shifting sands of technology, which
are constantly
impacting on human communications, and help to widen the rift between
the
technology rich/ technology poor..."
Guest says, "what makes it real beyond the concept"
sit on chair
You sit down on one of the chairs.
Guest says, "shwould bwe be concerned about the conseuqneces of such
stratification?"
Aussie needs to update his vocab..
Guest says, "... differences between those that "have" and thse that
"have not"... does it
matter"
You say, "Maybe to be aware of the consequences of such
straification..."
Aussie will just sit back and let Hopper do all the talking, since he
knows what it is
like..
You say, "Aussie is part of the dialogue anytime..."
Aussie says, "I have the power to throw you out too. ;}"
Aussie says, "if I you don't seem nessessary to this society.."
Guest says, "do you see any connection with that observation and the
bombing in
oklahoma city this week?"
You say, "Well that is a good answer to the stratification problem on
a MOO"
Aussie says, "hmm.. maybe my subconscious knows what stratification
is, but won't tell
```

me. ;}"
Aussie says, "Yes I do.. but.."
Aussie says, "there isn't a major advantage of being here.."
Guest says, "what do you mean?"
Aussie says, "There isn't enough people to gain from their
infomation.."
You say, "I still have not recovered from the shock of the Oklahoma
City bombing and
the impact on children - I find that kids have a great affinity to
smaller infants. Let alone
the lives that have been placed in turmoil."
Aussie thinks he needs a translator..
Guest says, "i think it is an unfortunate example of civilized/
barabric distinction"
You say, "Stratification is a process of putting things into
layers..."
Aussie says, "I know, it just didn't seem obvious to me at the time."
Guest says, "it's ironic the bombing would occur during the week that
a book by"
Guest says, "robert mcnamara - the secy of defense during vietnam -
comes out
admitting that"
Guest says, "that occurred during the war"
Guest says, "one might be able to pose the hypothesis that the
cycnism bred by vietnam
resulted in the "
Guest says, "blast against the us government this week. somehow
justifying it in a
bizarre sort of way"
Aussie feels like his IQ just dropped by a few 1000s..
Guest says, "when i type, there is no word wrap, but it displays ok.
is there a way to
have word wrap while i am typing?"
Aussie says, "nope.."
Aussie says, "not within a MOO, you're client sorry."
Guest says, "just curious."
Aussie sigh.
Aussie says, "your client.."
Aussie poke at you.
You say, "From an external perspective, that cynicism you talk about
does make some
sense. It helps to explain how such anti-social behaviour, such as
the that exposued by

the Michigan Militia, may arise."
Aussie says to you, "wake up!"
Aussie grin at you.
Guest says, "it justifies detachment or severing ties to
'responsibility for the people
around you..."
Aussie isn't coping well with this seriousness on a Saturday night..
Guest says, "in essence i can do what i want because it's a free
country..."
Aussie says, "since when? ha ha.."
Guest says, "maybe there are some raeasonable limits to that...."
Aussie says, "yes, but not total freedom.."
Aussie says, "how can one be free, with restrictions?"
Guest says, "freddom, ah freedom, thta's just some bpeople talking..."
You say, "Scott: I use a MUD client instead of telnet alone. I am
using MUDDweller on
a Macintosh LC III. It has word wrap built into the software
interface, but still use telnet
underneath to send my Internet packets..."
Guest says, "do moo's have any graphics?"
Aussie says, "+)"
Aussie says, "B-)"
Aussie says, "nope.."
Guest says, "oh :)"
Aussie says, "well..not this one.. not many.."
Guest says, "tha's coming, i'm sure."
Aussie says, "umm.. well.. I've been told about one that'll have nice
gifs instead of
descriptions.."
Guest says, "hopper: have you used this as a classroom before?"
Guest says, "and how did it go?"
Aussie says, "but then that makes it incredibly slow unless you're in
the immediate
room.. ;}"
Aussie says, "listen to me.. type; -hopper "
You say, "I am researching the work being done on using a WWW
interface to link to a
MOO (and IRC)..."
Aussie says, "WOOs."
Guest says to Aussie, "thanks for tip"
Aussie says, "i've never been to one.."
Aussie says to Guest, "wasn't a tip, was an order. ;}"
Guest says to Aussie, "aye, aye captain"

```
Aussie grin at Guest.
Guest winks and smiles
Aussie says to Guest, "it's Archwizard Aussi, to you Scott! ;}"
Aussie says, "i will rip out yer virtual guts if you comment of my
typo."
Guest says to you, "do you think this session has been an eample of
anything"
Aussie hhmms.. there isn't lag..
You say, "The example is that when using new technology to
communicate for the first
time, the medium is the message - one tends to be dominated by the
medium until the
new communications skills are learnt"
Aussie says to you, "Ken, dont type so much into one sentense."
Aussie says to you, "just let it out as you think.."
Guest says, "what kind of communication skills do you think are
required to make this
work?"
-aussie thanks
You say to Aussie, "thanks "
Aussie smile at you.
Aussie says, "mmm.. skills.."
Aussie says, "being able to express yourself with purely text.."
Guest says, "so we have to be writers... after a fashion, huh?"
You say, "Flying hours - simply time to practice communicating this
way "
You say, "eg Fly me to the MOO..."
Guest laughs
Aussie says, "writers.. hmm.. people keep asking me if I'm a writer.."
Aussie says, "I'm so good with emotional words.. ;}"
Aussie says, "get technical, and I'll freak out.."
Guest says, "i think of programmers almost as composers, especially
in hypertext or
other cyberstuff"
Aussie says, "hypertext?"
Guest says, "but others say they're just puzzle solvers"
Aussie says, "what puzzles are there on MOOs?"
Aussie says, "people can create what they want.."
Guest says, "the ones you put together in constructing this virtual
reality.."
Guest smile
Aussie says, "this is like an art class... with the restrictions of
text.."
```

You say, "That is another part to using a MOO- computer programming experience is
an advantage- lambdaMOO is an object-oriented programming language..."
Aussie says, "and theme, just stay between these guidelines, otherwise what you want.."
Aussie says, "cyberpunks like me, call it MOOcode. ;}"
Aussie says, "not LambdaMOO code, that's a place to anyone who knows a lot of
MOOs.."
You say to Guest, "Scott, I have been back and forth checking IRC channel 'globalnt'
but there is no action."
Guest says, "ok. it happens like that sometimes. i'm capturing most of our dialogue and
can relay that later"
Aussie says, "what? oh no.."
Aussie says, "Yer recording what I'm saying? YOU'RE BUGGED??"
Guest says, "i think this sesssion is successful just for it's eistence. we should try again,
don't you think.?"
Guest says, "we have to figure outa way to make a more solid connection for access to
this Moo"
Aussie says, "does anyone record when you have a conversation like this?"
Guest says, "only the government..."
Aussie says, "IRL?"
Guest says, "vee hva vays of making you talk...."
Guest)
Aussie says, "damn government.."
You say, "Yes they can, I am capturing all this session to a log file - a feature of the
client I am using and essential for keeping records."
Guest says, "why is it difficult to telnet directly here? Have other people had similar
problem"
Guest says, "?"
Guest says, "when I've tridd to telnet here i usually don't get anywhere and get timed
out..."
Aussie says, "how often do you try?"
Guest says, "any clues about that?"
You say, "Scott and I will have to tell the others about the success

of this session"
Guest says, "i tried a couple of times this week when i was told we would meet here...
today.."
Guest says, "probably in the middle of night your time- no one was home..."
Aussie says, "oh.. well.. I've never had problems netting outside of here this week, since
this morning.."
You say, "The MOO is experimental and will have to move to another site shortly."
Aussie says, "Really? where??"
You say, "This machine is being sold!!!"
Aussie says, "ACK!"
Aussie faints.
Aussie says, "Where to then, Ken?"
Aussie gasps, "I'll lose my accounts!"
Aussie cry.
You say, "Don't worry it is a move to another university machine..."
Guest says, "this was a good session. i am going to take off now. thanks for
everything. see you next time..."
Aussie says, "good session?"
Guest heads south.
You say, "bye Scott"
Aussie says, "he's gone.."
@who
```
Player name       Connected      Idle time      Location
-----------       ---------      ---------      --------
Hopper (#293)     an hour        0 seconds      Paideia Meeting Room
Aussie (#2)       an hour        13 seconds     Paideia Meeting Room
```

Total: 2 players, both of whom have been active recently.
Aussie says, "and Ken, stop typing so much in one sentense.."
Aussie says, "let the communication flow.."
You say, "Well that was good. Thanks for the lively participation"
Aussie says, "Me?"
You say, "Yes you"
Aussie says, "pshaw.. I was doing nothing."
You say, " Let me fill you in a bit..."
Aussie says, "Heh, now I feel like in-flight entertainment.. ;}"
Aussie sits back and listens..
Aussie says, "Yer typing too much if it's taking this long."

You say, "Scott Sherman is in Washington DC"
Aussie says, "Scott kept his sentenses pretty neat.."
You say, "Did you notice the building that SunWiz has done with the
VirtualClassroom.
Did you add the chairs?"
Aussie says, "i added the chairs, yes."
Aussie says, "brb.."
Slowly a creeping mass of A4 paper flow into the room and entwine
Aussie completely
then pull us into the note editor. . . .
Suddenly a huge herd of wild A4 paper storm into the room and deposit
Aussie, feeling
quite dizzy.
Aussie sit down on one of the chairs.
Aussie says, "That's better.."
You say, "The chairs were a nice touch. I would like a table and a
statue of Socrates
(bust only) in the corner. All this in the Paideia meeting room"
Aussie says, "that hint of sitting got at te end of the line, I moved
it.."
Aussie says, "so-cratees? ;}"
Aussie says, "uhh.. so-crates?"
Aussie grin.
Aussie nods, "ah hmm.."
Socrates was the ancient Greek philosopher
I don't understand that.
You say, "Socrates was the ancient Greek philosopher"
Aussie says, "corner of what? table?"
Aussie says, "you underestimate me, Ken.. ;}"
You say, "Corner of the room for the bust of Socrates and the picture
to hang on the
wall"
Aussie says, "you need to give me more detail."
Aussie says, "i can have a bust of Socrates a an object."
You say, "Yes just add them all as objects"
Aussie says, "and the picture as an object, with the wall being a
kinda 'seat' for the
picture object."
Aussie says, "also, the table can be used as a table, being able to
put things on it."
Aussie says, "hmm."
You say, "Sounds good. Feel free to build away, as long as it fits
the same style"

Aussie says, "I think it's time to give Malcolm a char.."

Ancient Greek ideals: Education and Culture through Dialogue

```
Paideia Meeting Room [Virtual Classrooms]
An important place of meeting, with a whole bunch of non-descript
chairs.
[type; sit on chair].
Paideia is sitting down in one of the chairs.
Obvious exit:
   south to Hallway (#234)
sit on chair
You sit down on one of the chairs.
>>> Checkpoint Started: Sun Apr 30 21:32:45 1995 EST <<<
>>> Checkpoint Finished: Sun Apr 30 21:32:57 1995 EST <<<
@who
Player name       Connected      Idle time     Location
-----------       ---------      ---------     --------
Hopper (#293)     16 minutes     0 seconds     Paideia Meeting Room
Moreth (#208)     2 days         5 hours       The Time Portal


Total: 2 players, 1 of whom has been active recently.
SunWiz teleports in.
SunWiz waves.
@who
Player name       Connected      Idle time     Location
-----------       ---------      ---------     --------
Hopper (#293)     31 minutes     0 seconds     Paideia Meeting Room
SunWiz (#84)      4 minutes      a minute      Paideia Meeting Room
Moreth (#208)     2 days         6 hours       The Time Portal


Total: 3 players, 2 of whom have been active recently.
You say, "Hello SunWiz"
You say, "The people from Paideia had a successful meeting here
yesterday"
You say, "They are going to have another 2-hour session next Saturday
at 12 NOON
GMT"
SunWiz says, "Were they all able to get through okay?"
SunWiz idles because he is trying to recover his harddisk :(
You say, "Would you like to join us as an on-line builder?"
SunWiz says, "Well, it depends on meeting times and so forth..."
SunWiz says, "I think there is a 15 hour difference..."
```

You say, "There are still some connection problems, but Malcolm and Scott have been
in touch with Aussie"
SunWiz says, "Are malcolm and scot able to connect to other places?"
You say, "For time calibration: it is currently 10:02PM Sunday night in Australia"
SunWiz says, "It's 7:02 AM sunday here."
You say, "Wow- Time travelling!!"
SunWiz giggles.
SunWiz says, "I was thinking I could set up a relay station for those who can't
connect...."
You say, "This is when it is night over the Pacific- most downunder find it convenient
at this hour when dealing in the USA and Europe"
You say, "What and how does a relay station work?"
SunWiz says, "They could connect to another moo that would connect them here, much
the same way that I connect."
You say, "Ahh that is one of the ways that Malcolm may have used. What is the
command?"
Moreth shouts, "heyaz :)"
Moreth teleport in.
Moreth sit down on one of the chairs.
You say, "FYI: I am using a SLIP connection to my university account. I am at home
using MUDDweller on a Macintosh with Netscape running in the background"
You say, "Hello Moreth"
Moreth says, "hiya :)"
Moreth says, "wow...I've been connected 2 days :)"
@who

Player name	Connected	Idle time	Location
Hopper (#293)	46 minutes	0 seconds	Paideia Meeting Room
Moreth (#208)	2 days	29 seconds	Paideia Meeting Room
SunWiz (#84)	19 minutes	4 minutes	Paideia Meeting Room

Total: 3 players, all of whom have been active recently.
You say, "Where are you from Moreth?"
Moreth says, "earth to jason...you there?"
Moreth says, "I'm from NY,USA"

You say, "I'm from Wagga Wagga, NSW Australia"
Moreth says, "heh :) cool :)"
You say, "AussieMOO is an experimental MOO at the local university here"
Moreth says, "yeah :) I know what it is :) I'm one of the wizzes :)"
Moreth says, "*sigh* I think he fell in..."
You say, "OK I have invited SunWiz to the next Paideia (an on-line university) meeting
next Saturday at 12NOON GMT in this room... You may also feel free to join - perhaps
as an on-line builder?
You say, "The room could do with some other items eg a bust of Plato and a painting on
the wall..."
SunWiz says, "Sorry, Motheth. My HardDrive crashed this weekend, and I had to
rewrite the partition tables. Now it won't boot even after repatitioning :("
SunWiz says to you, "I would have to define a set of commands for the relay station."
Moreth says, "*sigh*"
Moreth says, "ewwww!"
Moreth says, "you want a new hd?"
Moreth says, "I'll sell you one :)"
SunWiz says to you, "BTW, MUDDweller is a really great program for macs ;)"
Moreth says, "heh :)"
Moreth says, "I can even bring it down to TN, and mail it from there ;)"
Moreth says, "I'm coming down on sunday :)"
sunwiz: I have been busy, lately but will send you the e-mail I promised later this week,
I hope
SunWiz says to Moreth, "It is a new HD ;) I was adding another to my machine
though."
I don't understand that.
You say, "sunwiz: I have been busy, lately but will send you the e-mail I promised later
this week, I hope"
SunWiz says to Moreth, "actually almost a year old. The one I'm putting in is a lot
older than that."

SunWiz says to you, "Okay That would be good :)"
You say, "Paideia meeting room: the metaphor to use in this room is
concerned with the
Ancient Greek philosophers - Socrates, Plato and Aristotle and their
ideals for education
and culture through dialogue"
SunWiz has disconnected.
You say, "I have to go, now bye to Moreth"
The housekeeper arrives to cart SunWiz off to bed.
@quit
*** Disconnected ***

Changing Values: family and economic values in the '60's

```
Paideia Meeting Room [Virtual Classrooms]
An important place of meeting, with a whole bunch of non-descript
chairs.
[type; sit on chair].
Paideia is sitting down in one of the chairs.
James is here.
Obvious exit:
   south to Hallway (#234)
@who
Player name        Connected       Idle time      Location
----------         ---------       ---------      --------
Hopper (#293)      50 seconds      0 seconds      Paideia Meeting Room
jai (#370)         an hour         a second       Music Box
James (#323)       3 hours         a second       Paideia Meeting Room
Mendolin (#87)     37 minutes      11 seconds     Music Box
Paideia (#397)     59 minutes      38 seconds     Paideia Meeting Room
Aussie (#2)        37 minutes      7 minutes      Aussie's Resting Room

Total: 6 players, 5 of whom have been active recently.
```

Paideia says, "Scott was here for an hour-"he has a transcript."
James says, "Hi, Ken."
You say, "hello from Ken"
You say, "Sorry I'm late - another meeting"
James says, "You are Ken Eustace aren't you?"
You say, "Yes Hopper is Ken Eustace"
James says, "Hi, James Jessiman."
You say, "James, have you been in this room for the whole 3 hours?"
James says, "Yes."
Paideia says, "I have been here an hour and a half."
James says, "I have been reading netnews in another window when it
was quiet."
Paideia: Is that you Malcolm?
Paideia says, "yes"
You say, "How has the connection to the MOO been for tonight?"
Paideia says, "excellent--good talk, too."
You say, "What was the main topic?"
Paideia says, "You might ask James--I will be glad to pitch in too."
You say, "How was the chat with Paideia and friends, James?"
James says, "Great, learned some stuff."

You say, "I have just returned from a meeting about the changes in family values since
the sixties."
James says, "So, have they changed?"
James says, "I wasn't here in the sixties."
Paideia says, "James--you keep saying that--I do not undersand."
James says, "I wasn't born then."
Paideia says, "but you are not In San Francisco and yet you can imagine that I am."
>>> Checkpoint Started: Sat May 6 23:33:37 1995 EST <<<
>>> Checkpoint Finished: Sat May 6 23:33:49 1995 EST <<<
You say, "I remember when I used to collect empty lemonade bottles. You could get 5
cents for a bottle. For 10 cents I could buy a comic, 15 cents would get me into the
movies and 20 cents would buy a box of chocolates!"
James says, "I used to do thet. It didn't las long. They stopped putting a deposit on the
vbottles."
Paideia says, "what is the difference between visualizing the 60s and my visualing
Wagga Wagga?"
You say, "and that's in Australian terms..."
James says, "We aren't discussing Wagag Wagga."
James says, "We are discussing the sixties."
You say, "the 60's is an experience in time but Wagga Wagga or San Francisco is not!"
Paideia says, ""my point"I thought time and space sort of mush together."
You say, "I thought we can talk about the two items..."
James says, "I can travel so San Francisco. I can't go to the sixties though."
Paideia says, "without actually being there"
Paideia says, "sure you can."
James says, "Errr,,, how?"
You say, "this is getting better..."
Paideia says, "Well you were in San Jose this moring"
Hopper paideia, How is the Canadian venture? (let me know after this thread)
James says, "Do they have old papers on line?"
Paideia says, "our papers are in and we will hear in a""
Paideia says, "James thread--back to 1985."
James says, "Sorry."

Paideia says, "Ken"
You say, "yes"
Paideia says, "Ken "
You say, "Do you want me to talk about 1985?"
Paideia says, "Ken thread--we will hear week after next"Ken thread--
talk where/when?"
You say, "1985 was International Youth Year "
Paideia says, "Ah..."
:Paideia, What was that last bit about:Ken thread--talk where/when?"
Hopper Paideia, What was that last bit about:Ken thread--talk where/
when?"
Paideia says, "Yousaid 'do you wantme to talk?"
Paideia says, "Oh--I see 'do you want me to talk about 1985?"
You say, "OK"
Paideia says, "Ken thread--I would like to finish a thought--if I
could not come in
September, could I meet with you and anyone else in Juen or uly?"
You say, "A meeting in June or July would be fine, subject to a check
of my calendar"
Paideia says, "James thread--my point is that we can all "teleport"
anywhere from the
Big Bang to the 60s to San Francisco."
James says, "Right."
Paideia says, "Ken thread--what about presenting my September paper
to whoever
wants to show up?"
James says, "Were you going to have a meeing somewhere?"
James says, "meeting"
You say, "We are all here in the same time and place!"
Paideia says, "there is not much lag, but sometimes id does garble
things."
James says, "I meant in Real Life."
Paideia says, "WE"
Paideia says, "this is "
Paideia says, "this is certainly real life"
Paideia says, "James--where is Bosnia and what is going on there?"
James says, "Somewhere outside of cyberspace then."
Paideia says, "can you help me with that?"
James says, "Civil war perhaps."
James says, "Just above africa."
Paideia says, "you distinguish"
James says, "Distinguish what?"
James says, "from what?"

Paideia says, "you distinguish 'cyberspace' and 'everyday'?"
James says, "Yes."
Paideia says, "I don't."
James says, "Hmmm...."
Paideia says, "this conversation is a lot more 'real then a lot I am in."
You say, "I have been invited to give a paper at the NSW CEG conference in Bathurst
in early JULY; another at the ITEC conference in July (more likely choice) and for
Toshiba in Queensland in August-- Perhaps a joint presentation deal can be arranged, if
you want me to try?"
James says, "I think the medium allows people to open up and say things thzt they
normally wouldn't say."
James says, "Busy aren't you."
Paideia says, "Ken thread--re education. The fact that we are 'inside' each other in some
new sense seems to be to make this exceptionally powerful."Ken--that sounds great."
You say, "I am really keen on the use of MOO's, as a topic...along with the linking to
WWW and IRC etc"
Hopper Paideia, are you no longer coming to the WWW conference in September?
Paideia says, "I am really keen on MOOs too--I talked to the Santa Cruz people--Jay
Campbell-- re their MOO that includes the Web. I want to get to Phoenix and Diversity
U--have you been there? The WWW-Moo business seems right on. Can Aussie handle
that?"
You say, "Aussie will be asked. I am sure that it will be a natural development for this
experimental MOO"
Paideia says, "Santa Cruz works on the model that the MOO just suprcedes the Web by
including it--a lot of this is based on the latest Netscape being so powerful."
You say, "Malcolm, how do you access the WEB, MOOs etc eg hardware and
software?"

Paideia says, "two ways--poor man with XT and Lynx and "richer man" with MACs
and Netscape."
Paideia says, "today's interchange with James makes me feel a big split is coming."
Paideia says, "the rich are different from the rest of us."
You say, "I use Netscape on a Mac or Toshiba Windows notebook. I use MUDDweller
on a Mac for this current MOO session. I also use Unix and X-windows tools."
Paideia says, "we are building two levels. Thinkn about where little hand held systmes
fit."
James says, "Xts"
James says, "Well, mine is."
You say, "Well i always say that 95% of the time all we need is text mode
communications..."
Paideia says, "i agree strongly with that 'one word is worth and 1000 pictures!'"
Paideia says, "its midnight there?"
James says, "Yes."
Paideia says, "the coach is turning into a pumpkin?"
Paideia says, "the sun is coming into our garden."
You say, "Ahh that is the quote I have been after to define the Internet-'one word is
worth and 1000 pictures! May I quote you (I have already in one of my papers!)"
Paideia says, "its from Kenneth Galbraith and its a 1000 pictures."
James says, "What is the word?"
Paideia says, "it seems to me the past two hours illustrate this."
You say, "You just said the word!"
James says, "Which one?"
You say, "All of them"
Paideia says, "one word is with a 100"'one word is worth a 1000 pictures.'"
James says, "Word?"
Paideia says, "James, take our convsersation. This point is that things like differences
in experience (like reading vs viewing vs 'being there') are all subsumed in some senses
by our using words."
Paideia says, "you can talk about the 60s, too."

James says, "Yes, I don't know if i can contribute much though."
Paideia says, "you can contribute as much as any one!"
James says, "Hopefully."
Paideia says, "actually"
Paideia smiling
Hopper Paideia, Two things to mention are, 1) Have you seen the
Paideia page with my
log files, HTML, MOO resources and a link to telnet to AussieMOO; 2)
I am enrolled
in the lambdaMOO 8 week course at fred.net, as part of my research
and to help
improve this MOO
Paideia says, "1) no--how do I do that? 2)how do I do that?"
Hopper Paideia, for 1)
/research/sda/People/Ken_Eustace/paideai.html and...
:Paideia, for 2) http://fred.net
Hopper Paideia, for 2) http://fred.net
In all the glory; Aussie is here.
Aussie sit down on one of the chairs.
sit on chair
You sit down on one of the chairs.
Aussie says, "don't mind me.."
:Aussie, Hello
Hopper Aussie, Hello
Aussie says to you, "oh Ken, type; say Aussie, hello."
Paideia says, "James aka Aussie all kidding aside 'htanks for makign
this possible."
Aussie says, "it's not my fault.."
Aussie grin.
Paideia says, "Hi--who"who is jai?"
Aussie says, "making this possible?"
Aussie says, "I'd like to thank my father, the sysadmin.."
@who
Player name   Connected   Idle time   Location
-----------   ---------   ---------   --------
Hopper (#293)   56 minutes   0 seconds   Paideia Meeting Room
Aussie (#2)   an hour   2 seconds   Paideia Meeting Room
James (#323)   4 hours   14 seconds   Paideia Meeting Room
Paideia (#397)   an hour   21 seconds   Paideia Meeting Room
jai (#370)   46 seconds   24 seconds   Music Box
Mendolin (#87)   an hour   2 minutes   Music Box

Total: 6 players, all of whom have been active recently.

Aussie says, "all the MOOs that I've been to that helped me learn all
I know.."
Paideia says, "mee too."
Aussie says, "and I'd like to thank Ken for telling Paideia about our
existance.."
Paideia says, "I'm back."
Aussie says, "and I thank Ken for now letting the address of
AussieMOO open to the
public.."
Aussie says, "and putting us at risk of being found.."
Aussie says, "oh, and especially Malcolm who tries so hard to get
these conferences
organized.."
Aussie says, "and i thank this Amiga 1200 I'm using.."
Aussie says, "and i thank the SLIP connection I'm on.. as well as all
the
communications software on the hard disk.."
Paideia says, """its not 'the public'--its just me and a few friends."
Paideia says, "Aussie, what is your own dream for 'AussieMOO'?"
Paideia says, "RSVP"
Paideia says, "talk to me."
Aussie says to Paideia, "but it's potentially.. ppl can find it out."
Aussie says, "dream.. well.. at least 10 terabytes of db space.."
Hopper Paideia, the more detailed fred.net address is http://fred.net/
cindy/moo.html
Paideia says, "who was jai?"
Aussie says, "someone whos' on this MOO?"
Aussie says, "maybe you should meet Jai sometime.."
Paideia says, "are you at liberty to tell me more or is thsi like
Alcoholics
Annonymous?"
Aussie says, "Umm.. she's female, American.."
Aussie says, "goes on MOOs.."
Paideia says, "is she here or there?"
@gender male
Gender set to male.
Your pronouns: he,him,his,his,himself,He,Him,His,His,Himself
Aussie says, "she's not here.."
Paideia says, "Holy Smokes"
Aussie says, "She's a nice person.."
Aussie says, "well, she's not connected to here anymore.."
Paideia says, "I can tell."

Aussie says, "but, she may come back.."
Aussie says, "you never know.."
rules
Consult me before giving the address to this MOO to anyone.

MOOmail to *Personae (#120) of all character creations, I want a
simple post of
full real name, real age, MOO skills or needs, past experience of
wizardry
and or programming and anything else you want to add. { Got an
attitude? }

There are *NO* private player classes, I want _ONE_ main PC type,
separate
them into levels of quota usage of the PC, also notify Mendolin (#87).

I'm more after original programming, but if need be, essential
porting of
common objects is allowed, but must notify *Projects.

I want all this organized peoples, not a rush of chaotic mayhem.
That is all, Archwizard Aussie.
Paideia says, "Mighten we all."
Paideia says, "who wad Mendolin?"
Paideia says, "who was Misty?"
Aussie says, "Security guard.."
Aussie says, "umm.. some person?"
Aussie says, "5'3" with long blonde hair and green eyes.."
You say, "I'm back"
Aussie says to you, "I'm sideways, your point?"
Paideia says, "feel better?"
Paideia says, "James, no word from you for awhile?"
Aussie says, "long gone somewhere's else.."
Aussie says, "multi-tasker him.."
James says, "Sorry. Reading the FredNet MOO Tutorial."
Aussie says, "probably WWW.."
Aussie says, "oh, well.."
Paideia says, ""my system logs off in 10 minutes if I leave it."
Aussie says, "A tutorial? gee.. I've never read one of those."
Aussie says to Paideia, "been a successful session, hey?"
Paideia says, "Ken, fro"
Paideia says, "Very."
Aussie says, "found much differnce between here and IRC?"

Paideia says, "Ken, from my pursuit of your WWW-MOO la"this is much better than
IRC-no comparison."
Aussie says, "btw, a WWW-MOO is commonly known as a WOO."
Aussie says, "and Malcolm, you stll haven't gotten used to this system, now have you?
;}"
Paideia says, "the first issue is getting MOO objects to be WWW URL"not quite, but
better."
Aussie says, "Run over to ChibaWOO.."
Aussie says, "sprawl.sm.net 7777"
Aussie says, "There's a few tons of help there."
Aussie says, "oh, and WorldWOO as well.. world.sm.net 1234"
Paideia says, "I had a long talk with Jay Campbell at sprawl."
You say, "We need to clarify the position of advertising this MOO. It cannot lay claim
to being the first MOO in Australia unless it is known eg Southern Cross UNiversity are
building a MOO. I have a link to Paideia, have a telnet link on one of my WWW pages
and have told the premier MOO and on-line educator- Cindy B about this site"
Aussie says to you, "if you've noticed, the welcome msg has changed.."
Aussie says to you, "but yer blind! ;}"
Aussie thwaps Hopper over the head.
Paideia says, "has this meaning for me?"
Aussie says, "oh c'mon Ken, stop typing so much in one shot.."
Aussie says to Paideia, "no what so ever."
Paideia says, "good."
Paideia smiling!!!
Aussie says to you, "I want to know if/when/how we can go public.."
Paideia says, "Ken, I would really like to come in July."
Hopper Aussie, the welcome message was not the problem, but it could still be more
courteous.
Aussie says to you, "You don't like my welcome msg?"
Paideia says, "once you catch the flavor of Australian humor things look different."
Aussie says to Paideia, "yeah, flavoUR and humoUr."
Aussie smile at Paideia.
Aussie says, "look different? looks like text to me mostly.."
Paideia smile at all

Hopper Paideia, How do you propose to visit in July? Try to arrange a guest seminar at
CSU?
Aussie Hopper, stop using a silly emote to say things..
Paideia says, "in"that would be great--also one of the conferences"

Getting Familiar with the Virtual Classroom on AussieMOO

Aussie says, "well.. our sessions got outta proportion.. ;}"
>>> Checkpoint Started: Sat Apr 22 23:31:33 1995 EST <<<
>>> Checkpoint Finished: Sat Apr 22 23:31:44 1995 EST <<<
"Did you notice the building that SunWiz has done with the
VirtualClassroom. Did you
add the chairs?
You say, "Did you notice the building that SunWiz has done with the
VirtualClassroom.
Did you add the chairs?"
Aussie says, "you said metcha at yer office at 5pm.. but we were on-
line until 5:15
before we remembered.. ;}"
Aussie says, "Me? notice? yes, when I wandered today.."
Aussie says, "i added the chairs, yes."
Aussie says, "brb.."
Slowly a creeping mass of A4 paper flow into the room and entwine
Aussie completely
then pull us into the note editor. . . .
Suddenly a huge herd of wild A4 paper storm into the room and deposit
Aussie, feeling
quite dizzy.
Aussie sit down on one of the chairs.
Aussie says, "That's better.."
"The chairs were a nice touch. I would like a table and a statue of
Socrates (bust only)
in the corner. All this in the Paideia meeting room
You say, "The chairs were a nice touch. I would like a table and a
statue of Socrates
(bust only) in the corner. All this in the Paideia meeting room"
Aussie says, "that hint of sitting got at te end of the line, I moved
it.."
Aussie says, "so-cratees? ;}"
Aussie says, "uhh.. so-crates?"
Aussie grin.
Aussie nods, "ah hmm.."
Socrates was the ancient Greek philosopher
I don't understand that.
"Socrates was the ancient Greek philosopher
You say, "Socrates was the ancient Greek philosopher"

Aussie says, "corner of what? table?"
Aussie says, "you underestimate me, Ken.. ;}"
"Corner of the room for the bust of Socrates and the picture to hang
on the wall
You say, "Corner of the room for the bust of Socrates and the picture
to hang on the
wall"
Aussie says, "you need to give me more detail."
Aussie says, "i can have a bust of Socrates a an object."
"Yes just add them all as objects
You say, "Yes just add them all as objects"
Aussie says, "and the picture as an object, with the wall being a
kinda 'seat' for the
picture object."
Aussie says, "also, the table can be used as a table, being able to
put things on it."
Aussie says, "hmm."
"Sounds good. Feel free to build away, as long as it fits the same
style
You say, "Sounds good. Feel free to build away, as long as it fits
the same style"
Aussie says, "I think it's time to give Malcolm a char.."
"Are we still the only players?
You say, "Are we still the only players?"
Aussie says, "type; @Who"
Aussie teleports Paideia in.
Aussie poke at Paideia.
Aussie has disconnected.
"What do I have to do to get programmer or wizard status on this MOO?
You say, "What do I have to do to get programmer or wizard status on
this MOO?"
Paideia has connected.
Paideia yawns..
page Paideia
Your message has been sent.
Paideia says, "page?"
page Paideia We are in the Paideia meeting room
Your message has been sent.
Paideia says, "i know."
"Silly me - your here already - the commands were quick
You say, "Silly me - your here already - the commands were quick"
Paideia says, "lagless MOO. ;}"
"Hopper is the character for Ken Eustace

You say, "Hopper is the character for Ken Eustace"
Paideia says, "how can you tell?"
"Because I said so...
You say, "Because I said so..."
Paideia says, "no, because Sunwiz made it.."
"Hey that's more correct..
You say, "Hey that's more correct.."
Paideia says, "Exacly."
Paideia says, "Security.. silly.."
"Sunwiz and Aussie have been very helpful in digging the MOO for our
meetings
You say, "Sunwiz and Aussie have been very helpful in digging the MOO
for our
meetings"
Paideia says, "have I?"
Paideia says, "i didn't make anything.."
Paideia says, "do you think i should give Malcolm a prog bit?"
The housekeeper arrives to cart Aussie off to bed.
Paideia says, "naah.."
Paideia has disconnected.
Paideia has connected.
Paideia says, "whoops.."
Paideia . o O (what else?)
Paideia has disconnected.
"Is that really you, Malcolm?
You say, "Is that really you, Malcolm?"
In all the glory; Aussie is here.
"I thought that Aussie had gone to bed
You say, "I thought that Aussie had gone to bed"
Paideia has connected.
Paideia smiles.
Paideia has disconnected.

Moving the Paideia Agenda

Scott and I make the move from IRC to AussieMOO

Guest says, "ok. it happens like that sometimes. i'm capturing most
of our dialogue and
can relay that later"
Aussie says, "what? oh no.."
Aussie says, "Yer recording what I'm saying? YOU'RE BUGGED??"
Guest says, "i think this sesssion is successful just for it's
eistence. we should try again,
don't you think.?"
Guest says, "we have to figure outa way to make a more solid
connection for access to
this Moo"
Aussie says, "does anyone record when you have a conversation like
this?"
Guest says, "only the government..."
Aussie says, "IRL?"
Guest says, "vee hva vays of making you talk...."
Guest)
Aussie says, "damn government.."
"Yes they can, I am capturing all this session to a log file - a
feature of the client I am
using and essential for keeping records.
You say, "Yes they can, I am capturing all this session to a log file
- a feature of the
client I am using and essential for keeping records."
Guest says, "why is it difficult to telnet directly here? Have other
people had similar
problem"
Guest says, "?"
Aussie grin.
Guest says, "when I've tridd to telnet here i usually don't get
anywhere and get timed
out..."
Aussie says, "how often do you try?"
Guest says, "any clues about that?"
"Scott and I will have to tell the others about the success of this
session
You say, "Scott and I will have to tell the others about the success
of this session"

Guest says, "i tried a couple of times this week when i was told we
would meet here...
today.."
Guest says, "probably in the middle of night your time- no one was
home..."
Aussie says, "oh.. well.. I've never had problems netting outside of
here this week, since
this morning.."
"The MOO is experimental and will have to move to another site
shortly.
You say, "The MOO is experimental and will have to move to another
site shortly."
Aussie says, "Really? where??"
"This machine is being sold!!!
You say, "This machine is being sold!!!"
Aussie says, "ACK!"
Aussie faints.
Aussie says, "Where to then, Ken?"
Aussie gasps, "I'll lose my accounts!"
Aussie cry.
"Don't worry it is a move to another university machine...
You say, "Don't worry it is a move to another university machine..."
Aussie says, "which one?"
-aussie ask dad
You say to Aussie, "ask dad"
Aussie says, "Why can't you just tell me now, dammit??"
Aussie might resort to virtual violence.. ;}
Aussie says, "so, which one?"
Guest says, "this was a good session. i am going to take off now.
thanks for
everything. see you next time..."
Guest heads south.
bye Scott
I don't understand that.
Aussie says, "I believe his name is Geoff."
"bye Scott
You say, "bye Scott"
Aussie says, "he's gone.."
Aussie says, "and Ken, stop typing so much in one sentense.."
Aussie says, "let the communication flow.."
"Well that was good. Thanks for the lively participation
You say, "Well that was good. Thanks for the lively participation"
Aussie says, "Me?"

"Yes you
You say, "Yes you"
Aussie says, "pshaw.. I was doing nothing."
" Let me fill you in a bit...
You say, " Let me fill you in a bit..."
Aussie says, "Heh, now I feel like in-flight entertainment.. ;}"
Aussie sits back and listens..
Aussie says, "Yer typing too much if it's taking this long."
"Scott Sherman is in Washington DC
You say, "Scott Sherman is in Washington DC"
Aussie says, "Scott kept his sentenses pretty neat.."
Aussie says, "eekk.."
Aussie says, "that bill passed there?"
Aussie says, "what a pathetic idea that was."
"He is part of Paideia - a university on the Internet
You say, "He is part of Paideia - a university on the Internet"
"The Malcolm he was looking for is Malcolm McAfee in San Francisco
You say, "The Malcolm he was looking for is Malcolm McAfee in San
Francisco"
Aussie says, "i know."
"There were to be 11 altogether with the rest in the Netherlands
You say, "There were to be 11 altogether with the rest in the
Netherlands"
Aussie says, "...were?"
"They normally hold the conferences on IRC
You say, "They normally hold the conferences on IRC"
Aussie cringe.
Aussie says, "Eeww.. IRC.."
"The 'were' refers to the fact that they did not connect at 10:00PM
as arranged by
Malcolm
You say, "The 'were' refers to the fact that they did not connect at
10:00PM as arranged
by Malcolm"
Aussie says, "i see.."
Aussie says, "i didn't expect anyone to be here, it has never
successfully gone the last
two times.."
"I too am part of Paideia as a research associate - I study them!
You say, "I too am part of Paideia as a research associate - I study
them!"
"Each session has a philosophical topic eg quality of life - that was
our topic today

You say, "Each session has a philosophical topic eg quality of life -
that was our topic
today"
Aussie says, "I don't comprehend; session?"
"Yes despite our network problems, the different time zones are a
problem
You say, "Yes despite our network problems, the different time zones
are a problem"
"It is dawn in the USA
You say, "It is dawn in the USA"
"Questions?
You say, "Questions?"
Aussie says, "tell me something I don't know, doc. ;}"
Aussie says, "what did Scott mean by session?"
"I don't remember, but it can mean this session on the MOO or refer
to a semester of
study
You say, "I don't remember, but it can mean this session on the MOO
or refer to a
semester of study"
Aussie says, "can you explain session? I still don't understand."
Aussie says, "'session on the MOO'?""
Aussie blink.
"Session as a piece of time
You say, "Session as a piece of time"
Aussie says, "OOOHhh.."
Aussie says, "well, that makes everything clear.."
"Bye"

Educational technology, the quality of life and the Oklahoma bombing...

You say, "According to my latest e-mail, Malcolm is ready... some may
have the usual
trouble with times eg for Aussie and I, it 10:37PM Saturday evening
April 22"
Guest says, "do you have any opinions about how the moo might affect
the quality of
life....?"
Aussie says, "or just net troubles, like the last two times.. ;}"
Aussie says to Guest, "oh, drastically."
Guest says, "in what respect(s)?"
Aussie says, "it gets addicting.."
Aussie says, "it's like a drug.."
Aussie says, "you NEED to have it.."
Aussie chuckle.
Guest smile
Guest says, "how do you think it integrates with your surroundings
- ?"
Aussie says, "I don't understand that question."
"The MOO is part of the shifting sands of technology, which are
constantly impacting
on human communications, and help to widen the rift between the
technology rich/
technology poor...
You say, "The MOO is part of the shifting sands of technology, which
are constantly
impacting on human communications, and help to widen the rift between
the
technology rich/ technology poor..."
Guest says, "what makes it real beyond the concept"
sit on chair
You sit down on one of the chairs.
Guest says, "shwould bwe be concerned about the conseuqneces of such
stratification?"
Aussie needs to update his vocab..
Guest says, "... differences between those that "have" and thse that
"have not"... does it
matter"
"Maybe to be aware of the consequences of such straification...
You say, "Maybe to be aware of the consequences of such
straification..."

Aussie will just sit back and let Hopper do all the talking, since he knows what it is
like..
"Aussie is part of the dialogue anytime...
You say, "Aussie is part of the dialogue anytime..."
Aussie says, "I have the power to throw you out too. ;}"
Aussie says, "if I you don't seem nessessary to this society.."
Guest says, "do you see any connection with that observation and the bombing in
oklahoma city this week?"
"Well that is a good answer to the stratification problem on a MOO
You say, "Well that is a good answer to the stratification problem on a MOO"
Aussie says, "hmm.. maybe my subconscious knows what stratification is, but won't tell
me. ;}"
Aussie says, "Yes I do.. but.."
Aussie says, "there isn't a major advantage of being here.."
Guest says, "what do you mean?"
Aussie says, "There isn't enough people to gain from their infomation.."
"I still have not recovered from the shock of the Oklahoma City bombing and the
impact on children - I find that kids have a great affinity to smaller infants. Let alone the
lives that have been placed in turmoil.
You say, "I still have not recovered from the shock of the Oklahoma City bombing and
the impact on children - I find that kids have a great affinity to smaller infants. Let alone
the lives that have been placed in turmoil."
Aussie thinks he needs a translator..
Guest says, "i think it is an unfortunate example of civilized/ barabric distinction"
"Stratification is a process of putting things into layers...
You say, "Stratification is a process of putting things into layers..."
Aussie says, "I know, it just didn't seem obvious to me at the time."
Aussie says, "leave me alone, I'm only a lil kid.. ;}"
Guest says, "it's ironic the bombing would occur during the week that a book by"
Guest says, "robert mcnamara - the secy of defense during vietnam - comes out

admitting that"
Guest says, "that occurred during the war"
Guest says, "one might be able to pose the hypothesis that the cycnism bred by vietnam
resulted in the "
Guest says, "blast against the us government this week. somehow justifying it in a
bizarre sort of way"
Aussie feels like his IQ just dropped by a few 1000s..
Guest says, "when i type, there is no word wrap, but it displays ok. is there a way to
have word wrap while i am typing?"
Aussie says, "nope.."
Aussie says, "not within a MOO, you're client sorry."
Guest says, "just curious."
Aussie sigh.
Aussie says, "your client.."
Aussie poke at you.
"From an external perspective, that cynicism you talk about does make some sense. It
helps to explain how such anti-social behaviour, such as the that expoused by the
Michigan Militia, may arise.
You say, "From an external perspective, that cynicism you talk about does make some
sense. It helps to explain how such anti-social behaviour, such as the that expoused by
the Michigan Militia, may arise."
Aussie says to you, "wake up!"
Aussie grin at you.
Guest says, "it justifies detachment or severing ties to 'responsibility for the people
around you..."
Aussie isn't coping well with this seriousness on a Saturday night..
Guest says, "in essence i can do what i want because it's a free country..."
Aussie says, "since when? ha ha.."
Guest says, "maybe there are some raeasonable limits to that...."
Aussie says, "yes, but not total freedom.."
Aussie says, "how can one be free, with restrictions?"
Guest says, "freddom, ah freedom, thta's just some bpeople talking..."
"Scott: I use a MUD client instead of telnet alone. I am using MUDDweller on a

Macintosh LC III. It has word wrap built into the software interface, but still use telnet
underneath to send my Internet packets...
You say, "Scott: I use a MUD client instead of telnet alone. I am using MUDDweller on
a Macintosh LC III. It has word wrap built into the software interface, but still use telnet
underneath to send my Internet packets..."
Guest says, "do moo's have any graphics?"
Aussie says, "+)"
Aussie says, "B-)"
Aussie says, "nope.."
Guest says, "oh :)"
Aussie says, "well..not this one.. not many.."
Guest says, "tha's coming, i'm sure."
Aussie says, "umm.. well.. I've been told about one that'll have nice gifs instead of
descriptions.."
Guest says, "hopper: have you used this as a classroom before?"
Guest says, "and how did it go?"
Aussie says, "but then that makes it incredibly slow unless you're in the immediate
room.. ;}"
"I am researching the work being done on using a WWW interface to link to a MOO
(and IRC)..."
Aussie says, "listen to me.. type; -hopper "
You say, "I am researching the work being done on using a WWW interface to link to a
MOO (and IRC)..."
Aussie says, "WOOs."
Guest says to Aussie, "thanks for tip"
Aussie says, "i've never been to one.."
Aussie says to Guest, "wasn't a tip, was an order. ;}"
Guest says to Aussie, "aye, aye captain"
Aussie grin at Guest.
Guest winks and smiles
Guest says to you, "do you think this session has been an eample of anything"
Aussie hhmms.. there isn't lag..
"The example is that when using new technology to communicate for the first time, the
medium is the message - one tends to be dominated by the medium until

the new
communications skills are learnt
You say, "The example is that when using new technology to
communicate for the first
time, the medium is the message - one tends to be dominated by the
medium until the
new communications skills are learnt"
Aussie says to you, "Ken, dont type so much into one sentense."
Aussie says to you, "just let it out as you think.."
Guest says, "what kind of communication skills do you think are
required to make this
work?"
-aussie thanks
You say to Aussie, "thanks "
Aussie smile at you.
Aussie says, "mmm.. skills.."
Aussie says, "being able to express yourself with purely text.."
Guest says, "so we have to be writers... after a fashion, huh?"
"Flying hours - simply time to practice communicating this way
You say, "Flying hours - simply time to practice communicating this
way "
"eg Fly me to the MOO...
You say, "eg Fly me to the MOO..."
Guest laughs
Aussie says, "writers.. hmm.. people keep asking me if I'm a writer.."
Aussie says, "I'm so good with emotional words.. ;}"
Aussie says, "get technical, and I'll freak out.."
Guest says, "i think of programmers almost as composers, especially
in hypertext or
other cyberstuff"
Aussie says, "hypertext?"
Guest says, "but others say they're just puzzle solvers"
Aussie says, "what puzzles are there on MOOs?"
Aussie says, "people can create what they want.."
Guest says, "the ones you put together in constructing this virtual
reality.."
Guest smile
Aussie says, "this is like an art class... with the restrictions of
text.."
"That is another part to using a MOO- computer programming experience
is an
advantage- lambdaMOO is an object-oriented programming language...
You say, "That is another part to using a MOO- computer programming

experience is
an advantage- lambdaMOO is an object-oriented programming language..."
Aussie says, "and theme, just stay between these guidelines,
otherwise what you want.."
Aussie says, "cyberpunks like me, call it MOOcode. ;}"
Aussie says, "not LambdaMOO code, that's a place to anyone who knows
a lot of
MOOs.."
-guest Scott, I have been back and forth checking IRC channel
'globalnt' but there is no
action.
You say to Guest, "Scott, I have been back and forth checking IRC
channel 'globalnt'
but there is no action."

Meeting Scott Sherman

Meeting Scott Sherman, getting 'toaded' and finding MOOmail

Guest has connected.
Guest says, "Hello Hopper. How are you today?"
You are in danger of being @toaded, please send a note to *Personae
as soon as
possible.
/who
I don't understand that.

@who
Player name   Connected   Idle time   Location
-----------   ---------   ---------   --------
Hopper (#293)   5 minutes   0 seconds   Welcome To AussieMOO
Guest (#118)   a minute   13 seconds   Welcome To AussieMOO

Total: 2 players, both of whom have been active recently.
page Guest
Your message has been sent.
"hello guest are you with Paideia?
You say, "hello guest are you with Paideia?"
Guest says, "I'm trying both say I am scott from padieia. i am in
washington dc usa"
In all the glory; Aussie is here.
Aussie says, "I'm surprised the nets up tonight.."
Guest says, "I anm new to moo. came here through your home page in
paideia"
Aussie says, "we have a home page?"
Aussie eye you warily.
"Aussie: can you give Scott a player ID?
You say, "Aussie: can you give Scott a player ID?"
Guest says, "padsay don'"
Aussie says to you, "why? ;}"
Guest says, "how do i give myself a name? besides guest"
Guest says, "call me "Scott""
Aussie says, "what name would you like?"
Aussie says, "Hmm...."
Guest says, "not too imaginative, but will serve the purpose"
Aussie says, "password?"
Aussie says, "done."

Guest says, "thanks"
Guest says, "you know, i have a very hard time telneting here. in fact it's never
workd..."
You are in danger of being @toaded, please send a note to *Personae as soon as
possible.
"Scott: Hopper is Ken Eustace, and I have not seen Malcolm yet...
Guest says, "never can get conneted. is there areason you guys know about?"
You say, "Scott: Hopper is Ken Eustace, and I have not seen Malcolm yet..."
Guest says, "how many rooms in aussiemoo?"
Aussie says, "probably too many for a private MOO.."
"Aussie: what is being toaded?
You say, "Aussie: what is being toaded?"
Aussie says, "first, type; -aus this work?"
Aussie says to you, "it's when you annoy a wiz, and get banned from the site."
Guest says, "is there a help file for this that i can retrieve somewhere?"
Guest says, "besides online..."
Aussie says, "not that I know of.."
Guest says, "oh... no ftp?"
Aussie . o O (who needs a help file?)
Guest says, "a novice - to learn how to comjunicate and move around..."
Aussie says, "umm.. ask someone? ;}"
"The Paideia meeting room is found by entering the following sequence of commands:
virtualclassroom west (to Hallway) north (to Paideia meeting room)
You say, "The Paideia meeting room is found by entering the following sequence of
commands: virtualclassroom west (to Hallway) north (to Paideia meeting room)"
Aussie says, "there's no other way, except the on-line help files which come with the
db.."
Guest says, "I'l try going to the meeting room."
Guest heads VirtualClassroom.
Aussie says, "vir works just as well."
You are in danger of being @toaded, please send a note to *Personae as soon as

possible.
" I will go to the Paideia meeting room now...
You say, " I will go to the Paideia meeting room now..."
Aussie heads VirtualClassroom.
virtualclassroom
The Virtual Classroom [Virtual Classrooms]
You see nothing special.
Obvious exits:
    north to Virtual Classroom Offices (#311)
    south to MOO Programmer's Academy (#318)
    CrossPoint to Welcome To AussieMOO (#11)
    west to Hallway (#234)
west
Hallway [Virtual Classrooms]
You see nothing special.
Obvious exits:
    east to The Virtual Classroom (#301)
    north to Paideia Meeting Room (#235)
north
Paideia Meeting Room [Virtual Classrooms]
A quite important place to be.
Guest and Aussie are here.
Obvious exit:
    south to Hallway (#234)
Aussie says, "try and find out.. type; sit."
Guest says, "sit"
Aussie says, "hmm.. no seats.."
"While Aussie makes Scott welcome, I will go back to the Welcome...
Scott: Is the IRC
channel still the same?
You say, "While Aussie makes Scott welcome, I will go back to the
Welcome...Scott: Is
the IRC channel still the same?"
Guest says, "Hopper: globalnt. or send him an email paideia@inter.nl.
net"
Guest says, "what are the keys for a backspace in your system?"
Guest says, "to correct typos"
Aussie sit down on one of the chairs.
Aussie says, "there we go, chairs.."
You are in danger of being @toaded, please send a note to *Personae
as soon as
possible.
Guest sits down on one of the chairs.

```
@send *Personae
Subject:
[Type a line of input or `@abort' to abort the command.]
Guest says, "i was looking @help build to see how to make a chair"
Guest says, "scrolled offf the screen before i could catch it"
Please don't toad me


Mail Room


Do a 'look' to get the list of commands, or 'help' for assistance.


Composing a letter to *Personae (#120) entitled "Please don't toad me"
Aussie knows who I am. Please do not toad me.
I don't understand that.
"Aussie knows who I am. Please do not toad me.
Line 1 added.
@done
I don't understand that.
@send
You are working on a letter to *Personae (#120) entitled "Please
don't toad me"


help mail
The MOO email system allows you to send and receive messages to and
from other
players.  It provides commands to view and manage your own collection
of saved
messages and, in addition, to browse through other collections that
may be available
(e.g.,archives of public mailing lists).  Help is available on the
following commands:


@mail     -- seeing a table of contents for a collection of email
messages
@read     -- reading individual messages
@next     -- reading the 'next'     message
@prev     -- reading the 'previous' message

@send     -- composing and sending a message to other players
@answer   -- replying to one of the messages in a collection
@forward  -- resending one of the messages in a collection somewhere
else
```

```
@rmmail   -- discarding some subset of a collection
@unrmmail -- undoing the most recent @rmm on a collection
@renumber -- renumbering the messages in a collection
@keep-mail - marking messages in a collection as exempt from
expiration

@mail-option -- describes and sets various customization flags

help mail-forwarding
 -- describes mail forwarding
help message-sequences
 -- describes message-sequences arguments to @mail, @read, @rmm, and
@answer.

For viewing collections other from your own, the following commands
are useful:

@rn           -- list those collections that have new messages on them
@subscribe    -- indicate that you want @rn to report on a given
collection
                  and add yourself to its .mail_notify list
@skip         -- ignore any remaining new messages in a given
collection
@unsubscribe -- ignore a given collection entirely from now on
                  and remove yourself from its .mail_notify list
@unsubscribed-- show the mailing lists that you aren't subscribed to.
@subscribed  -- like @rn, but shows all lists that you are subscribed
to
                  even if they have no new activity
south
I don't understand that.

help @send
Syntax:  @send  [ ...]  [subj[ect]=""]

Prepares for you to compose a MOO email message to the recipients
named on the
command line.  A recipient can be specified by giving a player name
or object-id, or a
'*' followed by the name or object-id of some non-player mail
recipient (e.g., a mailing
list or a mail folder) -- a list of such non-player recipients is
available from within the
```

```
mailroom with the 'showlists' command.


The usual editor is invoked.
You will be prompted for a subject line if you did not specify one in
the @send
command (see `help mail_options' for how to avoid this).
Use `say' (") to insert lines in the body of your message.
See `help editors' for details.


Giving this command without arguments resumes editing the previous
unsent draft
message if one exists.


You are in danger of being @toaded, please send a note to *Personae
as soon as
possible.
"Aussie: can you stop *Personae pestering me!!!
Line 2 added.
@send
You are working on a letter to *Personae (#120) entitled "Please
don't toad me"


send
Sending...
Mail actually sent to *Personae (#120)
Paideia Meeting Room [Virtual Classrooms]
An important place, with a whole bunch of non-descript chairs. [type;
sit on chair ]
Aussie and Guest are sitting down in one of the chairs.
Obvious exit:
    south to Hallway (#234)
Aussie says, "IRCs are just text being thrown about at each other."
Guest says, "say any luck"
>>> Checkpoint Started: Sat Apr 22 22:31:33 1995 EST <<<
>>> Checkpoint Finished: Sat Apr 22 22:31:44 1995 EST <<<
Guest says, "i had a little problem there..."
Guest says, "anyone still here?"
Aussie says, "any luck.."
@who
Player name        Connected      Idle time     Location
-----------        ---------      ---------     --------
Hopper (#293)   27 minutes     0 seconds     Paideia Meeting Room
Aussie (#2)     17 minutes     12 seconds    Paideia Meeting Room
```

Guest (#118)   24 minutes   13 seconds   Paideia Meeting Room

Total: 3 players, all of whom have been active recently.
Aussie says, "nope, gone somewhere else.."
Aussie says, "just not here."
Guest says, "with hopper trying to contact c"
"I am still here...
You say, "I am still here..."
Guest says, "where you go there you are, right?"
Aussie says, "this has been a recording, please leave yer e-mail and
codename after the
beep.."
Guest says, "was malcolm available"
Aussie wonders if he's got a char here yet..
"According to my latest e-mail, Malcolm is ready... some may have the
usual trouble
with times eg

Collaborative Writing with Malcolm I

```
@join Paideia
You join Paideia.
Paideia Meeting Room [Virtual Classrooms]
An important place of meeting, with a whole bunch of non-descript
chairs.
[type; sit on chair].
Paideia is here.
Obvious exit:
   south to Hallway (#234)
sit on chair
You sit down on one of the chairs.
You say, "hello"
You say, "You are early"
Paideia says, "shall we go to the other room?  i know the way."
You say, "Yes to #461"
Paideia says, "yes, but I did not get the resume into the system--
sorry, will very soon."
Paideia heads south.
You say, "I will now type @go #461 and head for the Inforstud Seminar
Room"
@go #461
The Infostud Seminar Room
You see nothing special.
No one is sitting on the chairs.
You see Portrait here.
Paideia is here.
Obvious exit:
   south to Hallway (#460)
sit on chair
You sit down on a chair.
Paideia says, "I like the porrait"
You say, "You will be in this room and meet the Portrait in the
flesh..."
You say, "at the end of the month..."
Paideia says, "these links between levels of relations helps me
greatly"
You say, "Good"
You say, "I have been in touch with the Perth confernece people"
You say, "It seems hopeful that you and I will have slot.."
```

Paideia says, "i tried putting the Paideia web material in a window at the top of the
screen while in the MOO--like a whiteboard."
You say, "What happened?"
Paideia says, "i talked to Qantas re Reef and Perth--they suggest an Air Pass--have Reef
reservations."
Paideia says, "had hoped to take train to Perth--not very practical."
You say, "Good, Qantas are the conference carriers. Please visit the conference pages "
You say, "at http://www.citybeach.wa.edu.au/acec95/acec95.html"
You say, "It is most suitable to our needs in the time frame"
You say, "I sent you e-mail about it. Do you have a FAX number?"
Paideia says, "i just got up and did not check my e-mail, sorry. Can now, if you wish."
You say, "Sorry about all the questions, but I need a lot of information to put on a"
You say, "good show"
You say, "OK check your mail, I will get myself a coffee. Keep chating as I am logging
this session using MUDDweller"
Paideia says, "my FAX is 415-750-1199. Will check mail while you have coffee."
You say, "My FAX is +61 69 332733"
>>> Checkpoint Started: Mon Jun 5 22:08:35 1995 EST <<<
>>> Checkpoint Finished: Mon Jun 5 22:09:19 1995 EST <<<
@who
Player name   Connected   Idle time   Location
-----------   ---------   ---------   --------
Hopper (#293)   18 minutes   0 seconds   The Infostud Seminar Room
MOOLink (#411)   10 hours   0 seconds   MOOLink Center
Oscar (#334)   an hour   27 seconds   Upper trunk (Dane's Room)
Dane (#338)   an hour   a minute   Upper trunk (Dane's Room)
Paideia (#397)   21 minutes   6 minutes   The Infostud Seminar Room
AussieMOO (#491)   31 minutes   30 minutes   Virtual MOO Room

Total: 6 players, 4 of whom have been active recently.
Paideia says, "i am back--read both e-mails. air pass is a bit over $250us round dtrip."
Paideia says, "did not quite grasp your idea about my profile. Do wyou want to do it
now?"
You say, "Sounds like good value"

Paideia says, "since Bathurst is July 2-5, do you want to do it too?"
You say, "If that is OK. I need to have a brief description to 'sell' our work"
You say, "I have a residential school from July 6-8"
Paideia says, "should i send keywords now?"
You say, "Ok for keywords..."
You say, "Back to the Bathurst point: Perth will give us a wider national and
international audience and I may be able to get some sponsorship form Toshiba, which
could be exciting, if we get to Perth"
Paideia says, "sociologist, Yale PhD, Georgia Tech, Tech, Davidson, Stanford,
California State University Hayward, Research Associate University of California
Berkeley (Dutch Studies)"
Paideia says, "Perth sounds fine."
You say, "Keywords sound impressive. I will make up a sample profile later before we
finish...maybe I should od it now, then you can acknowledge it?"
Paideia says, "do you want keywords related just to computers and alternative
education?"
You say, "both"
Paideia says, "worked on 7090, 360, 1401, SDS940, pdp8, everything little from Timex
and TRS80 to Commdore to XT. Now use Sun and Mac (still own and love my XT)."
Paideia says, "put up one of first Web servers at Berkeley and in Europe. Now working
on Web and MOO."
Paideia says, ""ran Interdisciplinary Seminar"who was Oscar?"
You say, "That sounds good for the computing, what is Oscar?"
Paideia says, "did national work with computers and educational research, began first
University Without Walls that was a stand alone venture, started Paideia with others."
Paideia says, "WHO was Oscar?"
You say, "Are the'others' part of GlobalNet Associates?"
Paideia says, "that is a good question. We have used that aka to guard intellectual
property rights--do you think that is useful, appropriate, etc?"
You say, "OK I think we have plenty for a profile, now anything else

to add?"
Paideia says, "no."
You say, "When thinking about the paper title, 'Beyond the WEB and the MOO:
implication for education' I thought came to me..."
Paideia says, "that title coincides with my recent experience and reflection."
Paideia says, "[this is like being a playwright]"
You say, "The users of AussieMOO cover different ages and are faced with an
'agelessness' eg a 16 year old school girl in Louisville, Ohio got a shock when she asked
my age."
You say, "I thought: I wonder if Malcolm is aware of the ages of the AussieMOO
players?"
Paideia says, "i was 70 last week--i am finding teens and twenties a lot more congenial
often that my won generation."
You say, "I will be 41 in October, Aussie the ArchWIZ of AussieMOO is only 16 and
goes to a local high school. He has time to become a WIZ faster than you or I"
Paideia says, "i suspected something like that with James."
You say, "Aussie aka James Fellows is the son of the SysADMIN of AussieMOO,
Geoff Fellows."
Paideia says, "i suspected that, too."
You say, "Good to get that clear. Aussie has found our conversation hard to interpret,
but has learnt a great deal about social order."
Paideia says, "i have learned a great deal about Australian humor."
You say, "What stands out with Australian humour (besides the spelling!)?"
Paideia says, "fronter, raw, simple, really funny, universally human a la Shakespear"
You say, "Good to see some identity. We do tend to be part of the American TV show
humour, so much these days, but there are some 1 hour comedy show of contempory
Aussie humour on a Thursday evening (never get time to watch it)."
Paideia says, "i cannot tell whether aemote smiles"
Paideia says, "i have trouble with lag and with the civility of

waiting for replys."
Paideia says, "this is much easier with two."
Hopper Ken does too
Paideia says, "it really is an art form."
Hopper paints another portrait
Paideia ahh
You say, "A word is worth a thousand pictures on a MOO"
Paideia says, "and words are crafted dialogue as well as shared free
assoication."
Paideia says, "[maybe that quote could go in the paper]"
You say, "Do you want to spend some time building our topic for the
seminar/conference?"
Paideia says, "sure."
You say, "My idea was to get the outline done on the MOO and then go
away and build
upon it. Then to e-mail (or MOOmail) draft of each section to each
other."
Paideia says, "fine."
Paideia says, "start!"
You say, "Then when you come to Wagga Wagga we can finish it off.
Present it as a
seminar at CSU, present a refined version at the Perth conference and
if it does not
make the proceedings, send it off finally to a referreed journal."
Paideia says, "shall I startart?"
You say, "I have a contact at the Journal of Internet Research who is
itching for a
paper..."
Paideia says, "great"
You say, "OK you start..."
Paideia says, "i would like to begin at two places--our experience
and reflection on
technology and education at least back to WWII--radar and styles of
communication
and all that."
You say, "a sort of timeline thread..."
Paideia says, "matching biography and history."
You say, "I only go back to 1954 as far as biography..."
Paideia says, "remember our conversation with James Jamision about
that--i think the
WWII myth in the movies is more important that being over 50. Maybe
myth and
history and the same."

Paideia says, "are the same."
You say, "Yes I have that conversation on a log file.."
Paideia says, "i think James got the point."
/research/sda/People/Ken_Eustace/paideia.html
You say, " Have you tried the page at
/research/sda/People/Ken_Eustace/paideia.html"
You say, "I must upadte the log files there..."
Paideia says, "i thought that was what i did when i touched your
'paideia' URL--i guess
that the URL you just gave me is different."
You say, "I remember you teeling me to get rid of the word
'virtual' : no such thing, just
another form of reality"
Paideia says, "i agree--its several modes of perceiving reality of
which virual is one--
very postmodern."
Paideia says, "do you want me to go to the URL now?"
Paideia says, "if not, can you abstract it here/now?"
You say, "OK I will fix up the link from the page you are using. Tell
me what to add etc
to make it functional..."
Paideia says, "as i understand it, your present url in your research
page points to the
Paideia Home Page. In ddition, you wnat to point to another page of
your own
reflecting your participation with paidiea? Is that on track?"
You say, "Yes that is on track. From this new page with the log files
and an
AussieMOO connection, there is a link to my Lyceum page at:"
You say, "/research/sda/People/Ken_Eustace/lyceum.html"
You say, "I will fix up the links tomorrow...."
You say, "can we get back to the biography and history part: I think
that you should
cover that part first"
Paideia says, "i went back to Netscape and put in the 'lyceum' url.
Got a dialogue box
saing could not reach that server."
You say, "Did you enter:
/research/sda/People/Ken_Eustace/lyceum.html"
Paideia says, "if i do a draft on the first part, it seems to me you
should do the second
part."yes."
Paideia says, "the diaologue box was very explicit about 'could not

reach
'www.csu.edu.au/research/ server'"
You say, "Yes what is the second part ? Our experiences? Future
development of
Paideia as a university on the Internet"
You say, "Perhaps try the URL later...?"
Paideia says, "from a year of association, i experience you as very
wise about the state
of the art."
Paideia says, "part i--how we got here/ part ii HERE"
You say, "So the second part is HERE, does that foreshadow a third
part about the
future implications : a kind of extrapolation?"
You say, "a qualitative extrapolation ...."
Paideia says, "what about dividing the third part into two parts--an
evolutionary next
and a revolutionary next?"
You say, "The evolutionary next and a revolutionary next idea is
great..."
Paideia says, "i think it is related to a lot we have done and talked
about. Maybe it has a
lot to do with the virtual vs non virtual--like working in a real
school and doing
whatever we like here."
You say, "Yes and I got some food for thought at Daniel Schneider's
TecfaMOO site"
Paideia says, "i have lost touch, except for the references in the
English
conference==can you abstract that for me here/now?"
You say, "The research questions he has listed, I felt we have
discoverd empirically
from our yearlong association"
Paideia says, "can you list several?"
You say, "The listed MOO developments are: as virtual (UGH that word
again!)
meeting spaces for researchers (You and I)"
You say, "Tutorial support for classroom teaching"
You say, "Tutorial support for distance teaching (which I have just
done I may be able
to get some survry results to put in the paper)"
Paideia says, "the first two of Daniel's seem to me good
illustrations of
evolutionary."keywords: support   tutorial   research"

You say, "Environments for 'Just-in-Time' Open learning (that will be of interest at
CSU and the Perth conference"
You say, "Wait there is more:"
Paideia says, "wh"waiting..."
You say, "Spacial organisation of information retrieval; Dynamics of interactions in a
virtual space; Social and Political issues in virtual worlds; Learning by doing
educational environments"
You say, "That's enough from me .... your turn... sorry to hog the talk..."
Paideia says, "gets more revolutionary."
You say, "Do you think that is enough for the moment...?"
Paideia says, "sure--great session--i will Command-K it and have it forever. Get tickets
tomorrow."
You say, "Do you want the URL for the TecfaMOO pages?"
Paideia says, "yes"
You say, "Hang on..."

Collaborative Writing with Malcolm II

Paideia says, "using Amsterdam for e-mail to you seems to
unnecessarily complicate matters when the Sun Spots are out or
whatever."
You say, "I have one more call to Toshiba about Perth and a
'sponsored' paper"
Paideia says, "i am too pick up ticket incluidng Perth this am"
You say, "Yes I got an e-mail from your other account"
Paideia says, "did you get my schedule re Wagga."
You say, "Yes, I need to look at it again - had a long meeting
today..."
Paideia says, "we are doing Carms before--could come to Wagga earlier
if better. "
Paideia says, "Cairns--Reef."
You say, "Hang on as I read your mail..."
Paideia says, "ok--i checked yours--none that Icould see for me since
Toshiba ho pe
memo."
Paideia says, "i am having better and better luck with multiple
screens. That does seem
to be first step to combining MOO and Web."
You say, "Yes and your idea about establish Paideia in Australia
sounds interest ing"
Paideia says, "i still hope for a conference, but that would justify
trip profes sionally as
a failsafe."
You say, "The backup idea is still Perth: go for Toshiba help or ask
to present a poster
paper- and use the article for journal later..."
Paideia says, "should I wait to get ticket until you hear from
Toshiba?"
You say, "The itinerary I have is still: July 3 Ar Wagga Wagga
1245July 8 Lv Wag ga
Wagga 0950   Ar Perth   1455July 13Lv Perth   165
Ar Sydney   2220July
14Lv Sydney   1745The rest is before and after."
You say, "Yes If I could have a day or two to work them over, so to
speak..."
You say, "The itinerary may seem fuuny- a copy and paste job"

Paideia says, "onl"iteinerary looks ok except for leaving Perth at 1 650."

You say, "The abstract you did: anything to modify with hatchet job I did? Your profile

OK?"

Paideia says, "your's both fine."

You say, "Yes the '0' dropped off:1650 it is"

Paideia says, "hi"

Paideia says, "is 'Infostud' into this conversation?"

You say, "I asked Geoff to come along and pipe up if he wants. Geoff has offered to

help with the seminar in Wagga"

Paideia says, "Ken, if we go to Perth, is a 1650 departure ok on last day?"

Paideia says, "Infostud is Geoff?--hi again without persona!!!"

Paideia says, "M ichael Wolf, publisher would also like a book proposal."

You say, "1650 should be OK. Most conference finsih by about 1430 for travel out "

You say, "A book proposal based on this work?"

Paideia says, "yes"

You say, "Perhaps we can get that underway as well while over here"

You say, "Did you get FAX OK: It should have the last day times"

Paideia says, "i would like to send him whatever we have as of next week before I

leave to keep his interest--sound imaginable?"

You say, "My ACEC'95 copy is at work (I am at home now)"

Paideia says, "sorry i did not go over to ge t FAX--will check now-- back in a minute."

You say, "Yes there are quite a few WWW pageshere to use: I still need to link t hem

all properly"

@who

Player name	Connected	Idle time	Location
Hopper (#293)	25 minutes	0 seconds	The Infostud Seminar Room
MOOLink (#411)	an hour	25 seconds	MOOLink Center
Oscar (#334)	an hour	58 seconds	Tree House
Paideia (#397)	36 minutes	a minute	The Infostud Seminar Room
Infostud (#197)	7 minutes	a minute	Tree House
SunWiz (#84)	an hour	54 minutes	SunWiz's Office

Total: 6 players, 5 of whom have been active recently.

Paideia says, "fax is here--they neglected to call me--it is a couple of blocks away--
shall i go get it and be back in 10 minutes?"
You say, "Yes I will have my coffee break..."
Paideia says, "with our connection problems i will leave line open while i am go ne."
You say, "ok"
Paideia says, "i am back with fax."
You say, "I am back with the coffee and biscuits"
Paideia says, "looks excellent."
You say, "I feel rude to eat in front of a guest..."
Paideia says, "i'ss get a glass of oj(pardon the expression). Feel l ike
fmily-not guest."
Paideia says, "back with oj and heel of loaf of bread--wish i had biscuits."
You say, "One thing:(sorry about guest tag!)"
Paideia says , "no problem."
You say, "You will miss meeting my family: wife and duaghter leave on JUly 3 "
Pai deia says, "would like to meet them--would earlier than 1245 arrival matter?"
rsion)
You say, "But they will still be happy (going to New Caledonia for Year 10 Frenc h
excursion)"
You say, "No they may leave several days beforehand to drop off my sons to grand
parent for the school holidays."
Paideia says, "we could leave Cairms or Sydney earlier have reservations for play at
Opera House."
You say, "If or when I get enough funds, we may all get to come to USA in the ne xt
year or two"
Paideia says, "of course--incidentally if there is Toshiba mone y, can I have any?would
 think not, just asking."
You say, "When you get it all of your plans sorted out, let me know of the incid entals
eg Opera House in case something comes up"
>>> Checkpoint Started: Wed Jun 7 22:59:15 1995 EST <<<
>>> Checkpoint Finished: Wed Jun 7 22:59:23 1995 EST <<<

P aideia says, "our itinerary is set and plan to get ticket in a few hours--is
tha t ok? "
You say, "Toshiba have leant me a colour Notebook for all the WEB consultancy I
have done for them. No cash yet, but I have had the notebook for a year!!"
Paideia says, ""i like your relation to Toshiba--i already have balck and whit e
notebook."
You say, "I have got a help from them to develo p some WEB pages for local schools
(with their logo)"
Paideia says, "the stakes seem to be on their getting us into Perth."
Paideia says, "i have come to realize that a five day confere nce, like Geneva, would be
 wonderful at this point in this year."
Paideia says, "reluctant to spend money and time if we have no visi bility."
Paideia says, "[this is a little like c harades]"
Paideia says, "if we do not present, will you go toPerth?"
You say, "Yes spending money I don't have without the exposure is a worry for me , but
even if we get a poster session, that would be enough: The workshop paper at Geneva
got me there!"
Paideia says, "mine got me to Geneva too."
Paideia says, "that sounds fine--we can hole up and work on the book."
You say, "I actually think that a workshop paper can be more useful all round."
Paideia says, "the book "agreed."
You say, "Yes the book"
Paideia says, "book would be in Norton series Net--Guide etc etc"
"Paideia says, "i had thought of 'Net--Serious' as a title."
You say, ""go on - good so far"
Paideia says, "well, I would like to use our stuff as the base along with what you are
doing in addition and Paideia stuff in addition."
You say, "Do they want a sample chapter submitted, like publishers here?"
Paideia says, "i think that would be best--should that be the paper or a differe nt
document?"

You say, "Depends on success at Perth pending..but paper could be book start"
Paideia says, "i was thinking of getting that of f befoe I come South."
You say, "Do we start with a list of chapters?"
Paideia says, "that would be good, too."
You say, "I see get the paper out of the way and work on the book in Wagga Wagga
etc"
Paideia says, "ok--perhaps I count let them know we are 'coming'?"
You say, "Who?"
Paideia says, "Michael Wolf and Co. publishrs(with Norton)"
You say, "Sorry OK"
Paideia says, "i.e. "coming into the future vs coming to the South pacific."
Paideia says, "nothing to be sorry about."
Paideia smiles
Hopper smiles back
Paideia says, "silence has its place, even on the MOO and Web."
You say, "Especially in my house tonight: daughter has exam tomorrow, wife has t o
deliver a course to some local teachers..."
You say, "Can we limit the time now to another 40 minutes?"
Paideia says, "my wife got back from driving to LA with our daughter--met her at 11
pm our time--got 4 hours sel"
Paideia says, "40 minutes or less is fine."
You say, "What are other suitable times eg when you sent e-mail today"
You say, "When your itinary was sent by e-mail it was midday here - that suits"
Paideia says, "that was late afternoon and evening here. I begin to think the 3 -10 wimy
time which matches the 7-3 window your time is good."
Paideia says, "we are really only awake together about 8 +- hours together."
Paideia says, "together together together--i will get the hang of i yet!!!"
You say, "11:20pm here"
You say, "now that is!"
Paideia says, "6:20 am here--not a great time, but do want to do the next two Sa turdays
at this time--good tradition."
You say, "it is a holiday long weekend in Australia this coming

weekend: Monday is
the Queen's Birthday (really in April, but we need the break now)"
Paideia says, "will Saturday be ok for you--i could use time with
Dmitri a nd
Scott and others to up-date them on our efforts."
You say, "so 10:00am here would be 5:00pm your time : Monday to
Friday would sui t"
Paideia says, "that 10am th ere/5pm here is better, rather than
disrupting family in early
am."
You say, "Yes I have the relatives coming .. I may be able to sneak
away..."
Paideia says, "i know what you mean--weekend of children and th eir
friends 'for such is the Kingdom of Heaven????'"
You say, "How about a try at 10:00am/5:00pm window tomorrow sorry
later today!!! "
Paideia says, "whenever--I will look for you at 5 my time--this IS
like a WWII m ovie--
one outpost to another."
You say, "Yes my study does resemble a bunker after the kids have
used the CD-RO M
games"
Paideia says, "on the beach."
You say, "Ava Gardner and Gregory Peck, I think"
aideia says, "i think so--you guys are all that ar e left."
You say, "Anyway agood Neville Shute book"
You say, "Do you want to get back to the book?"
Paideia says, "i think the West Coast US and Australia have a lot in
common re o ld
centers."
Paideia says, "yes."
You say, "Title: Net--serious"
Paideia says, "ok"
You say, "Sub-title?"
Paideia says, "The MOO and WEB as functional equivalents to the next
generation on
the net"
You say, "The next generation of net users or kids or both"
Paideia says, "the next generation of software."
You say, "good"
Paideia says, "what will get done with Hot Java and object-
oreiniented languages ."
You say, "That is the second time today I have heard about hot java"

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You say, "Our first year programming language will be SmallTalk"
Paideia says, "it is the language that Netscape and Apple agreed to
develop toge ther."
Paideia says, "it is a lot like SmallTalk and C++."
You say, "AHH yes"
Paideia says, "hi #118--friend or foe?"
Paideia says, "assume friend."
You say, "I have the hot java home page at http://webrunner.neato.
org/ ("
@who
Player name         Connected       Idle time       Location
-----------         ---------       ---------       --------
Hopper (#293)       an hour         0 seconds       The Infostud Seminar Room
Paideia (#397)      an hour         26 seconds      The Infostud Seminar Room
MOOLink (#411)      2 hours         39 seconds      MOOLink Centre
Guest (#118)        a minute        47 seconds      Welcome To AussieMOO
Oscar (#334)        35 minutes      13 minutes      Tree House [editing verbs]
SunWiz (#84)        2 hours         an hour         SunWiz's Office

Total: 6 players, 4 of whom have been active recently.
Paideia says, "did you learn more--do you know #118?"
You say, "no "
Paideia says, "if #118 is in 'Welcome.. is she or he in this
conversation?"
You say, "no"
Paideia says, "how come Geoff never said anything?"
You say, "He is not in this room he was in Treehouse- use @who"
Paideia says, "did--i think i understand."
You say, "I must mention the work of SunWiz"
Paideia says, "what did it mean 'he might help us, or words to that
effect?"
Paideia says, "goahead re SunWiz"
You say, "SunWiz helped me build the Virtual Classroom, Paideia
Meeting Room etc"
You say, "A most helpful Wiz"
Paideia says, "what does she or he do otherwise?"
You say, "Do you want to page SunWiz?"
Paideia says, "not particularly, unless you feel it is useful "
You say, "He has an e-mail adress at delphi.com"
You say, "No I will let him rest"
Paideia says, "that explains how he got in My address book?"
Paideia says, "how did he do THAT?"
You say, "arriba@delphi.com, I think"
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You say, "What address book?"
You say, "If we plan extensions to the MOO rooms, SunWiz can save us some time a
nd effort"
Paideia says, "she "i am not sure (i can check) there is a delphi address in the Paideia
Address Book in Amsterdam--wondered how it got there."
Paideia says, "i would like to work on all o f that before Saturday."
You say, "I may have spoken to him about you when building the Paideia Meeting R
oom"
Paideia says, "do you realize"good."
You say, "Good?"
You say, "Back to the book for a while?"
Paideia says, "i was off the system for a minute--this IS ufo stuff."
You say, "Back to the book?"
Paideia says, "back to the book. I would like to expose users to a way of worki ng that
lets them think about the future of their technology rather than ust wai ng to have gui
interfaces."
"Paideia says, "just using gui interfaces."
You say, ""What about things like VRML:Virtual Reality Modeling Language ?"
Paideia says, "my 3 hours with Aaustravel reminded me of how prs use computers
now."
You say, "That is part of the hot java scene?"
Paideia says, "can you tell me more about VRML?"
Paideia says, "page Misty nice to be in touch again--you are f"
Paideia says, "short affair."
You say, "Go to http://www.the-coast.com/tech.html to learn more but.."
Paideia says, "watching MTV is the best preparation for this!!!"
You say, "You have said that before: a recurring metaphor"
Paideia says, "will go to 'thewww.the_coast... thanks for the lead "
You say, "VRML is for interactive simulation"
Paideia says, "do you sense you are an in between generation re perception etc.? "
Paideia says, "you look at things differently from your parents or children?"
You say, "Yes and I don't feel alone . Imagine what it is like who don't attempt to keep

up"
Paideia says, "i know some 20s and some 50s and some 70s who do not attempt to k eep
us."
Paideia says, "up."
Paideia says, "5 minues to go?"
You say, "Yep"
Paideia says, "any last words?"
You say, "That last point may be useful in the introduction"
You say, "RE keeping up anxiety"
You say, "try http://www.the-coast.com/new.html"
Paideia says, "i think so, too."chick sent may ha ee (sound of author of Flow) suggests
we balance challenge and skill all of the time."
You say, "Capabilities of the Internet: Collaboration, on-line conference s, private
discussion groups, the ability to access files   from or log into remote computers
Information Gathering, financial information, airline s chedules, on-line newspapers,
government and regulatory databases, product and service information from businesses
worldwide, and special collection s of all sorts   Information Dissemination, the
ability to post information such as on-line catalogs,   with product, service, and
support information "
You say, "That is some text from that last URL: useful to book?"
Paideia says, "how did you type all that so fast?"
You say, "Click to Netscape, copy, click to telnet paste to you"
Paideia says, "3 minutes to sleep to dream...."
You say, "I am running Netscape, Telnet session to MOO and my e-mail account- ha
ndy for tonight"
Paideia says, "there you go again in MTV mode--never thought of that, except tha t IS
what I di in sending you my stuff. How about that--do you keep a hot quote on your
clipboard all of the time?"
You say, "If Scott can go for a bike ride and not be missed, I can run some othe r
software in the background and not be noticed doin so... sneaky, but useful"

You say, "I must go to bed..."
Paideia says, "he was missed--i have Netscape and my e-mail up, too, but I have no
good sense of where they actually or virtually are."
Paideia says, "this was a good session--off to get myticket to Perth."
You say, "I will try to consolidate Perth further tomorrow after our MOO session at
10:00am/5:00pm"
aideia says, "good--good "night'"
You say, "Will try to send e-mail by 9:00pm your time"
You say, "bye and command K to you"
Paideia says, "that is 14 hours form now."
Paideia says, "will get Perth ticket before Ihear from you."
Paideia says, "we are being proactive."
You say, ""it is "I think I got all that"
You say, "bye"
Paideia says, "you will c"bye"
@who
```
Player name          Connected      Idle time      Location
-----------          ---------      ---------      --------
Hopper (#293)        an hour        0 seconds      The Infostud Seminar Room
MOOLink (#411)       3 hours        13 seconds     MOOLink Centre
Paideia (#397)       23 minutes     23 seconds     The Infostud Seminar Room
Oscar (#334)         an hour        45 minutes     Tree House [editing verbs]

Total: 4 players, 3 of whom have been active recently.
```
@ "faer rewee ll
You say, "farewell"
@Paideia says, "farewell"
quit
*** Disconnected ***

Collaborative Writing with Malcolm III

```
You say, "I am here at last"
@go #461
The Infostud Seminar Room
You see nothing special.
No one is sitting on the chairs.
You see Portrait here.
Paideia is here.
Obvious exit:
   south to Hallway (#460)
Paideia says, "this is a good time and place to talk."
"hello
You say, "hello"
@who
```

Player name	Connected	Idle time	Location
Hopper (#293)	53 seconds	0 seconds	The Infostud Seminar Room
SunWiz (#84)	2 minutes	14 seconds	SunWiz's Office
Paideia (#397)	25 minutes	25 seconds	The Infostud Seminar Room
MOOLink (#411)	11 hours	32 seconds	MOOLink Centre
Kamala (#504)	25 minutes	38 seconds	The Halls of Justice
Quark (#518)	14 minutes	57 seconds	Quark's chambers

```
Total: 6 players, all of whom have been active recently.
Paideia says, "all is well..."
You say, "I have solved the problem: my link was to the old
machine..."
Paideia says, "this is real."
You say, "I almost learnt to swear..."
Paideia says, "my thought was--to hell with it--not far off."
A gorgeous white dove flutters to land on your shoulder. She softly
whispers...'Kam
would like to talk with you'
Kamala pages, "Hello, I see you are *really* on line now...seems
there was confusion
about your virtual status;) Glad to see you've come through
unscathed."
You say, "got the draft ok "
Paideia says, "be candid"
You say, "Be candid with what, my writing for the paper?"
```

Paideia says, "can we get enough in five hours to go for it?"
You say, "As long as I can take a lunch break..."
Paideia says, "i would like a dinner break--how long?"
Paideia says, "shall we leave ourselves on the MOO?"
You say, "30 mins for me (or less to get a meat pie)"
Paideia says, "see you at High Noon--in the best Western tradition."
You say, "Ok see at you noon"
Paideia says, "i will stay connected--bye for now"
Paideia says, "synchorize you watches--its just 32 here."
Paideia says, "our watches..."
You say, "34 here"
You say, "close enough"
Paideia says, "i am back-took wife out to dinner--lovely--gourmet all the way."
Paideia says, "06 after the hours"
You say, "i have been watchin, but i was on the phone"
Paideia says, "fine dinner"
You say, "Give me two more minutes with another matter..."
You say, "I had a meat pie and a chocolate bar- my Friday pig out away from a lettuce
sandwich"
Paideia says, "fine--reading last of am paper."
You say, "I am reading your draft- does it all go into Act 1 or do I 'cut and Paste' etc?"
You say, "Which title do you prefer?"
You say, "This one: Beyond the Web and the MOO in education"
You say, "or this one: Beyond the Web and the MOO: implications for education"
Paideia says, "i think it may have meterial suitable to 1 and iii. Certaily cut and paste."
You say, "I lke the former, that appeared in your draft"
You say, "It is a compact title"
Paideia says, "I have certanly learned a lot and changed a lot over these few weeks."
You say, "So have I"
You say, "Is it OK for title:Beyond the Web and the MOO in Education"
You say, "News: I have booked the main university theatre for our CSU Seminar"
You say, "called: Beyond the Web and the MOO in education (with Geoff Fellows)"
You say, "For 3:00pm Tuesday July 4 for 1 hour plus"
You say, "20 minutes each"
Paideia says, "i had pictured a coffee house back room"i thought that

was a holiday for
you, tto."
You say, "Geoff will talk about the Web and the MOO and new
technologies eg Hot
Java"
Paideia smiles
You say, "I will talk about my work with my thesis and the Paideia
association and a bit
on this paper"
You say, "Finally Malcolm does his bit.... How does that sound?"
You say, "Then that night CSU takes Marcella and Malcolm out to
dinner: a 4th of July
special treat"
Paideia says, ""fine--what should I do?"
You say, "Talk about Paideia,distance education, education and the
interseting bits in
our paper, anaecdotes eg your playwright comment"
Paideia says, "ok"
Paideia sober
You say, "My defintion of MOOing a while ago was: it is like playing
lemmings, sim
city and zork with the keyboard"
Paideia has disconnected.
Paideia has connected.
You say, "welcome back"
Paideia heads south.
You say, "Have you any references to put at the back of the paper?-I
have some"
@who
Player name   Connected   Idle time   Location
-----------   ---------   ---------   --------
Hopper (#293)   an hour   0 seconds   The Infostud Seminar Room
Paideia (#397)   a minute   8 seconds   Hallway
MOOLink (#411)   13 hours   21 seconds   MOOLink Centre
Quark (#518)   38 minutes   13 minutes   Quark's chambers
Kamala (#504)   an hour   18 minutes   Ville d'eau
SunWiz (#84)   an hour   an hour   SunWiz's Office

Total: 6 players, 3 of whom have been active recently.
Paideia has arrived.
You say, "Have you any references to put at the back of the paper?-I
have some"
Paideia says, "yes, i do--how many do you want and when do you want

them?"
Paideia says, "i think Curtis' paper from Xerox is one of the best."
You say, "You can e-mail them soon, perhaps. I will put them in alpha order"
Paideia says, "soon=today, this weekend, next week?"
You say, "today"
You say, "I have some material on the 'joys of MUDderhood' to use"
You say, "I will give Martyn Wild a ring to find a submission deadline"
Paideia says, "Self and others in postmodern terms"
Paideia says, "Mihaly Csikszentmihalyi The Evolving Self NY: HarperCollins,1993"
You say, "back in a minute or two..."
Paideia says, "Robert Jay Iifton The Protean Self   NY:Basic, 1993"
Paideia says, "Critial Theory"
Paideia says, "   Jurgen Habermas   The Theory of Communicative Action
Boston:Beacon'84/'87"
Paideia says, "Democracies and their Economies"
Paideia says, "   "
Paideia says, "   Daly, H.E. and Cobb, J.B. For the Common Good Boston:Beacon
198?"
Paideia says, "Obj"Object-Oriened approach"
Paideia says, "   Grady Booch Object Oriented Design ??:Benjamin/ Cummings 199?"
Paideia says, "is that a start on Biblio?"
You say, "Yes a good start"
Paideia says, "enough?"
Paideia says, "i would add works of Arthur Danto--not sure which-- probably
Connections and Transfiguration of the Commonplace--do not have biblio info"
Paideia says, "i incline toward a little reading that suggests where we are coming from."
Paideia says, "what about some URLs"
Paideia says, "like the Curtis piece and your MOO approach--could even just print out
the page of yours--i think it is a good intro."
You say, "hang on a minute..."
Paideia says, "ok"
You say, "i have five people in my room and one on the phone"
Paideia has disconnected.

```
Paideia has connected.
Paideia heads south.
Paideia has arrived.
Paideia says, "i am back"
You say, "i am here"
Paideia says, "awaiting developments"
You say, "Do you want to add more to act 3 and a conclusion?"
You say, "and I will add my bit"
Paideia has disconnected.
The housekeeper arrives to cart Paideia off to bed.
Paideia has arrived.
Paideia says, "i am back--it does require patience."
Paideia says, "do as you like.  Please temper or eliminate my 6
points.  Too
intemperate."
You say, "i am back"
You say, "Which six points?"
@who
Player name         Connected       Idle time      Location
-----------         ---------       ---------      --------
Hopper (#293)       2 hours         a second       The Infostud Seminar Room
MOOLink (#411)      14 hours        24 seconds     MOOLink Centre
Quark (#518)        a minute        55 seconds     Quark's chambers
Paideia (#397)      a minute        a minute       The Infostud Seminar Room
SunWiz (#84)        2 hours         2 hours        SunWiz's Office

Total: 5 players, 4 of whom have been active recently.
You say, "Which six points?"
Paideia says, "i seem to be back"
Paideia says, "last six related to agenda for panel and any
discussion with a little
numbered diagram"
look
The Infostud Seminar Room
You see nothing special.
No one is sitting on the chairs.
You see Portrait here.
Paideia is here.
Obvious exit:
   south to Hallway (#460)
look portrait
This is a very good likeness of Associate Professor Bob Moore.
Paideia says, "how are we doing?"
```

You say, "fine, alot of interruptions at my door: exam time for students"
Paideia says, "should i leave you alone?"
You say, "not yet"
Paideia says, "ok"
You say, "are the six points the last six in you draft 'on existing knowledge axis etc?"
Paideia says, "yes"
You say, "good"
You say, "Will try to contact Martyn W again re: deadline..."
Paideia says, "ok"
>>> Checkpoint Started: Fri Jun 9 14:59:37 1995 EST <<<
>>> Checkpoint Finished: Fri Jun 9 15:00:28 1995 EST <<<
You say, "All i got was his answering machine, but left a message."
You say, "With inclusion of some log file examples from these sessions and the
refernces, we have nearly 10 pages, which is enough I feel"
You say, "Anything else, we can include in our seminar or Perth panel session later..."
You say, "I may go soon: Paideia conf tomorrow at 12:00GMT as usual..."
Paideia says, "i am back--those are amazing trips!"
Paideia says, "i must have missed a round."
You say, "With inclusion of some log file examples from these sessions and the
refernces, we have nearly 10 pages, which is enough I feel"
You say, "Anything else, we can include in our seminar or Perth panel session later..."
You say, "I may go soon: Paideia conf tomorrow at 12:00GMT as usual..."
You say, "I just repeated my last three messages in case you missed any."
You sense that Julie is looking for you in Julie's Quiet Place.
She pages, "hi :)"
You say, "I have to go soon"
Paideia says, ""this sounds fine."thank you"
Paideia says, "fine with me"
@who
Player name   Connected   Idle time   Location
-----------   ---------   ---------   --------
Hopper (#293)   3 hours   0 seconds   The Infostud Seminar Room
Paideia (#397)   8 minutes   3 seconds   The Infostud Seminar Room
Julie (#530)   2 minutes   32 seconds   Julie's Quiet Place

```
MOOLink (#411)    15 hours      53 seconds    MOOLink Centre
SunWiz (#84)      3 hours       3 hours       SunWiz's Office


Total: 5 players, 4 of whom have been active recently.
You say, "i havr to go now"
You say, "many thanks"
Paideia says, "bye"
Paideia says, "many htanks here too"
You say, "bye"
Paideia has disconnected.
The housekeeper arrives to cart Paideia off to bed.
```

Extending the Paideia Scaffold: From lynx to WOO

James says, "All these people multitasking."
Paideia says, "as of now, it lets you look at MOO objects as URLs but it does no t easily
let you look at URLL from the MOO."
Paideia says, "that is really the next s tep--amazing."
James says, "How do they look."
You say, "There are several interconnected sites but this one:http://chiba.picos of.com/"
Paideia says, "James, hav e you e-mail"Sanat Cruz, Seattle, Hawaii, Sydney"
You say, "The draft paper is a piece of cake: here comes a slice about WEB/MOO"
James says to Paideia, "Not yet."
Paideia says, "James, does MOOmail in answering machine work?"
James says to Paideia, "I don't know. Never tried it."
You say, "In such as WEBMOO interface, pages that have been pre-written by MOO u
sers, or generated on the fly by MOO programs, can be served. A good example of this
WEB plus MOO (WOO) interface development is at http://sensemedia.net/sprawl /. At
this site, ChibaMOO alllows some objects to be viewed using a WEB client, such as
Mosaic or Netscape."
Paideia says, "have you noticed it always is refered to at log in."
Paideia says, "we have a Paideia room there now."
You say, "Here comes the second slice about the WEB/MOO interface"
James has disconnected.
Paideia says, "when you talk about slices, what do you mean?"
James has connected.
Paideia says, "James, good to have you back."
You say, "It it from our paper"
James says, "I have no recorded messages."
Paideia says, "what does 'here comes' mean?"
You say, "Here comes means I will pass it to you..."
You say, "Some of the objects on ChibaMOO have a hypertext property (.htext) or verb
(:htext). At AussieMOO, current work is underway to extend the MOO objects in the

Virtual Classroom by copying some HTML into any object's .htext
attribute , so that it
can be viewed via the WEB, or program an objects :htext verb so tha t
it can be capable
of returning dynamically-generated HTML. Objects without .ht ext
descriptions have
their default .description wrapped in a standard HTMLform and are
visible with no
additional programming."
Paideia says, "now by e-mail?"
Paideia says, "go it--that is gr eat."
You say, "Not yet, but I will in about an hour or so before I retire,
OK?"
Paideia says, "Jay Campbell at sensemedia is eager to help us in any
way."
Paideia says, "they also want to be up on Amsterdam."
You say, "Great "
Paideia says, "what does a worldwide system of sensemedia MOOS do to
AussieMOO's
equities?"
James says, "So how do these WOOs work? I have the Web Explorer open
in ano
ther window. Now what do I do?
You say, "You mean as a takeover bid?"
Paideia says, ""sensemedia offers you its exisitng system now."
Paideia says, "gather the Sydney operation is very fragile."
Paideia says, "what does 'takeover bid' mean? scares me as idea.
status quo is great."
You say, "WOW, we could could leave AussieMOO to follow another path
and build t
he strcuture on the local SenseMedia site :where at CSU?"
Paideia says, "is that good or bad?"
Paideia says, "one is reluctant to meddle in affairs a half a world
away."
Geoff and James and Aussie etc
You say, "There is a lot to discuss with the other parties eg Geoff
and James an d
Aussie etc"
Paideia says, "Scott, what do you make of this."
Paideia says, "this medium does not lend itself to that sort of
dialouge."
Scott says, "hard to say. what is going to keep it "bound" together?"
Paideia says, "paideia--an ideal of education and culture. "

Scott says, "you have the hardware/software design/structure -
what of substance will happen on or in or therough it?"
You say, "That is what I had planned for AussieMOO"
Paideia says, "Ken, do you want to pursue this now or wait?"
Scott says, "and how will you know it is "substantive" and not just a
game..?"
Scott says, "or "gamelike"?"
Scott says, "or does that really ma tter?"
Paideia says, "perhaps it will always be 'gamelike' in so far as
this is a strange medium and the MOO comes out of a role playing trad
ition."
You say, "What Geoff and I had planned was substantive, the Paideia
association has
been great for development of both"
You say, "AussieMOO will go forward with new advances- WEB/MOO is one
of them"
Paideia says, "i wish you could be sure to spend substantial time
each week on
substantive sissues--both current and in relation to arts and
sciences, them es and
perspectives."
You say, "It is a matter of user perspectives that require further
consultation, but
nevertheless, an exciting development."
Scott says, "what do you mean by "user persepctives"?"
Paideia says, "Ken, if you change your system from the the original
Lambda to either an
emerging word-wide system or your own, like Cardiff or
Northeastern, how will that
affect you?"
You say, "Alexandra was one - she may like to keep AussieMOO at a
simple level"
Paideia says, "of such is the Kingdom of Heaven."
Paideia says, "Jay said and interesting thing las t week
(face-to-face)--it takes 60 as a critical mass to make a MOO
interesting. "
Scott says, "i'm confused about how the moo environment rel ates to a
university
process..."
You say, "The 'how will that affect you? response is that this is
about research and
development "
Paideia says, "the MOO (also web) objects are 'knowledge' and

perspective. T"
You say, "If it is a good idea then go for it: I have access to use a
number of machines
at CSU for"
Scott says, "it seems like a looonnng way from the time portal and
dream nexus t o an
illiterate 10 year old on the wrong side of the tracks..."
You say, "my work"
Paideia says, "thus the web and MOO objects are the / axis of our
diagram. The MOO
as an experience is the vertical -- dimension and the user is the \
protfoli o/i-o/mastery
axis."
You say, "Can you FAX me that diagram: I had trouble visualisng it"
Scott smiles
Paideia says, "yes."
You say, "FAX is +61 69 332733"
Paideia says, "costs me $11 us unless I do it over my PowerBook."
You say, "Gosh I don't pay for FAXES!! Sorry maybe we should switch
to Collage"
Paideia says, "imagine a box. Upper left corner is 'portfolio',
upper right is 'knowledge'lower left is dialogue/themes and lower
right is sources of knowledge and oprotunities for act ion."
You say, "Collage is like this but has a whiteboard to transmit
sketches"
Paideia says, "great."
You say, "Good I will put that in the paper. Geoff and I have been
wanting to do a
Collage session"
Paideia says, "to the lower left of the box, in line with knowledge
and dialogue , is
Paideia says, "to the lower right of the box, inline with portf olio
and I/O is 'mastery'"
You say, "Forget FAX: a word is worth a thousand pictures"
Paideia says, "Ken and Scott, why not let ourimagination dosome of
the walking?"
Paideia says, "Ken, did you draw the diagram?
You say, "OK for me but Scott usually goes for a bike ride"
Paideia says, "Scott, can you hold off?"
You say, "I will get a pen and do it now"
Scott says, "my diks are kids are here today... may be for a few
minutes"
>>> Checkpoint Started: Sat Jun 10 22:59:55 1995 EST <<<

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>>> Checkpoint Finished: Sat Jun 10 23:00:10 1995 EST <<<
You say, "Where are you Scott and what time is it?"
Scott says, "washdc 9 AM - usally go for 4-5 hour ride to burn off
the sweeks st ress..."
Scott says, "today i have a 6 and 8 year old to do that..."
You say, "half your luck.."
Paideia says, "just looked through Paideia web pages--no diagram,  I
will put  one
there."
You say, "6am for Paideia"
Paideia says, "first time i have used web in MOO--like murder=first
time hardest."
Scott says, "something like that...."
You say, "Yes we must dress up our WEB pages for the Conferences"
Paideia says, "excellent idea."
Scott says, "what do you suggest?"
Scott says, "the comments i have heard are : graphics"
Scott says, "which is problematic for me using lynx"
You say, "Does paideia have a logo?"
Aussie sit down on one of the chairs.
Scott says, "it would be useful to illustrate a line of reasoning
that em ploys
web/moo objectis to actually transmit a simple concept that could be
"lear ned" or
apprehended bythe audience viewing it"
Paideia says, "web with MOO lets us put graphics into MOO AND
Lynx!"
Aussie says, "Hello all, anyone having problems?"
Scott says, "mapping the connections / associations that shows how
the computer  per se
can model "learning", the learning rpocess, or evidence of a change"
Paideia says, "not with 'your' system.  Very smooth."
Scott says, "between someone's point of view at point "a" and at
point "b" after
interaction with the moo/web"
Scott says, "or something like that"
Aussie says to Paideia, "that was to me?"
Paideia says, ""Aussie, your system is smooth."
Aussie says, "Thank yee."
Aussie says, "I can feel you want this MOO to become a WOO, yes?"
Scott says, "so that was bs, huh?"
Paideia says, "Lotus Notes does what we are talking about--why IBM is
pay ing
```

$3..5 billion for it and access to its million users."
You say, "I have a Greek column on my lyceum page at ""/res
earch/sda/People/Ken_Eustace/lyceum.html fot the lyceum page"
Scott says, "a powerpoint demonstration via the web would be cool"
Scott says, "like a slide show that could mimic moti on"
You say, "Yes a WEB/MOO interface is on the way..."
Aussie says to Scott, "how abput just a animation?"
Scott says, "sure"
Scott says, "i don't hae the wherewithal to do that, though..."
Paideia says, "Scott, what you said was fine--no bs."
Paideia says, "has the time come to have a layered system with
goodies for some
users?"
Scott says, "a layered system? what do you mean?"
Aussie says, "Eh?"
You say, "The SEnsemedia proosal sounds good"
Paideia says, "full capability for some and Lynx type for others."
Scott says, "i don't think it matters. develop one consistent system
is enough. .."
Paideia says, "Ken, I can pursue it face-face here before I come
there for face- toface."
Scott says, "lynx users could live without the graphics"
Aussie pokes his MOO, and realizes it'll work with what system yer
using .
Aussie says to you, "Are you logging me?"
You say, "Yes keep me informed about any developments so I can
discuss it with G
eoff and the twoJames"
Paideia says, "today's experience seems to me to show lynx needs
graphics at

 level. What do you think?"
Scott says, "there probably aren't enough lynx users to make it
worthwhile. use of the
gui's is better"
 - only discussion at this stage
You say, "Aussie: we are looking substantial change to make this a
WOO or biuld
another etc - only discussion at this stage"
Aussie says, "It shouldn't be too hard to convert this place into a
WOO.."
Paideia says, "lynxi c"notice "MOO can only carry graphics if user
goes to web."

```
Aussie says, "I only need some html proggers."
Paideia says, "things like the box with the two legs diagram is ok on
web for ly nx."
Paideia says, "are ok"
Paideia says, "Aussie, that is an historic observation--i am sure
you  are
right."
Hopper  goes back to the paper, but will continue to log the
conversation
Paideia says, "WOOS look like MOOS to users in the Lambda tradtion."
Paideia says, "i can stop."
You say, "I will 'click' back in 40 minutes"
You say, "I need to finish the draft...."
Aussie says to you, "if you log me, I'm leaving."
Aussie says, "bye bye, have a nice MOO.. =)"
Aussie has disconnected.
Paideia says, "Ken, i can stay in touch uti""Aussie, i will be glad
to stay unti l Aussie
Midngith or come back."
Paideia says, "Scott, are you ready to leave--do you want to be in t
ouch
over the weekend?"
Scott says, "arewe done?"
Scott says, "seems to me i am h aving a harder time relating the
technology to what i
thought were the issues.   its become a jumble for me"
You say, "In that case I will stay for a moment to wind up"
Paideia says, "Ken is off for rest of the hour, Aussie has gone, I do
not know a bout
James"
Paideia says, "James, where are you on this?"
@who
Player name         Connected       Idle time       Location
-----------         ---------       ---------       --------
Hopper (#293)       an hour         0 seconds       Paideia Meeting Room
Paideia (#397)      an hour         5 seconds       Paideia Meeting Room
MOOLink (#411)      23 hours        23 seconds      MOOLink Centre
Scott (#396)        an hour         25 seconds      Paideia Meeting Room
James (#323)        43 minutes      2 minutes       Paideia Meeting Room
Guest (#118)        22 hours        22 hours        Pisces Court

Total: 6 players, 5 of whom have been active recently.
James says, "I'm here, but I'm falling asleep."
```

Paideia says, "James, did you know I will be in Wagga for week of July 3rd?"
James says, "I knew it was sometime in July."
You say, "I will arrange a meeting..."
Paideia says, "i am for adpting a plan for keeping in touch through the weekend. "
James says, "When are the Uni holidays?"
You say, "Off to paper, back in 40 minutes, will e-mail draft then, OK?"
Scott says, "ok"
Paideia says, ""Scott and James--when is good for you to be in touch--do you wan t to
stay up now for 40 minutes?"
The housekeeper arrives to cart Aussie off to bed.
Scott says, "nah, i'm going to take off"
James says, "I'll try."
Scott says, "take the kids to the park... see you later, ok?"
Paideia says, "Scott, is there a time when we can be back in touch--i will be ou t of it
from 5:30 my time on today. (8:30PM your time)"
James says, "Would a meeting tomorrow be all right?"
Paideia says, "Scott, how about 8PM your time today."
Scott says, "ok. here at aussiemoo?"
Paideia says, "James, sure."
Paideia says, "AussieMOO at Midnight GMT."
James says, "What time?"
Scott says, "does that mean tonight too?"
James says, "What time is that here?"
Scott says, "midnight gmt is 10 pm your time"
Paideia says, "Scott, I got mixed up because of no diagram. You say. 8PM your time
ok tonight? Ken, James nd I can figure out what that means."
James says, "Okay. "
Paideia says, "DC-8PMSat; CA-5PMSat, AU-NoonSun   Is that right?"
Scott says, "i'm not clear on the rendezvous. i'll check in a 8pm my time tonig ht, and
midnight gmt tomorrow moring (my time)"
Scott says, "here at aussiemoo... see you then, maybe, or not... bbye"
Scott has disconnected.
James says, "See you tomorrow then."
Paideia says, "Ken, did you get that?   We will meet on AussieMOO DC-8PMSat,CA-5

PMSat,AU-NoonSun and again later, for sure. Diagrams ARE hard on MOO."
James says, "We need a clock in here that says when the next meeting is."
Paideia says, "Ken, i can stay up until your Midnight, said Cinderee shyly."
Paideia says, "Ken, that is a good idea."
Paideia says, "couldn't it be an object in our room?"
The housekeeper arrives to cart Scott off to bed.
James says, "It could, you just need a programmer to help set it up."
Paideia says, "Ken, do you want to do anything until Midnight or just leave?"
James says, "I'm james."
Paideia says, "OOPs that mesage was form James, sorry,"
Paideia says, "James, you are James."
James says, "Ken will be back at midnight."
Paideia says, "James, are you waiting or splitting?"
James says, "I think I will wait, for now."
Paideia says, "James, want to talk about an MA from Paideia?"
James says, "Sure."
Paideia says, "James, have you ever looked at our web site http://www.inter.nl/
~paideia/"
James says, "Yes."
Paideia says, "what do you make of it?"
James says, "Interesting."
James says, "Sorry, I'm not very awake at the moment. Allright if I see you tomo rrow?"
James goes home.
Paideia says, "bye"
Paideia says, "Ken, everyone has gone except us. I will stay in the MOO until yo ur
midnight but I will not bother you!"
Paideia says, "Ken (11:45PMYour time)please e-mail paper to mmcafee@sirius.com b
ecause it is easier to download and print there. Thanks.."
You say, "I'm back"
"Will e-mail to mmcafee@sirius.com
You say, "Will e-mail to mmcafee@sirius.com"
You say, "as suggested"
You say, "May take another 15 mins yet to finish."
You say, "I saw the piece about the MA, I was looking at a Ph.D?"

Collaborative Editing with Malcolm and Scott: Writing a telephone conversation

```
Paideia says, "its news #8/news#9 is about getting married on the
MOO.  This mea ns
the first PhD and MA will have to be on the MOO>"
Paideia says, "my system is still 5 minutes off your system"


news 8
Author: Moreth (#208)                            Subject: Moreth's
Important News
Last Update: Thursday, June 8 1995


Heya, folks!

Well, I'm moving from New York to San Francisco, so I won't be on for
at least
a week, at most a few weeks.  It's a lot of work, and such, and it's
going
to be a lot of fun :)

If you need anything, or need help on one of my generics, please just
page
me, and I'll help you as soon as I can :)  If you need a link to
Pisces
Court, please leave a MOO-Mail, and I'll reply ASAP :)

Thanks, folks!  We WILL be an even better MOO...we already ARE the
best!

Moreth :)
--------------------
news 9
Author: Wolfhawk (#94)
Subject: Marriage
Last Update: Saturday, June 10 1995

Greetings.
If anyone wants to get MOOmarried, (and i know some of yall out there
do...)
```

```
talk to a wizard and @addfeature #175.
oh! and be sure to read ?marriage
that should tell y'all how to go about getting hitched :)


Wolfhawk
-------------------


You say, "Can you explain more about the last comment: This means the
first PhD  and
MA will have to be on the MOO"
Paideia says, "well if marriages on the MOO I should think
graduations should be  on
the MOO too--actually is more comlex than that, but it is an angle,
like CNN  being
there"
You say, "Will we add that idea to act3 in the paper?"
Paideia says, "what do you think?"
You say, "I will see if it fits- gives us (you) credit for the idea."
Paideia says, "shall I leave you in peace to finish my responses?"
You say, "I may go quiet for a moment as I print you e-mail message-
have too ma ny
screens already and sore eyes!!"
Paideia says, "i printed yours--much easier at that scale"
You say, "Yes I will work on the paper and check any comment on the
MOO from tim e
to time"
Scott says, "didn't have time to read the drafts yet.  just noticed
they had been posted"
Paideia says, "scott, Did you get Ken's paper and my response?"
Scott says, "i got them but haven't rad them yet"
You say, "hello scott"
Scott says, "hi, ken"
Paideia says, "Ken is printing mine--i printed his--you want to get
in on this after the
kids are asleep?"
Scott says, "i browsed the first darft and  it looked thoughtful"
Paideia says, "i hope this does not make the  trip an anticlimax."
You say, "Scott- e-mail me your comments for updating paper- I will
leave MOO op en
for a comment here - am logging this session"
You say, "Off to print Malcolm's comments"
Paideia says, "Scott, how do you feel about this?"
Scott says, "ok iff i have any..."
```

Scott says, "sounds ok to me, of course."
Scott says, "critical mass and momentum plus opportunity"
Paideia says, "we just discovered that one of the AussieMOO regulars (Moreth #20 8) is
moving to SF!"
Scott says, "wow! small world"
Paideia says, "i have learned alot about viirtual vs face-face vs alll the rest. "
Scott says, "that's a fact."
Scott says, "i'm still working on the fac-to-face. very difficult"
Paideia says, "i am still working on everything   very difficult."
Scott says, "kyle asked me now if i was writing a letter. i said, no, i'm writi ng a
telephone conversation"
Scott says, "he wwanted to know how i could dot that...."
Paideia says, "exactly. I had a similiar talk with Marcella. It is hard to vis ualize this
being inside a communication system."
Scott says, "zack wanted to know if "pepper" was named after dr. perpper..."
Paideia says, "it does seem as if you have to do it to understand it."
Scott says, "but doin it is pretty easy. the virtual "box" is a little more abs tract"
Scott says, "as is the language we use to describe it and our relation to it"
Paideia says, "Michale Wolff, a publisher, tied toNorton asked us to do a book. "
Scott says, "really>?"
Paideia says, "i would like to get a chapter and outline off this week."
Scott says, "about moo/woo/web"
Paideia says, "World Wide Woo"
Scott says, "is that woo woo? or woo woo woo?"
Paideia says, "he publishes the Net...."WOO WOO WOO WOO WOO"
Scott says, "O"
Paideia says, "he publiches the new..... series beginning with net guide."
Paideia says, "new...not new..."
Paideia says, "NET not new."
Scott says, "sounds great!"
Paideia says, "what about 'Net/Serious'?"
Scott says, "are you talking about a title? or what?"
Paideia says, "are"title"

Scott says, "well, i'll read the draft tomorrow, probably, when i have some time . if i
have anything to say, i'll send it along"
Paideia says, "can you do it now? tomorrow is too late--its off to Perth today. "
Scott says, "no. too much chaso and distractionn"
Paideia says, "(by 8"
Scott says, "chaos"
Scott says, "tired cranky boys"
Paideia says, "Ken sends it in after 8am yur time tomorrow."
Scott says, "all i can say is i'll try, it'll be hard under the circumstances"
Paideia says, "can i play with the boys?"
Scott says, "sure come on over"
Paideia says, "then you can read?"
Paideia says, "Kyle, when are you through school?"
Scott says, "yesderday"
Scott says, "wednesday last"
Paideia says, "Kyle, what sort of plans do you have form the summer."
Scott says, "summer camp and going to the beach for aweek in august"
Paideia says, "Kyle, do you ever watch Starteck"
Paideia says, "Startrek"
Scott says, "i'll put a movie in and let them start watching that. (they love st ar trek etc.)
i'll read it and try and see if i have any comments."
Paideia says, "Kyle, do you think this like?"
Scott says, "should i email them to ken? you? both?"
Paideia says, "Kyle--this is a starship--can you read me?"
Scott says, "kyle went off to playclue"
Paideia says, "Kyle, we are two galaxies out."
Paideia says, "we are still two galaxies out"
Scott says, "ok"
Scott says, "like a comet come and gone, are we wandereds?"
Scott says, "wanderers"
Scott says, "no."
Paideia says, "wandereds"
Paideia says, "i like that"
Scott says, "anyway. i'll go read teh docs and comments"
Scott says, "so i'll talk to you later."
Paideia says, "i will be here on my galaxies--the MOO business is getting to me. "
Paideia says, "stay linked?"
Scott says, "linked?"

Paideia says, "up don't turn the machine off."
Scott says, "it'll take awhile fro me to read the draft and comments"
Paideia says, "probably not worth it--like an inhouse (outhouse)AID piece."
Scott says, "as far as i know i have to quit the moo to go to my email"
Paideia says, "oh. do come back--here until 9 yur time."
Scott says, "ok. bye"
Scott has disconnected.
Paideia says, "Ken,"
Paideia says, "Ken, Scott has gone to read the paper--back by 11 your time."
Paideia says, "I am staying until 11 your time, then off for 3 hours bu can chec k in--
then off for three hours--then with you 'til dawn or Cinderella time or wh atever."
The housekeeper arrives to cart Scott off to bed.
Paideia says, "while I am waiting let me throw in two idea."
Paideia says, "i think it needs more focus--a big idea. I think one big idea mi ght go
something like this (MORE)"
Paideia says, "Late '90s developments in net/media systems let look at our total job
idfferently. Learning is all of a piece (which is why i like the box with legs diagram."
Paideia says, "we can use developmens incrementally, as we must, but we can also try
new all-at-once options (like Paideia) [more]"
Chewy shouts, "hello aussieMOo"
Paideia says, ""this may mean a shift in our professional modalities, so that w are more
like Doctors, Lawyers, EEVEN Dentists {more]"
Paideia says, "they all look at their clients as whole persons granted their mod el[more]"
Chewy shouts, "ok anti social it is :> later"
Paideia says, "a model like the box with legs opens that possibility-- perhaps n ot unline
a therapist, where the whole proces symbolized by the box with legs is the educators
job.[end]"
Paideia says, "let me reprase my 6 questions for point iii as just 4 for the thr ee axises
and the flows[more]"

Paideia says, "how can we reformulate the stuff of knowedge and perspectie?[more]"
Paideia says, "2. how can we reformulate the process of Sources/ Opportunites vis -a-vis
dialouge and themes?"
Paideia says, "3. how can we reformulate the process, as a whole, in social syst em
terms, as the dialogue creates knowledge and the knowledge creates action?[mo re]"
Paideia says, "4.how can we reformulate the personal process, both as the \ axis and as
the person's participation in the social process?[end}"
Paideia says, "i will leave for a moment--back soon==then off in about 20 minute s(:45
your times now)"
You say, "I'm back from printing etc..."
Paideia says, "i am back too-notice i took the liberty of doing some further hom ework."
You say, "I was just starting to look at it..."
Paideia says, "leaving in about 15 minutes."
You say, "Is it late in the day for you?"
Paideia says, "back around 2pm your time, 5"it is 5:46pm"
Paideia says, "5pm your time, then 8pm your time for keeps."
Paideia says, "that is not right (confused) back at 5pm your time for keeps"
You say, "That should be midnight for you, right?"
Paideia says, "not sure."
Paideia says, "i have gotten mixed up again."
Paideia says, "what are you needs"
Scott teleports in.
Paideia says, "great to have you back for a ten minute conference"
Scott says, "it took that long to read through "
Paideia says, "the three musteteers"
Paideia says, "we are like the pilots racing down the runway--should we go for i t?"
Scott says, "what are you hping to accomplish with the paper>?"
Paideia says, "Ken?"
Scott says, "i feel like i am waving from the porch as you guys drive to work in the
pikcup"
You say, "To arouse the local distance education people to supporting WEB/MOO de
velopmets with more money"

Scott says, "ahhh..."
Paideia says, "that is good--i want greater participation in Paideia"
You say, "To document my research with you guys at a big confernece"
You say, "to meet face to face"
You say, "and others..."
Paideia says, "that is very important--look ahead to it."
Paideia says, "i would like participation inPaideia and participation in serious
education/compuer dialgoue to converge."
Paideia says, "Scott, way something."
>>> Checkpoint Started: Sun Jun 11 10:59:57 1995 EST <<<
Paideia says, "say"
">>> Checkpoint Finished: Sun Jun 11 11:00:16 1995 EST <<<
That last point Scott says, "the political observations you made in the paper ma y offend
some people like at commodore conferen e in sf - and sail over the ehad s of others"
may go in our conclusion to the paper..
You say, "That last point may go in our conclusion to the paper.."
Paideia says, "well put."
Scott says, "i haven't seen any moo-based educational sessions to be eable to ev aluate
their effectiveness or potential"
Paideia says, "thanks "
Paideia says, "you have been in several"
You say, "I think the frednetMOO is good"
Paideia says, "Ken, do I need to check in or are you on your own?"
Scott says, "it seems to me that the environment / education "material" will ahv e to be
very rich, robutst and well-thought out to provide an environment where the curious
student drives his own inqiury"
Paideia says, "can we do it?"
Scott says, "i used to hthink so. i'm not so sure anymore."
"good point , Scott
You say, "good point , Scott"
Paideia says, "i can appeciate that"
Paideia says, "if we fail, we'll fail...."
Paideia says, "but we'll not fail."
You say, "what do you mean 'checkn in'?"
Scott says, "if the role of the"teacher" is to become a "programmer/ author/compo ser"
abnd be on call, are we moving in that direction?"

Paideia says, "be on the MOO in a couple of hours and in 5 hours more or less an d
again before you send it off."
Scott says, "will there be any regulation on "knowing" when 'common knowledge' s
trays too far from reality and in fact becomes harmful?"
Scott says, "can a community stray from "truth"? or is it all relative?"
Paideia says, "Newt, Gates and the Popes' question."
You say, "OK for 2 and 5 hour check ins"
Paideia says, "will try hard for that or close to that."
Paideia says, "have to go--any last word?"
Scott says, "best of luck"
Scott says, "to you and ken, the apaper, the conference...!"
"Paideia says, "only issue now is the paper--we will have alot of contnact befor e its
delivered."
You say, "Thanks for yuor help, Scott"
Scott says, "ok. see you next time."
Paideia says, "thanks to both of you."
Scott says, "bye"
Paideia says, "bye"
Scott has disconnected.
You say, "I will stay open here as i edit the apaper"
Paideia says, "any last thought, Ken?"
You say, "bye"
Paideia has disconnected.
!!
You say, "Had enough thoughts!!"
@who

Player name	Connected	Idle time	Location
Hopper (#293)	an hour	0 seconds	Paideia Meeting Room
MOOLink (#411)	a day	33 seconds	MOOLink Centre
AussieMOO (#491)	3 hours	4 minutes	Virtual MOO Room

Total: 3 players, all of whom have been active recently.
The housekeeper arrives to cart Scott off to bed.

Setting the Agenda: Relation of place to pedagogy; Education and Sustainability

Paideia says, "Ken, as you and Scott and anyone else gather the next two Satur days at
NOON gMT may I suggest two topics?"
You say, "I have to go soon. I hope we have all the details we need before you c ome to
Wagga"
You say, "OK what are the topics - i am logging this session..."
Paideia says, "I leave on 3:20 plane tomorrow afternoon. This plan makes me thi nk I
should play until the 3rd and then work like a demon for two weeks."
Paideia says, "24th--relation of place to pedagogy/1st--Education and sustainability."
... wll ell maybe a day or two to relax
Paideia says, "these are chapters 8 and 9 of Ecological Literacy, a key resource for the
summer."
Paideia says, "i'd as soon go--i have to clean out Amsterdam for WOO."
You say, "OK got the topics"
Paideia says, "our correspondence is a big part of my storage--have you all ofit both
ways?"
You say, "I hope Marcella and you have a great holiday- I will pick you up at Wa gga
Airport on July 3"
Paideia says, "Geoff, have you any thoughts?"
Paideia says, "124 5 via Ansett"
Infostud says, "I'm quite looking forward to see a WOO going."
You say, "Yes I have kept nearly 200 e-mail messages and logged some IRC and MOO
sessions -we can get another paper in , on all that..."
Paideia says, "do not forget you can get a foretaster of this by going to sensem edia.net"
Paideia says, "we have a room Paideia"
You say, "Have already... but need to do more"
Infostud says, "Is the WWW part www.sensemedia.net?"

Paideia says, "I am no sure."

Infostud says, "I just checked. It is!"
Paideia says, "you can get alot of sltuff quickly. It seems like the most stabl e and the
most accessible system."
Paideia says, "i am willing to call in quits."
You say, "bye and safe trip..."
Paideia says, "I am going to delete my set--don't both of us do it!!!"
No mine are to be kept...
You say, "No mine are to be kept..."
You say, "1245 on 3rd... confirmed"
Paideia has disconnected.
Infostud says, "Bye.."
Infostud says, "Oh well.."
You say, "What do you reckon..?"
Infostud says, "Do you know how Edge is going to send the sense stuff?"
Infostud says , "Have you looked at www.sensemedia.net?"
ed MOO the other
You say, "I asked hime that. a 100 line perl script is one part and a complied M OO the
other"
You say, "He siad that we can get an account on the ChibaMOO machine"
You say, "Here are some quotes from Jay: everything possible is done in moo, for
inside-out flexibility"
You say, "Me too. See you later. Thanks for coming along"
You say, "bye"
Infostud says, ""bye..."
@quit
*** Disconnected ***

Connection closed by foreign host.

InterMOO with Jay Campbell from SensMedia

WEB+MOO=WOO

Paideia says, "would I get along with Geoff ok? Would I infringe on
your positi on?"
Paideia says, " there seems to be a big lag problem--sun spots or
something."
You say, "No all is OK we are all excited about developments with you
and Sesnem
edia"
You say, "I got "hung "by the system"
You say, "At this end , I am now using a differnet machine"
Paideia says, "you realize my forte is partly in just sitting there
and tryin g to
facilitate the technical end of things."
Paideia says, "it would be incredible to get the world ide woo up"
You say, "I talked to Aussie and James last night - all OK for our
plans for Aus
sieMOO (or a new MOO)"
You say, "To be part of World Wide WOO - is keeping up momentum -
must get time
to write thesis"
Paideia says, "Jay of sensemedia favors another MOO if that is easy.
It is the s ame
server and the same core objects but they have their own objects."
Paideia says, "who is thesis for and what is its exact nature as of
today."
You say, "By that you mean they use lambdaMOO code, but the objects
have embedde
d HTML etc"
Paideia says, "I think that is almost like it, except i think they
emul ate web rather
than just insert it."
You say, "My thesis is for Masters (possible Ph.D conversion)"
Paideia says, "Jay can join us -- is that OK?"
You say, "I sent e-mail to edge@sensemedia to say it was OK but got
no reply yet .
YES by all means Jay can join us - I think that is good"
Paideia says, "Jay is logging is as a guest"
You say, "Perhaps Jay can join us for the seminar at 3:00pm our time

on July 4. Geoff
and I will have a network connection to AussieMOO or naywhere else"

Guest teleports in.

Paideia says, """"Jay is here"
You say, "Is guest Jay Campbell"
Paideia says, "yes"
Paideia says, "there are just the three of us"
You say, "Hello Jay"
Guest waves
Paideia says, "Jay, i have transmitted our thursday conersation--they
e-mailed you did you get it?"
Guest says, "lemme check"
You say, "Geoff Fellows and I were thinking of a new MOO for the
sensemedia deve
lopments"
Paideia says, "Jay, you seem to have hung up voice ok?"
Guest says to you, "@make-player Edge edge@sensemedia.net"
Guest says to Paideia, "i thought you did"
Guest says to Paideia, "call again if you need to"
Paideia says, "i will be Wagga..July 3,4,5--we were discussing my
staying 6 and 7 too."
Paideia says, "getting Amsterdam space cleared."
@make-player Edge edge@sensemedia.net
Edge (#580) created with password `xxxxx' for edge@sensemedia.net
"--------------- Guest ---------------
It is 6am here, 11pm in Wagga Wagga and 3pm in Amsterdam.

I am starting to clean out storage in Amsterdam to make room for a
WOO.
--------------- Guest ---------------
Guest says, "that one?"
Paideia says, " if i am welcome wold prefer to just work in Wagga and
Amsterdam all week."
You say, "Edge (#580) created with password `xxxxx' for
edge@sensemedia.net"
Paideia says, "yes--'"www.nl.net/~paideia/"
Guest has disconnected.
The housekeeper arrives to remove Guest.
>>> Checkpoint Started: Sun Jun 18 14:43:43 1995 EST <<<

Edge teleports in.

Paideia says, "how real can it get?"
You say, "How much disk space do we need for a WOO?"
Paideia says, "The World Wide Woo has begun"
Paideia says, "i am giving almost 5M in Amsterdam."
Edge says to you, "depends on a quite a few factors"
You say, "OK I will look for 10M"
Paideia says, "but 5 is enought to start?"
Edge says, "should be"
Edge is tossing around 60-meg databases on the other systems :)
Edge says, "sprawl, in particular"
You say, "We are looking at taking over another idle unix box for the
job -Geoff will
have the root access"
Paideia says, "Jay, can you state the overall image?"
Edge says, "of what, specifically?"
You say, "I may ring Geoff to join us"
Paideia says, "the relation of the various servers to the various data
(object) b ases--can I
have a server in Amserday with some objects and then access everyone
elses?"
Edge says, "cross-db movement of objects (abstractly, web pages) is
in the works ..."
Paideia says, "can i have a server in Amsterdam that is in less than
5 M and the n access
everyone's data(object> bases?"
Edge nods
Paideia says, "is #575"so we will do that on the 3rd along with
Wagga>"
Edge says, "initial access will be slow (because of netlag), but as
long as it's an 'active'
document, it will remain in your local cache until the server decid
es other documents
deserve the local space more"
Edge says, "transparent document tossing isn't implemented yet..
we're working o n it"
Paideia says, "and if i stay on in Wagga after Ken has gone and put
in thursday and
friday getting all three systems as tuned as possible?"
Edge hrm
Edge says, "things are really hitting the fan on my end"
Paideia says, "then ken and I will be in Perth on the 8th and 9th--i
have a se rvice

privider in Perth, if we need it."
Paideia says, "rspencer@midnight.com.au"
Edge says, "what's feasible in the short term is a set of databases
with realtime text
communication going on"
Edge says, "so you can set up conferences between holland and au,
etc"
You say, "You can use the machine in my office on 6,7 "
Paideia says, "i want to get the 200k mirrored everywhere plus local
stuff and c urrent
stuff."
Paideia says, "we are up on Holland, California and Australia right
now."
Edge says, "california?"
@who
```
Player name         Connected      Idle time      Location
-----------         ---------      ---------      --------
Hopper (#293)       30 minutes     0 seconds      Paideia Meeting Room
Edge (#580)         14 minutes     34 seconds     Paideia Meeting Room
Paideia (#397)      55 minutes     a minute       Paideia Meeting Room
Kamala (#504)       an hour        10 minutes     Ville d'eau
Quark (#518)        an hour        28 minutes     Quark's chambers
```

Total: 5 players, 3 of whom have been active recently.
Paideia says, "you and i are here/now. What does that mean?"
You say, "is there a large core database that we have to get and
install on the machines
in Holland and Wagga Wagga?"
Edge says, "not just a core .. server itself needs to be compiled."
You say, "If so, how and when do we go about it?"
Infostud teleports in.
Paideia says, "jay--that is Geoff."
You say, "Ahh that's right . We had to re-compile the AussieMOO
server the other day."
Paideia says, "Hi"
Infostud says, "Hi.."
You say, "Hello Geoff"
Edge says, "chiba admin should be able to handle it all, given an
account to wor k from"
Paideia says, "Geoff--meet Jay"
Edge waves
Paideia smiles
Infostud waves to all

```
Hopper  does ditto to all
You say, "geoff: Iwas asking Jay about the mechanics of getting the
files to biuild
a WOO. You may like to ask for some more info"
Infostud says, "Is a WOO just lambda code or additions to the C
source?"
Edge says, "additions to the server, additions to the db, and a perl
script"
You say, "It is 3:06pm in Wagga now - so this is the same time frame
as the JUly  4
Seminar (july 3 for jay)"
Paideia says, "have you thought of having online projection for
seminar?"
Infostud looks at his watch, shakes it and thinks Ken's is 4 minutes
fast.
Paideia says, "10:03 here."
Infostud says, "There is no problem. PERL is installed on all our
significant
machines.  I've been reading the Camel book to-day."
Paideia says, "i read the Camel book in January, but I don't have as
much to  build
on.  Should i bring the second reference volume?"
You say, "Yes my Mac is fast... online projection for video/OHP/
computer display  with
Netscape etc"
You say, "is booked for July 4 seminar"
Paideia says, "do you have the overhad business?"
Paideia says, "overhead"
Paideia smiles
You say, "barco video projection is part of the lecture hall for
seminar"
Paideia says, "wow"
Infostud says, "We've had lots of fun and games with computer
projection lately. "
@who
Player name         Connected      Idle time      Location
-----------         ---------      ---------      --------
Hopper (#293)       45 minutes     0 seconds      Paideia Meeting Room
Infostud (#197)     12 minutes     a minute       Paideia Meeting Room
Paideia (#397)      an hour        a minute       Paideia Meeting Room
Kamala (#504)       an hour        4 minutes      Ville d'eau
Edge (#580)         29 minutes     5 minutes      Paideia Meeting Room
Quark (#518)        an hour        43 minutes     Quark's chambers
```

Total: 6 players, 4 of whom have been active recently.
Infostud says, "There were some significant failures in our
Conference Centre.
Fortunately the normal lecture rooms are fine."
Paideia says, "Marcella just agreed to stay in Wagga Wagga Thursday
and Friday--
leaving in time to get to Pert when Ken does."
Infostud says, "Aussie is cranky because his mother won't let him go
on-line."
You say, "I don't want to spoil the holiday for Marcella...."
Paideia says, "Marcella and I will drive to Colorado (our outback) in
August so I can
foregoe your outback."
Infostud teleports out.
Paideia says, "Jay, what proportion of your unique stuff is perl and
what MOO la
nguage?"
You say, "good question...."
Edge says, "perl, a single 100 line script"
Edge says, "it's just a gateway"
Edge says, "everything possible is done in moo, for inside-out
flexibility"
Paideia says, "is that your propriatry router?"
Edge nods
Paideia says, "so we need not worry about perl--just MOO>"
Edge says, "shouldn't have to worry about anything but user-level
stuff"
look me
Hopper
On-line educator, netsurfer and admirer of Grace Hopper, who once
said: '... in
computing, we don't do anything new, we just rename all the old
stuff!'
He is awake and looks alert.
Carrying:
 table   Plato's bust
Edge says, "my crew will handle the initial install and set up the
incremental g ateway
code"
Paideia says, "I believe anything."
drop Plato's bust
You drop Plato's bust.

```
Paideia smiles
Edge sits down on one of the ch airs.
Paideia Socrates takes more hemlock
You say, "I have been carrying it for weeks... the room was looking
dull..."
Edge says to you, "@programmer edge"
@programmer edge
Edge's quota set to 75000.
Edge (#580) is now a programmer.  Its quota is currently 75000.
Edge and the other wizards have been notified.
Edge is now a programmer.
Edge ponders the geography of all this
You say, "Edge is now a programmer."
Edge says, "would be much easier if the t3 backbone wrapped around
the globe the
other way, too"
@programmer Paideia
Paideia's quota set to 75000.
Paideia (#397) is now a programmer.  His quota is currently 75000.
Paideia and the other wizards have been notified.
Paideia is now a programmer.
You say, "Paideia is now a programmer. Paideia and the other wizards
have been n
otified."
@programmer Hopper
Hopper's quota set to 75000.
Hopper was already a child of generic wizard (#57)
Hopper (#293) is now a programmer.  His quota is currently 75000.
Hopper and the other wizards have been notified.
You are now a programmer.
You have new mail (3) from Hopper (#293).
Type `help mail' for info on reading it.
Infostud teleports in.
Infostud sits down on one of the chairs.
Edge says to Paideia, "i'm still trying to gather a decent-sized crew
to handle all this"
You say, "Welcome back. Everyone is now a programmer, at least"
Paideia says, "appreciate your effor@next"
Edge says to Paideia, "for holland, most of the people i'm coming up
with are UK 'ers"
Paideia says, "that is good news."
Edge says, "i'd rather find hollanders"
Edge shrugs
```

```
Paideia says, "Ken, I cannot seem to get the mail--can you advise?"
Edge says, "@nn"
Quark teleports in.
@nn
Message 3 on Hopper (#293):
Date:      Sun Jun 18 15:25:27 1995 EST
From:      Hopper (#293)
To:        *New-Prog-Log (#30) and Hopper (#293)
Subject:   @programmer Hopper (#293)

I just gave Hopper a programmer bit.
--------------------------
Edge blinks
Paideia says, "thanks"
You say, "He is quick..."
Paideia smiles
Paideia says, "power!"
@read 2
Message 2:
Date:      Wed May 24 11:05:41 1995 EST
From:      Mendolin (#87)
To:        Hopper (#293)
Subject:   aww..

Oh, please Ken? This is my MOO, isn't it? Can't I have a database of
all
personal information I want? This will include all students.

The threat is an automatic program, all players are issued with this
warning.
Just send the stuff from news 5 and you won't get the message anymore.

        -- James. [aka Aussie, aka Mendolin, aka anyone else he wants
to be.]
--------------------------
Edge dunno how long he can handle poking around in a db without a
wizbit
Edge says, "but seriously, i'm on my way out"
Paideia waiting
Edge says, "for what?"
Edge?
Paideia says, "See you all on the 3rd--will stay in Wagga 'til 7t h--
then
```

on to Perth for a couple of more days--does the Perth service
provider i nterest you
Ken?"

Connection closed by foreign host.

Constitutions Online:WWW sites and the use of e-mail summaries

```
Scott teleports in.
Scott says, "hi"
Scott says, "i'll be back in a couple of minutes...  :)"
You say, "Hello, I have been on the WEB looking up at the http sites
you sent by  e-
mail"
You say, "to the PAIDEIA-L list"
Scott says, "it was a start... roundabout way to get at things"
Scott says, "i was surprised to find quite a few constitutions online"
You say, "I was just about to leave the Paideia home page...."
Scott says, "what do you mean?"
You say, "I had a look at the new files that have been added"
Scott says, "am i to send a 'note' to personae?"
You say, "It is one of the control structures that Aussie has set up
on the MOO"
Scott says, "how many messages does ne need? i sent on e last
week...  and the w
eekbefore"
You say, "Ignore it for the moment... I will see about its
usefulness..."
A largish 32 cent postage stamp floats into the roo m and fattens up
into Scott.
You say, "The USAID site seems usedfull for our topic"
Scott says, "it has promise.  you can imagine the inf-fighting for
determining what goes
on , and who decides what goes on"
Scott says, "it's a miracle they go t anything upp at all"
Scott says, "once they get their 'library' hooked up to the WEB, the
utility sho uld go up
exponentially"
You say, "I am also doing the search on your suggested keyword:
constitution"
Scott says, "what are you using to do the search? yahoo or what?"
You say, "No using NETSEARCH in Netscape I will paste tyou my results"
You say, "The USA, Australia and France have bobbed up-very topical"
You say, "I will paste each URL as a separate line"
You say, "UN charter, Treaty of Rome, GATT: http://www.keele.ac.uk/
depts/po/cons
t.htm "
```

You say, "Constitution article: http://www.afcomm.com/afc/ fact_fiction/factfict. html"
You say, "Australia's constitution: http://venue.exhibit.com.au/ ~griffith/ ("
You say, "French constitution: http://www.ensmp.fr/~scherer/adminet/ constitution .html"
You say, "Canada and Germany: http://www.eur.nl/iacl/const.html "
You say, "The YAHOO site: http://www.yahoo.com/Law/Constitutional/ "
You say, "Mexican: http://www.einet.net/galaxy/Law/Constitutional. html "
You say, "CA site: http://www.constitution.org.za/ca.html "
You feel a nice furry warm sensation, archwizard AussieBunny is here.
AussieBunny bows.
AussieBunny wiggles eir lil nose..
You say, "Hi Aussie"
AussieBunny gasps, "you noticed me.. hello."
AussieBunny smiles at Scott.
AussieBunny says to Scott, "so glad you sent to *pers onae.."
You say, "Scott: I will send it off later next week - not back to my office unti l Tuesday"
AussieBunny says to you, "unlike some ppl.."
Scott says, "greate!"
AussieBunny says, "Hmm.. lo oks like I missed Malcolm..."
You say, "Personae doesnot always seem to answer- what is the purpose?"
AussieBunny says to you, "mostly for the e-mail address.."
You say, "malcolm is having trouble with a connection"
AussieBunny says, "because of @request not working, most wizards don't bother wi th
a real e-mail.."
New mail on node ZAC from IN%"paideia@solair1.inter.NL.net"
"Paideia" (22:53:36
You say, "Malcolm has sent me another e-mail.... hang on...."
AussieBunny says, "Whoa.. 69 seconds.."
AussieBunny puts WIZ in bag.
AussieBunny says, "WE're getting bigger.. =)"
Slowly a creeping mass of A4 paper flow into the room and entwine AussieBunny co
mpletely then pull em into the note editor. . . .
You say, "I am back. Malcolm syas that my e-mail summarties amake him feel like he
is here"
Suddenly a huge herd of wild A4 paper storm into the room and deposit

```
AussieBunn y,
feeling quite dizzy.
@who
Player name            Connected        Idle time        Location
-----------            ---------        ---------        --------
Hopper (#293)          an hour          0 seconds        Paideia Meeting Room
AussieBunny (#2)       9 minutes        2 seconds        Paideia Meeting Room
Scott (#396)           51 minutes       a minute         Paideia Meeting Room


Total: 3 players, all of whom have been active recently.
New mail on node ZAC from IN%"paideia@solair1.inter.NL.net"
"Paideia" (23:00:01
)
```

You say, "What do you know about the Australian constitution, Aussie?
I knew lit tle
when in school"
AussieBunny says, "No idea.."
You say, "This our topic tonight..."
AussieBunny nods.
You say, "What about the US constitution taught in US schools, SCott?"
AussieBunny says, "maybe if I did legal studies next year I'd find
out.."
You say, "Malcolm is back again...."
You say, "Yes It was not an option in my era"
Scott says, "that's what got me wondering about how a constitution
ties to "demo
cracy"."
AussieBunny nods.
Scott says, "us constitution talks about a "bill of rights" - the
basis for the law of the
land."
Scott says, "the bill of rights ar e the first 2xx 10 amendments to
the constitution or so.
that's what is most kn ow"
You say, "In Australia we have not got a bill of rights: some
argument persists about
that notion in our politics"
Scott says, "freedom of speech, freedom of religion, right to vote,
right to bea r arms"
AussieBunny says, "right to bare legs too? ;}"
You say, "Aussie's humour is back... good"
Scott says, "that's interesting."
AussieBunny says, "Why? has it been exetremely boring wh ile I wasn't

here?"
AussieBunny says to you, "I apologise, I have a life too.. ;}"
Scott says, "the basic constitution addresses the nature of
'representation'"
Scott says, "how the liegislature i es set up"
You say, "I find the right to bear firearms hard to disdcern. Our
percetion is t hat is part
of the violoence problem in the USA that we see on TV news"
Scott says, "how the 'executive' branch works"
Scott says, "they're talking a lot about that (to bear arms). gun
control is a big deal"
Scott says, "but that is particularly import ant in light of severe
abuse of government
power recently by the law enforcement agencies her"
You say, "The gun lobby is fairly big here too"
You say, "Everything seems to happen on a larger scale in the USA
than here in a u"
AussieBunny says, "Yes it certainly does.."
Scott says, "i doubt that. maybe we cry louder"
You say, "From money in investment, NASA and the arms race etc"
AussieBunny says, "always 'seems' like it.. yes, because it's the
loudest.."
You say, "Pop. of au is about 19 million. What is the USA population
estim ate?"
Scott says, "so now we're talking about 'economies' money talks?"
Scott says, "i think the notion of representa tion is interesting
regardless of teh scale.
people are people wherever you go   and everybody 's trying to work
out problems"
You say, "Seems to be a link: constitution, gun control, politics,
population an d
economies..... democracies will enter soon..."
Scott says, "and t ied to representation is the notion of
"interest". what and whose
interests are being 'represented' by government?"
Scott says, "and whose inter ests were at herat when the rules of the
game, the
constituion, was being writtn e? osrt of like MOO rules wouldn't you
say?"
You say, "Yes that true. There was a violent siege today where a
younk bloke kil led his
mother in a sierge- happedned in a small town in Queenslane- not in
New York..."

New mail on node ZAC from IN%"paideia@solair1.inter.NL.net"
"Paideia" (23:13:09
)
AussieBunny says, "I don't see a majority, or even a minority
complaining about my
rules thank you.."

New mail on node ZAC from ZAC::KEUSTACE   "Ken Eustace" (23:15:27)
You say, "I find personae annoying at times, but i know I must learn
to be more
tolerant"
Scott says, "the way a democracy works is: it is " we" wer're
interested in more than the
"I""
You say, "Another e-mail from Malcolm.... back in a minute..."
Scott says, "what are "OOUR" needs in relation to "MY" needs"
AussieBunny says, "No one is telling me anything.. I don't often go
around asking ppl
if they don't like the rules.."
AussieBunny says, "i'm trying to keep it as simple as possible, as
well.."
You say, "satisfying individaul needs may lead to greater group
harmony and thus
satisfy group needs"
AussieBunny says, "Have you read LambdaMOOs 'rules'?"
Scott says, "well consider that you are part of a community"
AussieBunny says, "A few thousand pages.. eww.."
Scott says, "not aprat from it"
AussieBunny says, "That's true.. but I'm the one to complain to.."
Scott says, "the community works because people agree to make it work"
AussieBunny says, "That's right, and if it doesn't work.. that's
where my wizard s do
something.. as well as myself."
Scott says, "what did malcolm say>"
AussieBunny looks at Hopper, a wizard..
Scott says, "my preference would be to look at this as no one's
possession, and
everyone's possession"
Scott says, ""mine" is "ours""
AussieBunny nods.
AussieBunny says, "It just doesn't work with OO programming that
well.."

AussieBunny says, "because there are 'owners' of objets.."
AussieBunny says, "and ppl, such as wizards, with control over all things.."
Scott says, "that's pretty hard to do, really. when you invest your time and en ergy in
something, "mine" tends to take on more value"
AussieBunny says, "Yes, and the best thing about OO programming is that you can
make something.."
AussieBunny says, "reall fantastic, and ppl can make clones very easily.. while you
can"
AussieBunny says, "still take the credit for it.."
Scott says, "the 'owning' concept is at the heart of a lot of things that have h appened in
history and are happening today.   "
AussieBunny says, "Today I saw the movie Pocahontas.."
Scott says, "more often than not it's what people fight about."
AussieBunny says, "and the owning concept was quite definite in it.."
AussieBunny says, "It's theme was from the history of how England invaded/took o ver
the native Americans land.."
Scott says, "disney has never had any qualms about owning things"
Scott says, "they're after your imagination. what's the sale price?"
AussieBunny says, "$6 a ticket?"
aussie@silo.riv.csu.edu.au
Scott heads south.
AussieBunny heads south.
Scott has arrived.
You say, ""I have to go soon.. the dialogue tonight has been good and we have so me
URL's to investiagte"
Scott says, "ok. what were malcolm's messages?"
Scott says, "just said he couldn't connect>? okay? i guess i'll see you next w eek."
Scott says, "bye"
You say, "Malcolm said he had updated the Paideia pages "
You say, "Maloclm wanted to know if anyone had read item 11 on the Paideia home
page."
"I was doing that when Scott connected to MOO
You say, "I was doing that when Scott connected to MOO"
Scott has connected.

```
Scott has disconnected.
The housekeeper arrives to cart Scott off to bed.
quit
*** Disconnected ***
```

Chapter 8

Paideia Study Guide - Amsterdam WWW serverThe 132-page [MA Paideia Study Guide](#) has three main themes which are studied, and discussed futher in my assignment notes in Chapter 9 of this portfolio:

- The Quality of Life
- Sustainable Society
- Democracies and their Economies

Each theme has a particular domain:

- Arts and History
- Social and Natural Sciences
- Politics and Economics

Study can be approached from three perspectives:

1. traditional thought
2. eastern thought
3. western thought

Starting Point for the Arts

The Arts can be studied in earnest though the Arts publications site at http://www.concourse.com/wwar/pub.html, containing many useful links to the Arts on the World-Wide Web.

Starting Point for History

The WWW Site for Historians at http://grid.let.rug.nl/ahc/hist.html and the History Computerization Project at http://www.directnet.com/history/ are useful.

Starting Point for the Social and Natural Sciences

The Global Information Locater site was developed as an global outcome from the G7 meetings, and contains many useful reference links and infrastructure for continual development of the Paideia Portfolio when studying Social and Natural Sciences, Politics and Economics. It is located at http://www.usgs.gov/gils/locator.html

Starting Point for Political Science and Economics

The Political Science Research Center Resources at UC Davis is also useful. The Economics Resources at Rutgers and at CSU (Fresno) give a comprehensive cover.

© Ken Eustace, Last updated July 12, 1995

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Paideia (GlobalNet Associates)

Paideia University is legally incorporated in The Netherlands at Amsterdam in November 1992 as a university and is registered (serial number #M1140) with the British Columbia Private Post Secondary Education Commission (PPSEC). The PPSEC in

the Canadian province of British Columbia supports research and innovation by global distance education providers.

Mission

To serve people throughout the world who are seeking alternative forms of education with a measure of direction and structure.

Objectives

Paideia supports a learning process that retains the values of conventional study and adds to it the use of new media, the power of group processes and easier access to resources and services.

Paideia prides itself on being able to serve a global community through a system of correspondence, using interactive computer files as a stimulus for the creation of student portfolios and their evaluation by peers and mentors.

Master of Arts (Liberal and Policy Studies) course history

Since the beginning of 1993, Paideia has offered a Masters degree in Liberal and Policy Studies, along with a Bachelors degree in preparation for the Masters, and a Doctorate for those wishing to elaborate upon their beginning graduate work.

The Master of Arts (Liberal and Policy Studies) normally takes 2-years part time at twenty hours of study per week. Students work on their own and create Portfolios that they share with peers and tutors. They are encouraged to participate in weekly peer-led groups, engaging in dialogue about the relation of Liberal and Policy studies.

How it works

Work is set within the context of interactive files in the topics of the arts, history, sciences, and policy studies, accompanied by themes of common concern and diverse perspectives of thought. A shelf of works in the academic domains can be matched with the daily national or international press publications, to enrich the student's experience. The portfolio framework provides the scaffold to document the student's experiences. Students are encouraged to assume greater political, cultural and economic responsibility and to become more critical of their sources of new knowledge in the sciences, policy issues, history and the arts.

The study tempo is designed to be weekly, with the thematic course setting the agenda. The topical and thought materials interweave with reference to current developments in the sciences, arts and in political, cultural and economic life.

Course Evaluation

On the basis of their use of regularly provided resource materials and the required study guides, the creation of their Portfolios and their interaction with peers and tutors, students are prepared for criterion-referenced course evaluation using an invigilated online examination and refereed publication of student works.

Paideia Pedagogy and Portfolio Development

The capacity for students to add to the dialogue provides opportunity for development, application and linkage of new knowledge to the students own learning context....

The Internet recreates the 'agora' or meeting place in which knowledge is not only shared but created and recreated.

Paideia supports a learning environment which allows for greater student control and responsibility. Such a learning environment allows the narratives and metaphors of the arts and history, to meet the hypotheses of the social and natural sciences. Here, the

conceptual and experienced aspects of the domains of knowledge, everyday life are joined with the themes.

Study at Paideia starts as a journey metaphor in three parts, moving towards mastery supported by peers and mentors, using the portfolio to document that journey. The first point of departure with the MA at Paideia begins with a Teleconference, while the second part of the journey was preparative, involving a detailed examination of the 132-page Study Guide on the Paideia server in Amsterdam. This detailed Study Outline and Assignments defines the scaffold of study for the MA (Liberal and Policy Studies) and the need to create the Portfolio and to work towards a final examination of mastery in the MA award.

After creation of the portfolio Home pages, an e-mail messages register and a log of IRC and MOO transcripts, is kept on a local server. The third part of the journey involves:

0. Working with the Paideia Study Guide and Assignments;

0. Participation in peer dialogue groups using telephone conferences, e-mail, IRC, MOO, WWW and listservers

0. Interaction with peers and mentors for critique and measures (assessment) of mastery.

Course Structure

The MA program involves *thematic* study of eight subjects under three main curriculum studies. The themes examine how new knowledge and its action can contribute to the quality of life, a sustainable society and to the development of democracies and their economies. The main curriculum studies are Liberal Studies, Policy Studies and Perspectives. Students examine theories of philosophical and sociological development in order to determine their own position, and local and global perspectives, in relation to the subjects and themes in the MA course. The main eight subjects arenas are The Arts, History, Social Science, Natural Sciences (ecology), Politics, Economics, Democracies and their economies, western thought and philosophical issues. See the course structure below and on the following pages for further details about content and assessment tasks - research readings, research assignments (papers).

LIBERAL STUDIES

The Arts and History contribute to the Quality of Life

1. *The Arts*
2. *History*

The Sciences contribute to a Sustainable Society

1. Social Science
2. Natural Sciences (Ecology)

POLICY STUDIES

Politics and Economics contribute to Democracies and their Economies

1. Politics
2. Economics
3. Democracies and their Economies

PERSPECTIVES

1. Western Thought and Philosophical Issues

The next section gives a detailed synopsis of the MA activities and resources as students progress through the 132-page online Hypertext Study Guide. A copy of this online document is included in the Appendix at the end of this document..

LIBERAL STUDIES AGENDA

The Arts and History contribute to the Quality of Life

1. **The Arts**

1.1 Introduction

Poem by Opal Whitley

Studying the Arts

Four forms of Art (Visual Art, Performing Art, Literature and Music)

Four modalities of Art defined (Historical, Meaning, Biographical, Creative)

Exercise: Creative Writing I

Case Study: Medee (a 17th century play by Pierre Corneille)

1.2 Modalities of the Arts

Modality 1: Putting the ancient Greeks in historical perspective

Modality 2: The Greeks and Realism

Modality 3: Who was Euripides?

Research Assignment 1: Search for information on Sarah Bernhardt and her "Medee" performance. Analyze the continuing influence of the Greeks in Art.

Modality 4: Experiencing the Creative Process

Exercise: Creative Writing II

1.3 Working Plans in the Modalities of the Arts

Historical modality Working Plan

Research Paper 1: 1000-2000 words

(Ancient and Modern artistic expressions)

Meaning modality Working Plan

Readings and Literature Review

Biographical modality Working Plan

Research Paper 2: 1000-2000 words (The life and works of an artist)

Creative modality Working Plan

Exercise: Creative Writing III (Collection of poems, short story, song, play)

2 History

2.1 Introducing History

Exercise: Autobiography = Macrohistory (Family history and history)

2.2 Intermediate History

Research Reading 1: *The World to 1500*, Vol. 1 Stavrionis

Research Assignment 2: Test the hypothesis "the key to different levels of

human development has been accessibility" (p318)

Research Reading 2: The World to 1500, Parts V and VI, Stavrionis

Research Assignment 3: Test the Stavrionis hypothesis that:

"history has turned out the exact opposite of what Marx expected" (p596)

Research Reading 3: *The World to 1500*, Parts VII and VIII, Stavrionis

Research Assignment 4: Test the Stavrionis hypothesis that:

"great ages are ages of transition (and) it is also true of our times..." (p752)

Research Reading 4: Stavrionis, L. S. (1989). *Lifelines from the past*.

Pantheon. New York

Research Assignment 5: Test the Stavrionis hypothesis that:

"it has begun" (p250)

2.3 Continuing History

The Sciences contribute to a Sustainable Society

3 Social Science

3.1 Introducing Sociology and Anthropology

Social Organization/Disorganization

Small Groups/Large Organizations

Social Change/Social Movements

Visualizing Social Organization

Culture, Society and Personality

Stratification - Age/Sex/Ethnic

Role and Status

Cultural Reproduction and Class

Social Integration and Control

Social Interaction

Groups/Organizations/Institutions

(Family, Education, Cultural, Religious, Political, Economic)

> Research Paper 3: 1000-2000 words. Define, illustrate and relate in narrative
>
> and graphically, this MA course of study.

3.2 Beginning Intermediate Social Science

The work of Habermas, Durkheim, G.H. Mead and Max Weber

Dialogue 1

Understanding Communication

Research Reading 5:

Habermas, J. (1987). *The Theory of Communicative Action*, Vol. II

Research Paper 4: Using Chapter VI (pp119-126), Parts A-E

How does Habermas go about relating the cultural, social and personal

aspects of our lives?

The Concept of the Lifeworld

The uncoupling of System and Lifeworld

Cultural Reproduction

Research Assignment 7: Trace with precision how Habermas relates to

Parsons in Chapter VII of Habermas

Deriving Communicative Ethics

Research Assignment 8: The distinction between strategic/ contextual/

communicative approaches, using recent positions on events

The presuppositions of Argumentation

Moral development and Interactive Competencies

Strategic, Contextual and Communicative Ethics (aesthetics)

Research Assignment 9: Reflective Discovery - Introduction.

Research Assignment 10: Reflective Discovery - Intermediate work

4 Natural Sciences

4.1 Ecology as an Illustrative Natural Science

Introduction

Individuals and the Environment

Research Reading 10:

Ehrlich, P. and Roughgarden, J. (1990). *The Science of Ecology*. Macmillan.

Read Chapters 1-4 and also:

Flavin, C. (1990). Slowing Global Warming in *the State of the World*.

WW Norton & Co., New York.

Populations

Research Reading 11: Chapters 5-7 Ehrlich & Roughgarden;

Brundtland, Gro Harlem and the World Commission on Environment and

Development. (1987). *Our Common Future*. Oxford., Chapter 4.

Social Interactions

Research Reading 12: Chapters 8-11 Ehrlich & Roughgarden;

Jacobson, J. (1992). Improving Women's Reproductive Health, in *The State of the World*, WW Norton & Co., New York.

Population Interactions

Research Reading 13: Chapters 12-14 Ehrlich & Roughgarden;

Organization of Communities

Research Reading 14: Chapters 15-19 Ehrlich & Roughgarden;

Our Common Future, Chapter 5.

The Distribution of Communities

Research Reading 15: Chapters 20-22 Ehrlich & Roughgarden;

Our Common Future, Chapter 6.

Ecosystems

Research Reading 16: Chapters 23-26 Ehrlich & Roughgarden;

Our Common Future, Chapters 7,10.

Sustainability and Ecological Literacy

Research Reading 17: Orr, D. (1992). *Ecological Literacy*, State University of

New York, Albany.

POLICY STUDIES AGENDA

Politics and Economics contribute to Democracies and their Economies

5 Politics

5.1 Thin Democracy: the argument against Liberalism

Politics as Zookeeping

Research Reading 18:

Barber, B. (1984). *Strong Democracy*. University of California, Berkeley.

Preconceptual premises: Newtonian Politics

Research Assignment 11: Respond to Barber's idea of "independent ground"

Epistemological convictions: Cartesian Politics

Research Assignment 12: Relating the Consensus theory of truth and right by Barber and Habermas to Danto. (Chapter 3, Barber)

Political Psychology

Research Reading 19: Chapter 4, *Strong Democracy*

The Potential for Pathology

Research Reading 20: Chapter 5, *Strong Democracy*

5.2 Strong Democracy: the argument for Citizenship

Politics as a way of Living

Research Assignment 13: Chapter 6, *Strong Democracy*

Prepare a synthesis on the conceptual frame for citizenship and

Participation/community

Conceptual Frame

Research Assignment 14: "Themes and Thought Project"

Chapter 7,10, *Strong Democracy*

Use Barber's frame as a reference in building your own conceptual frame.

Citizenship and Participation

Research Reading 21: Chapter 8, *Strong Democracy*

Citizenship and Community

Research Assignment 15: "Participation Project" Chapter 9, *Strong Democracy* Citizen and Community using Barber's 30 categories to establish a personal and network context.

The Real Present - 1984

Research Assignment 16: Formulate a strategy for contribution and participation, cross-referenced with Assignments 14 and 15.

6 Economics

6.1 Introductory Economics

The Economic Background

Research Reading 22: Heilbroner, R.L. and Thurow, L. C. (1987).

Economics Explained. Simon and Schuster, New York.

Macroeconomics

Research Reading 23: Heilbroner, R.L. and Thurow, L. C. (1987).

Economics Explained. Simon and Schuster, New York.

Microeconomics

Research Reading 24: Heilbroner, R.L. and Thurow, L. C. (1987).

Economics Explained. Simon and Schuster, New York.

The Rest of the World

7 Democracies and their Economies

7.1 The Fallacy of Misplaced Concreteness

Introduction

The Place of Economics

The Limitation of Academic Disciplines

The Fallacy of Misplaced Persons

Avoiding the Fallacy

7.2 Misplaced Concreteness: The Market

7.3 Misplaced Concreteness: Measuring Economic Success

Chapter 3, Daly H. E. and Cobb, J. B. (1989). *For the Common Good*.

Beacon. Boston.

7.4 Misplaced Concreteness: "Home economus"

Research Assignment 19: Realizing the problem and modifying outlooks.

Chapter 4, Daly H. E. and Cobb, J. B. (1989). *For the Common Good*.

Beacon. Boston

7.5 Misplaced Concreteness: Land as a crucial factor.

Research Reading 27:. Chapter 5, Daly H. E. and Cobb, J. B. (1989).

For the Common Good. Beacon. Boston

7.6 From Academic Discipline to Thought in Service.

Research Assignment 20: Transcending just Economic concepts in relating

Liberal and Policy Studies. Chapter 6, Daly H. E. and Cobb, J. B. (1989).

For the Common Good. Beacon. Boston

7.7 From Chrematistics to Oikonomia

Research Assignment 21: Examine the broader terms of short-term market

manipulation and long term concern for the total economy in relation to the

total community. Chapter 7, Daly H. E. and Cobb, J. B. (1989). *For the*

Common Good. Beacon. Boston

7.8 From Individualism to Person-in-Community

Research Reading 28: Chapter 8, Daly H. E. and Cobb, J. B. (1989). *For the*

Common Good. Beacon. Boston

7.9 From Cosmopolitanism to Communities of Communities

Research Assignment 22: Cross-discipline Project - Devise a model and reflect on participation in dialogue, relating economics and politics over thinking as person-in-community against individualism. Chapter 9, Daly H. E. and Cobb, J. B. (1989). *For the Common Good*. Beacon. Boston

7.10 From Matter and Rent to Energy and Biosphere

Research Assignment 23: Combining projects on Economics with Habermas's view of society, Stavrionis's human history in shaping "the health of the biosphere". Chapter 10, Daly H. E. and Cobb, J. B. (1989). *For the Common Good*. Beacon. Boston

7.11 Free trade vs Community

Research Assignment 24: Relate Daly and Cobb to the debate over recent free trade policies. Chapter 11, Daly, H. E. and Cobb, J. B. (1989). *For the Common Good*. Beacon. Boston

7.12 Population

Research Assignment 25: Reflect on the work with Sustainable Societies to explore the tension between individualism and person-in-community emotions in the issue of population . Chapter 12, Daly H. E. and Cobb, J. B. (1989). *For the Common Good*. Beacon. Boston

7.13 Land Use

Research Reading 29: Chapter 13, Daly H. E. and Cobb, J. B. (1989). *For the*

Common Good. Beacon. Boston

7.14 Agriculture

Research Reading 30: Chapter 14, Daly H. E. and Cobb, J. B. (1989). *For the*

Common Good. Beacon. Boston

7.15 Industry

Research Reading 31: Chapter 15, Daly H. E. and Cobb, J. B. (1989). *For the Common Good.* Beacon. Boston

7.16 Labour

Research Reading 32: Chapter 16, Daly H. E. and Cobb, J. B. (1989). *For the*

Common Good. Beacon. Boston

7.17 Income Policies and Taxes

Research Assignment 26: Exploring the issues of limited inequality in relation

to income policies and taxes. Chapter 17, Daly H. E. and Cobb, J. B. (1989).

For the Common Good. Beacon. Boston

7.18 From World Domination to National Security

Research Reading 33: Chapter 13, Daly H. E. and Cobb, J. B. (1989). *For the*

Common Good. Beacon. Boston

7.19 Positive Steps
Research Assignment 27: Applying all works in accepting, rejecting or

modifying the Daly-Cobb point of view. Chapter 13, Daly H. E. and Cobb, J.

B. (1989). *For the Common Good.* Beacon. Boston

7.20 The Religious Vision

<u>Research Reading 34</u>: Chapter 20, Daly H. E. and Cobb, J. B. (1989). *For the*

Common Good. Beacon. Boston

PERSPECTIVES AGENDA

8 Western Thought and Philosophical Issues

8.1 Formulating your own (western) Philosophical Position

<u>Research Assignment 28</u>: Define and Examine the words "self", its

"representation", "the world" and "their relations" . Preface, Danto, A. (1989).

Connections to the World. Harper Collins, New York

Your beginning position

Connecting what you know

A totalistic vision of what you know

Limitations and uncertainty

Entertaining ideas about mental state

Representational Beings

Causation and Spirit

8.2 The Singularity of Philosophical Thought

Philosophy and its history

<u>Research Assignment 29</u>: Read Chapter 1, Danto, A. (1989). *Connections to*

the World. Harper Collins, New York, and determine your immediate

impression as to what "philosophy" is.

The Character of Philosophical Problems

Research Reading 35: How is the world viewed as a whole? Chapter 2, Danto,

A. (1989). *Connections to the World*. Harper Collins, New York

Two sorts of Illusion

Research Reading 36: Distinguishing reality and illusion. Chapter 3, Danto,

(1989). *Connections to the World*. Harper Collins, New York

Philosophical Kinds

Philosophy as Pathology

Wittgenstein and Plato

Inside and Outside the World

The Intelligibility of the World

The Structures of Philosophical Thought

Research Assignment 30: **Point A**: Describe your own beginning philosophical position, using Assignments 28/29 as a reference, and the statement: "Doing philosophy means examining self, its representations, the world and their relations." Read Chapters 4-9, of Danto, A. (1989). *Connections to the World*. Harper Collins, New York.

8.3 Understanding

Vehicles of Understanding

Verification

Feeling and Meaning

Metaethical controversy

Two views of Language

Research Assignment 31: **Point B**: Construct a matrix connecting what you know (MA Topics) with what you don't know:

	My prior knowledge	**My new knowledge**
The Arts		
History		
Social Sciences		
Natural Sciences		
Politics		
Economics		
Democracies/Economies		
Western Thought/Philosophy		

Read Chapters 10-14, of Danto, A. (1989). *Connections to the World*. Harper Collins, New York.

The Empiricist theory of understanding

Definition and Dialectic

Analytic, synthetic, a priori, a posteriori

Totalistic Thought

Geometry and Reality

Research Assignment 32: **Point C**: Totalistic vision of what you know, using

the matrix framework form Point B. What does it mean to propose a totalistic

vision of what you know? Read Chapters 15-19, of Danto, A. (1989).

Connections to the World. Harper Collins, New York.

8.4 Knowledge

The Analysis of Knowledge

Doubt, Dream and Demon

Thinking and Certainty

Internalism and Externalism

The Ontological Argument

The Notion of Existence

Representationalism and Idealism

Idealism, Realism and Phenomenalism

Matter and the World

Coherence and Reality

Reality and Rationality

Research Assignment 33: **Point D**: Limitations and Uncertainty. Use the

matrix form Point B again, to check the limits of what you think you know

and how certain you are about it. Read Chapters 20-30, of Danto, A. (1989).

Connections to the World. Harper Collins, New York.

8.5 The World

Substance

The Mind-Body Problem

Persons

Behaviourism and Functionalism

Neurophilosophy

Research Assignment 34: **Point E**: Entertaining ideas about mental states.

Read Chapters 30-35, of Danto, A. (1989). *Connections to the World*. Harper

Collins, New York.

Intention and Representational Materialism

Research Reading 36: Read Chapter 36 of Danto, A. (1989). *Connections to*

the World. Harper Collins, New York.

Representational Beings

Research Assignment 35: **Point F**: Representational Beings. Without having

to agree with Danto, understand him and understand your own point-of-view

in relation to his. Read Chapter 37, of Danto, A. (1989). *Connections to the*

World. Harper Collins, New York.

Causal Analysis

Research Assignment 36: **Point G**: Causation and Spirit. By reflecting on the

idea: "we could not think of the world as other than causally ordered, just

because that is the structure of thought." How does this differ from the

Ontological Proof for God? Read Chapter 38, of Danto, A. (1989).

Connections to the World. Harper Collins, New York.

Mental Causation

<u>Research Reading 37</u>: Read Chapter 39 of Danto, A. (1989). *Connections to*

the World. Harper Collins, New York and continue to stress and clarify the

ideas in Point G.

The Realm of the Spirit

<u>Research Assignment 37</u>: **Point G**: Conclude Point G and draw together

Danto's thought on your own terms. Read Chapter 40, of Danto, A. (1989).

Connections to the World. Harper Collins, New York.

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The Bibliography is structured according to the context and order in which each set of references are encountered in the MA program.

The Arts Store

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Philadelphia.

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21. The Music Lovers. A film on the life of Tchaikovsky.
22. Impromptu. A film on the relationship between George Sand and Fredric Chopin

History Store

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Social Science Store

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Politics Store

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2. White, S.K. (1991). Political theory and postmodernism. Cambridge University Press. Melbourne.

Economics Store

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Democracies and their Economies Store

1. Daly, H.E. and Cobb, J.B. (1989). For the Common Good. Beacon, Boston.
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Perspectives Store

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Appendix

Hypertext Study Guide for the MA (132-page online document)

Chapter 9

MA Thesis - Paideia Study Guide

The following link takes the reader off on a **16,207 word, twelve-chapter tour** through the assignment notes taken by me as I followed the MA Paideia Study Guide on the Amsterdam WWW server. This construction of this sub-index made it easier to edit and for you to browse such a large volume of material, in conjuction with the main 12 chapters in the portfolio. Indeed, Chapter 9 adds another 12 chapter dimension to my work.

This section of the **MA Thesis Notes** have been indexed into a set of files, which follow my journey through the objectives and outcomes of the work towards the MA at Paideia. They are threaded to the other resources such as the various e-mail messages and MOO dialogue transcripts, presented in previous chapters in this portfolio.

The complete set of notes were composed using a text editor and converted in a single batch using theTextToHTML - (c) 1995 - tool developed by Kris Coppieters. The link below takes you off to this set of indexed files.

MA Thesis Notes- (Paideia Study Guide)

© *Ken Eustace, Last updated July 12, 1995*

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Chapter 9 Sub-Index

MA Thesis - Paideia Study Guide

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Chapter 10

Beyond the WEB and the MOO in education

The **Thesis Seminar** was held as a public event as part of my supervision for the Master of Applied Science (research) by Dr Irfan Altas. This chapter also reveals the outcome of the collaborative work achieved across the Internet, using the resources that I designed at AussieMOO, to write a **conference paper** entirely on a MOO. The published conference paper is the pinnacle of my work for the MA at Paideia.

- The Charles Sturt University Thesis Seminar - July 4, 1995.
- The ACEC95 Conference Paper - July 12, 1995.

The thesis seminar went for over one and a half hours and included a solid defence of my thesis in front of many academics and the general public, during question time. The conference paper was a final examination of my mastery in the MA.

Content Map

Thesis Seminar
ACEC95 Conference Paper
Webmoo Powerpoint Slides (51K)

Thesis Seminar

Beyond the WEB and the MOO Seminar Outline

1. **Building a ship to replace the surfboard**
   - History of MUDs and MOOs
   - LambdaMOO
     - object-oriented programming language
     - dynamic object-oriented database
     - most popular
     - consequences

- - powerful conduit for human interaction
  - ❍ AussieMOO: aa educational MOO for on-line educators
2. **Anchors away!**
   - ❍ History of Paideia on the Internet
   - ❍ Course participation versus course delivery: institution or learner centred
   - ❍ Dialogue, Postmodernism, Journey metaphor, Portfolios and Conferences
   - ❍ The people on the cruise: Ken, Dimitri, Scott, Geoff, 'Aussie', James,
   - ❍ From WEB/IRC to MOO to WOO experiences (Jay Campbell)
3. **Who's charting our course?**
   - ❍ Real-time conferencing (IRC and MOO)
   - ❍ Paideia meeting room
   - ❍ Infostud Seminar room
   - ❍ On-line education: replacing control with structure
   - ❍ FredNetMOO LOE course: the long voyage or the short cruise?
   - ❍ WTP (Campbell and Epstein at Sensemedia)
   - ❍ What is a WOO? (Webbed Object Oriented Multiuser Domain)
   - ❍ ChibaMOO Project (a wide area distributed collaborative hypermedia environment)
   - ❍ CHIME (Collaborative Hyperarchical Integrated Media Environment)
4. **Captains Log: Sailing to the future beyond the Web and the MOO**
   - ❍ Are you ready to sail with Java or VRML+ ?
   - ❍ CU-SEEME (ftp://gated.cornell.edu/)
   - ❍ Intelligent Pad (Y. Tanaka, http://www.huee.hokudai.ac.jp/)

ACEC95 Conference Paper

	Abstract
	Full Paper

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e-mail: keustace@csu.edu.au URL: /~keustace

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LIBERAL/POLICY STUDIES: THEMES AND PERSPECTIVES

The Master of Arts (Liberal/Policy Studies) contains part of Hegel's Realm of Spirit and can be grouped into two parts:
Liberal Studies
Arts
History
The Sciences
Policy Studies
Economics
Politics

Study and participation in the dialogue involves three overriding THEMES as:
Quality of Life -------> Arts and History (Metaphors and Narratives)
Sustainable Society -------> Social and Natural Sciences
Democracies and their Economies -------> Economics and Politics

The THEMES can be seen as being tied together by the threads of PERSPECTIVES and the use of computer communications technologies, such as the WWW and MOO. The PERSPECTIVES provide the philosophical fibre of our work together:
Traditional thought
Eastern thought
Western thought

Each theme has OUTCOMES which are achieved as part of the MA, as indicated by the participants responsibility and mastery levels in the Study Guide."http://www.NL.net/~paideia/"

Paideia colleagues on four continents began with the three kinds of knowledge on the Web, through 3 groups using the Web and finally the Web and MOO, to local users of Web/MOO systems, to a Pacific North West trip and becoming school #M1140 registered in British Columbia, to online conferences, first with IRC and then moving to MOO, to working with the Web and MOO together, as if they are about to become Hot Java systems, as seamless for us and our needs as enquiring scholars . The framework that was used at Geneva, in May 1994, assumed this education pattern of a box with two legs

in Figure 1. Metaphors, narratives, hypotheses and policies are also part of the box with two legs model.

Portfolio   Knowledge

Building Knowledge

Using Knowledge

Dialogue
Themes   Sources of Knowledge
                                             Opportunities for Action

Metaphors, Narratives
Hypotheses and Policies
are the "wheels" that lend
mobility to the "box with
legs"

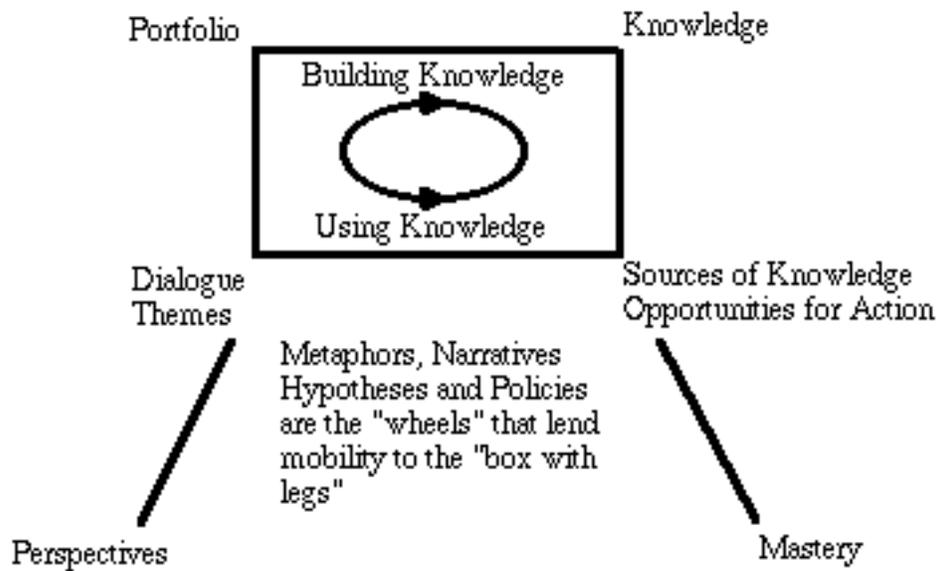Perspectives   Mastery

Figure 1. Framework Axes for Paideia at May 1994: the 'box with two legs' model

The 'box model' symbolises the clockwise process of building knowledge and the counterclockwise process of using knowledge. Perspectives and mastery as a different plane separate from that process. In May 1994, the concern at Paideia was with 1) emerging knowledge, being viewed as a Sources>Dialogue>Portfolio>Knowledge process; 2) existing knowledge, as being the Knowledge/Perspective axis; and 3) relevant knowledge, being the Portfolio/Sources-Opportunities/Mastery axis.

QUALITY OF LIFE

Metaphor and Narrative are used to empower in the arts and history. It is a common tenet in my teaching that in order to know where we are, look at where we have been. The history of the development of computer science can enhance the understanding of operating systems where we are using today's solution to yesterday's problem. Most of my recent experience and research would see computer programming develop as an art form.

SUSTAINABLE SOCIETY

The Internet Ecology metaphor is part of my seminar presentation about teaching, learning and research on the WEB. The conventional food pyramid is now inverted as the flow of energy now become a flow of information on the Internet. We begin life in virtual reality as consumers of information and as our experience and skills develop, we are slowly transformed as producers of information, from the moment of our first Home page to becoming an electronic publisher, with our own WWW server.

It does seem ironic that the very level of higher education that deals with innovation and research, should resist the push for change seen elsewhere in education. Place and pedagogy, portfolio reporting and assessment, constructivism learning theories, postmodernism, educational technology, virtual learning environments and new teaching methods. This has led to the wider use of online tutorials and

collaborative writing tasks, using Internet communications technologies such as IRC and MOO.

Social science has developed many useful research methods. The Ethnographic case study research method was investigated for use at Paideia and the Lyceum Project. One of my interview sessions on a examined a sustainable society for the Australian Aborigine. Our first point of departure was a visit to the Albury Aboriginal Education Centre, which featured an interview with "Jenny". Jenny spent over 30 minutes giving a willing testimony to her life experience into her mid-forties. Her personal narrative, surrounded by aboriginal paintings and artefacts in the interview room, began with episodes of her as a small child on an aboriginal mission station in the state of Western Australia. Her grandmother was very much the matriarch of the tribal family. Vivid accounts were given of the 3-4 day hunting trips into the bush wilderness with her father. Aborigines are truly in touch with the Australian landscape - a result of a 10,000 year head start. Her father was always able to find plenty of food and to build shelter at night. It was an exciting. fun-filled adventure for a small girl. Trekking the harsh landscape was easier than attempting to transcend the 10,000 years cultural evolutionary gap, at the school leaving age. An eventful life journey now shows that she has come to accept the challenge and now seeks to help other aborigines improve their education and health opportunities, through her social work at the centre. She is very much self-assured as the mother of two teenage daughters and a degree in social welfare from Deakin University in Australia. The issues of Aboriginal health and education remain a social and political problem for our democracy and is a high-cost economic payout. The extra economic and social burden is a legacy of both sides trying to bridge the cultural gap too quickly - "change means waste".

DEMOCRACIES AND THEIR ECONOMIES

Developing a business, marketing, R and D strategy for the Internet Special Projects Group (ISPG) "/research/ispg/" became important as the SILO Project "http://silo.riv.csu.edu.au/" was prototyped as an Agriculture and Landcare resource for local farmers. The information needs and the computer literacy levels of farmers, form part of the SILO agenda, as it seeks to build an online information storage bin and education centre for local farmers. Local issues and online marketing services are used as the 'carrot' to attract farmers, to regionalise and then to globalise the farmer's forum. Such a project impacts on our democracy and economy.

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Paideia Portfolio

THE ARTS

The traditional art forms of visual art, performing art. literature and music are each studied through ONE of four modalities:
Historical
Meaning
Biographical
Creative

EXERCISE: A walk around the lake

This seemed to be a good way to standardise the mind before our journey begins. A walk around the neighboorhood reveals many houses for sale, birds in the trees and other people to greet out walking, in such pleasant surroundings. A stroll past the glof course reminds me to take my son out for another game. The boat club foreshore approaches. Pelicans and a tent and campfire scene with young kids who obviously don't know that what they are doing is illegal, but no-one is going to mind. Further on the water hens and reeds have their solitude broken by a cyclist, before I discover a rare sight - a water rat. Out in lake two men are fishing in a boat. On the other side of the lake, I found that the local council has bulit a new gas BBQ area. Two kids are frolicking on the boat ramp as a friend walks by with two boxer dogs on a lead. The far side of the lake has line of keen anglers along the shoreline, in search of indigenous Australian fish species such as Yellow-belly and Murray Cod. At the far end of the lake, a group of model boat enthusiasts with remote-controlled boats, six-feet in length are indulging in their favourite passtime. Another row of new houses and I am back home.

PUTTING THE GREEKS IN HISTORICAL PERSPECTIVE

The works of Euripides reminds me of the role of Socrates, Plato and Aristotle in the Lyceum Project, as part of my current research. The pedagogical roots of computers and learning come from ancient Greece, where the philosophers Socrates, Plato and Aristotle were famous teachers of their time, who taught in the street, the marketplace or the gymnasium and who sought to create a Paideia or ideal state of education and culture. Itwas Aristotle who built the Lyceum school outside the walls of Athens in 335 B. C., where students received physical training and listened to lectures. Today, many educators would agree that learning is enhanced by use of the media of the time. In ancient Greece, Plato's famous dialogues recorded many teacher-student interactions and may be regarded as part of the media of their time with the gymnasium or Lyceum as an ancient agora. Educational technology has changed the face

of teaching over the centuries with the Internet and hypermedia leading the way beyond the year 2000, but the capacity for use of the dialogue has remained constant in teaching. The ability to talk back and add to the dialogue empowers the student to link any knowledge to their own learning context.

Their impact can be seen in the work of Gutenberg, Tycho Brahe and Vannevar Bush over the last six hundred years. The Greeks valued the concept of the the individual. Socrates, Plato and Aristotle would feel quite at home teaching and learning on the Internet with us all today - Socrates for his dialogue, Plato for his recordings of the dialogue and Aristotle for providing a place of teaching and learning.

They valued realism, but what would they think of the virtual social reality of a MOO?

It too, would be an acceptable form of artistic expression. The continuing influence of the Greeks is a part of the Paideia study - from Euripides to Sarah Bernhardt. That influence extends to my own research on the Internet, which is not only influenced by the Greeks and the early travelling universities of the middle ages, but is also influenced by, and merging with, the new teaching methods of collaboration, constructivism and portfolio reporting and advances in new technology.

Dialogue, social interaction and programming activities on a MOO are re-discovered as art forms. The art of the "written conversation", the social context of the dialogue and the artistic portrait creations of the programmer. The biographical work plan chose the work of the Danish astronomer Tycho Brahe. I consider Brahe to be the post-Gutenberg publisher who first developed the same publishing metaphor that has been re-created in the 1990's as the World-Wide Web. (I have a paper-in-progress on this topic).

The creative part work plan of the arts section of my portfolio includes a collection of MOO dialogue transcripts - is this Plato re-discovered?. One of the education wizard staff at AussieMOO also has a collection of poems, which I envy as a creative work as indeed, as much as any software program.

STUDYING HISTORY

The study of history involved the notion that we see ourselves in history, no matter how distant the time. The Civil War mini-series is an excellent example of a historical study which did just that - placed the viewer in the storyline.

"Great ages are ages of transition"

and the

"key to different levels of human development has been accessability."

These two hypotheses by Stavrionis (Volume 1, The World to 1500) are demonstarted in my own family history. It has helped me to identify why a young man, (born in 1824), his wife and small infant would leave the relative security of Ashdown Park in Berkshire, England, and sail off to start a new life in the

gold fields of Beechworth, Victoria. The politcal, cultural and economic values of the time made this an acceptable alternative. 1851 in Australia was our local "1849". The unsuccessful "forty-niners" made life as shepherds or squatters. He later became a famous gumleaf painter and taxidermist, with credits such as paintings given to the Czar of Russia, Queen Victoria, the German Chancellor and the Governor of Newe South Wales. His daughter, Elizabeth lived to 106 and met the current Queen Elizabeth on her 1954 Australian visit, the year I was born, 130 years later. So history continues at the same pace, at your place.

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SOCIAL AND NATURAL SCIENCES

The main focii are society, culture and personality as studied in sociology. anthropology and psychology respectively. The natural sciences such as biology and geography influence the social sciences, which now have the expanded studies of political science, law and economics - hence in combination we have the field of Policy Studies.

Setting Reality in Perspective

Reality is represented in different ways. History uses the narrative whereas science uses hypothesis building of relationships as variables which take on differing values under varying conditions. The Arts, on the other hand use imagery and the metaphor to represent reality. The social organisation on a MOO is a virtual social system that is providing sociologists and experimental educational psychologists with a new environment to model or use as an investigative tool for research. Virtual social reality on a MOO promotes a sense of community or neighbourhood as proposed by the Grassroots MOO.

Culture, society and personality are elements of a MOO. Social organisation, disorganisation and social change can be cross-examined by organisation (groups, organisations, institutions), stratification by age, sex or ethnic and with social movement.

INTERMEDIATE SOCIAL SCIENCE

The work of Jurgen Habermas, the German Sociologist and Philosopher, is one of the cornerstone pieces in the Paideia MA. His book on the Theory of Communicative Action, translated by Thomas McCarthy, is most useful. Chapter 6 of Habermas shows how we need to look at, even juggle with, culture, society and personality, all at once if we are to explore the issues of humanity in a broader context, beyond the sociologist's view. To this end, Habermas helps us with the nine factors to be used when attempting to understand a communication situation:

1 Culture - provides the material for communication
2 Language - the cultural stuff of communication (grammar, tone of voice, emotional implication)
3 Life world - where we live and carry out our lives
4 Social world - created by specific personalities out of their unique relations
5 Communication Utterances (communication is culture, the process of communication is social
6 Personalities - actual utterances are the reality

7 Their subjective world - consider the archaeologist with a pot that has to be re-constructed as well as social and personal frameworks
8 Objective world - local environment such as in a building or the neighbourhood
9 External world - the whole planet, elsewhere

This set of definitions was developed from my reading. It may be interesting to compare my observations, with those as described on page 48 of the Paideia MA Study Guide, dealing with the two personalities as A1 and A2. The use of Tom, Dick and Jane, conjures up visions of the dialogue between R2 and D2 in the Star Wars films, and provides may useful illustrations throughout. As an outcome, I found this section was good at developing a deeper understanding of communication and a realisation that the subject is more complex than most people realise. It will help to develop improved listening skills on a personal level, and to develop the cultural, social and personal aspects of Habermas's ideas further, and to examine those cultural processes which appear to be working all the time.

Cultural Reproduction

The 'moving a box' box continues to provide an interesting background, this time the three - Tom, Dick and Jane, are running a restaurant. This helps to show how cultural reproduction helps to legitimise social relations and even social integration.

Socialisation - Real to Virtual and Back Again

This process contributes to the development of the social rules on a MOO, where each member or player is motivated by Wizards, to conform to the norm. A lot of the processes in virtual social reality are mirroring the same processes that Habermas is stressing. At Paideia, McLuhan's :

the medium is the message

takes a new twist. AussieMOO is used as the central medium for dialogue and socialisation, which is successful in helping to reduce the isolation felt by students studying at a distance, whereas the WEB provides resources, assessment and publishing power for participants. It is also important not to discount the large impact that e-mail and listservers have upon dialogue and socialisation. I have many real friends met through virtual connections. If the world is a stage, so too is the Internet. When the dialogue is about the domain of social science and computer science, then we see that the MOO medium has an important message as well as the conference dialogue.

Social Control and Integration

Crisis Disturbance and Recovery

Another Tom, Dick and Jane episode in the Paideia notes (p57), can be extended to the MOO. When there is a loss of relations or obligation, then a MOO Wizard may get you "toaded". This can lead to a

loss of privilege such as losing "a Wizard of Programmer bit", or even to being expelled. The recovery progress requires a new level of commitment and a renewed internalisation of the players values. Perhaps this would also require a fresh start as a new MOO character, which seems quite forgiving, and not easily achieved in everyday life. Such observation is a characteristic of Habermas's statement that communicative acts, typified by MOO dialogue, create culture, society and personality, whether REAL or VIRTUAL.

When disrupted societies have built-in processes for regeneration. In ecology, we call it biological succession, so why not call it sociological succession. Immediately I start thinking of Darwin again... but that is my scientific background having some useful input. The MOO, it seems, is the contribution of computer science to the sociology domain.

Under MOOditerranean Skies

Establishing higher levels of integration, this section on the "Under Mediterranean Skies", examines social formations and the various stages in the development of law, are presented through the Restaurant dialogue. Once again the MOO also demonstrates such evolutionary processes and many papers exist on the development of social virtual reality exist at ftp.parc.xerox.com in the /pub/MOO/papers sub-directory.

Elizabeth Reid's (1994) Masters Thesis titled:

Cultural Formations in Text-based Virtual Realities

and Rheingold's (1993) book titled:

The Virtual Community: Homesteading on the Electronic Frontier

are relevant extra reading here. "Homesteading" from my cultural viewpoint is seen as "squatting", through the eyes of the history of Australia. Same phenomena, evolving by the same process, but with different inputs. This is Habermas again! The stages in the development of laws, no longer sees "squatting" as enjoying full legal status. This is part of the outcome expressed by p174, Section D of Habermas:

My thesis is that higher levels of integration cannot be established in social evolution until legal institutions develop in which moral consciousness on the conventional, and then the post-conventional level, is developed."

Similarly, the motivation for generalised acceptability is different throughout the MOO. While some are building a virtual classroom environment based upon openness, others are building their own private world. Responsibility and Knowledge, together with forms of mutual understanding produce a stable, sustainable virtual society, (given enough disk space), just as the restaurant dinner was the product of

similar responsibility and knowledge.

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CONTINUING SOCIAL SCIENCE

The "moving a heavy box" story is viewed by Habermas in three ways:
strategic (end-means)
contextual (norms)
communicative

Their method is determined as a communicative action using reason and ourselves engaged in a "problem-solving capacity for interaction".

Strategic rationality is determined by White (1988) where intent, objects and means are defined in each situation as:
intent - is the end we are seeking
objects - are the roles played in the situation
means - are the methods we use to act

On the other hand, contextual reality is more concerned with norms or the rules and regulations that people follow, without regards to the ends. The communicative rationality is a bigger picture, which integrates intent with language and norms with consensus. The means are added in larger terms as part of a coordinated action. In developing the Communicative Model, White has developed several competencies which lead to communicative action which aimed at reaching understanding:

1 Cognitive competence (after Piaget)
2 Speech competence
3 Producing grammatically well-formed sentences

Examination of the communicative model at work on a MOO is worthwhile, where the communicative competencies work within the broader computer competencies required in this virtual social reality. Just as ordinary language competence enables actors to seek understanding in regard to some particular practical situation, MOO players (character actors) are not unlike the actors, who have to coordinate their actions consensually. The MOO has an 'emote' command which can be used as one example of interactive competence capability. One of the definitions of MOO dialogue is provided by Scott Sherman at Paideia, who was once asked by a young child:

"What are you doing on the computer?"

Scott replied succinctly, "I am typing a telephone conversation."

Communicative competence on the Internet has its supporters and detractors. The dictionary of Smileys by Sanderson (1993) allow users to put more expression into their message and help to reduce possible ambiguity in reading. Elmer-Dewitt (1994) while supporting our use at Paideia for collaborative dialogue and writing, is at the same time disgusted with the quality of prose on the Internet, which he feels is:

"sloppy, meandering, puerile, ungrammatical, poorly spelled, badly structured and at times virtually content free."

Elmer-Dewitt does however acknowledge that the Internet is a place where "written speech" is the norm and precise prose is out of place. Reid's (1994) Master's thesis about the social power structures of MOO's, looked at how non-verbal cues (emoting on a MOO) are "textualised".

Habermas would have MOO members think more critically about how culture, society and personality are integrated into their interrelationships. White would see the strategic, contextual and communicative ideas applied, and have the MOO members consider the implications of these ideas for ethics. Certainly I have to consider the ethics of MOO research where although the player may be anonymous as a guest or have an alias, as people we do retain a sense of privacy about our interactions.

A POT OF VERY MIXED AND SWIRLING MATTERS

It is here that we gain mastery of Habermas in relation to other thinkers, worthy of our investigation, listed below:

Durkheim
White
Mead
Weber
McCarthy
Braaten

CONTINUING WORK IN WHITE ON HABERMAS

Several observations come to mind before we start. Coming from a point of departure with a computer science perspective, I have discovered a wider interest in the theory of Communicative Action among others from Business Administration, Language and the modelling of business processes. The Language/ Action (L/A) perspective which is based on Searle's Speech Act theory, draws some debate from Habermas supporters. The L/A perspective is now common in information in information systems design. With any philosophical foundation, much real-life experience is needed before the competing communication models can converge.

Just as the National Science Foundation supports a multi-disciplinary project for scientists to use networked computers to work together on the same data in real-time, at Paideia we have established our own online "collaboratory". Paideia is a global collaboratory for the liberal and policy studies. In this way the Paideia degree contributes more real-life experience with the communication model development. Sims (1995) discusses an Eduscape where teachers create the choices and strategies and students take advantage of the conditions offered. The WWW/MOO dialogue and electronic publishing environment supports parts of the communicative action model by a "collaboratory" that includes discussion, interaction, adaptation and reflection upon knowledge. Such a collaboratory is built upon the Internet learner-centred framework which is affected by the development cycle:

INFORMATION
TECHNOLOGY

DEVELOPMENTAL PEDAGOGY
THINKING

OPEN LEARNING
STYLES

A lot of education projects are based upon an infusion of information technology, rather than upon increased development of communicative skills among students. Computer literacy and telematic proficiency in open learning seem to take a front seat. In the back seat, we find a collection of competencies that includes:

learning by doing with others;
contextualism;
constructivism;
dialogue;
communications skills;
portfolio building;
telelearning;
electronic publishing;
information management.

At the end of the education process, business is examining the outcome. The business rank for educational outcomes for information technology students is listed below:

Business Rank (1-6)
Communicative Competencies 1
Capacity to learn new procedures/skills 2
Capacity to make decisions and solve problems 3

Ability to apply knowledge to the workplace 4
Theoretical knowledge in professional field 5
Capacity to work with minimum supervision 6

At least White, Searle and Habermas could all take some satisfaction at the emphasis on communicative competencies.

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STRATEGIC/CONTEXTUAL versus COMMUNICATIVE MODELS

There are three contrasting ways that this debate can be investigated:

on your own with others to pursue questions
White Habermas
institutional learner-centred

Recent positions taken on the Gulf War or more recently, of the Oklahoma City bombing, contain a mixture of positions arrived at alone (monologically) and with others (discursively). The discursive position is followed by the MOO dialogue in the Paideia Meeting Room, with Scott and Aussie (see Chapter 7 MOO transcripts).

From Australia, I would not have considered the impact of the Viet Nam war and the gun laws existing under the USA constitution. The availability of constitutions online became a separate agenda topic for discussion at AussieMOO. The "ritual and myth of Capitalism" does have too much influence over topics such as sport and weather - globally.

THE PRESUPPOSITIONS OF ARGUMENTATION: SHARING A PATTERN

A lot of people try to justify what they do with easy excuses, as we often see in television interviews. Others will use distraction by changing the subject in a subtle way, that can catch the other person(s) off-guard. The rules for discourse are not followed closely by politicians. The assertion that:

"whoever engages in argumentation, must pre-suppose the validity of the discourse rules."

must be universally accepted by all participants. This is another important feature of our work at Paideia. Let us examine the rules for discourse:

1. "Each subject who is capable of speech and action is allowed to participate in discourses."
2. a) "Each is allowed to call into question any proposal."
b) "Each is allowed to introduce any proposal...."
c) "Each is allowed to express attitudes, wishes, needs."

3. No speaker ought to be hindered by compulsion - (whether arising from inside the discourse or outside it) - from making use of the rights secured under 1 and 2

and also examine the Rules for "pure communicative action":

1. "Prevent actors from taking up a discourse with hidden intentions or motives..."
2. "Any theoretical or practical claim can be called into question..."

The essence of this section is the examination of your own degree of moral development and interactive competencies, which are based upon your thoughts, judgement and the ability to:

"share the process with others with whom you intend to act. At Paideia, our serious conversations will then become the "seed bed" of our actions.

ETHICS AND AESTHETICS

White and Habermas examine the strategic contextual and communicative aspects and discursive interpretation of the demand for reciprocity by all participants. A set of communicative ethics are developed that can lead all participants to a certain way of thinking about the fair procedures that can be adopted for adjudicating normative claims. (White, p73)

Politics and political theory provides a challenge to the acceptance of communicative ethics. Our politicians do not always follow the theory, as most see little benefit in collaboration, as we do, at Paideia. I like the proposal by White and Habermas that:

"you be more like a lawyer"

I have a friend who has done just that. He has represented himself quite successfully in two cases, but White and Habermas see a wider role in the communicative models, for us all to speak jurisprudentially.

Finally, the work of White and Habermas can be seen upon reflection as the cornerstone of study at Paideia. Not only do we stress the Social Sciences and the competing communicative models in the business, political and economic systems that affect us all, but also we examine the root of the collaborative system of work at Paideia. We gain an insight into our own process and the use of e-mail, WWW and MOO as the tools for building the scaffold for studying the MA degree at Paideia. Paideia, in turn, has been a way to discover new perspectives in open learning or distance-independent learning (DIL), where there has been a misplaced concreteness in course delivery (at the expense of course participation).

Paideia has been a testing ground for new pedagogical methods and applied technology in higher education. Pedagogy and computer technology are quick to test and adopt new methods (eg constructivism and the Internet), but postgraduate study at Masters and Ph.D level remains universally

unmoved, as my research in the Lyceum Project indicates. Paideia is doing more than:

"moving boxes"

in this arena, and is extending the choice offered in the postgraduate menu. Paideia has a sound:

philosophical
sociological
pedagogical
technological

basis for acceptance at the Masters and Ph.D levels.

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SOCIAL SCIENCE LITERATURE REVIEW

On e of the interesting statements is attributed to Weber through the work of Rickert (1989):

"Weber was a specialist research,.... justifying methodically every step he took. Weber saw a deep chasm separating science from politics. Weber was dedicated to the theoretical conceptual basis of science:

'Anyone who wants visions should go to the cinema, and anyone who wants sermons should go to chapel' "

Rickert, H. (1989). Max Weber's View of Science in Lassman, P. and Irving, V. (eds) . Max Weber's Science as a Vocation. Unwin. London

Cosier (1977) provides a good overview of Karl Marx, Max Weber, Herbert Spencer, Emile Durkheim, Talcott Parsons, Sigmund Freud, The Frankfurt School of Sociology (Jurgen Habermas), C. Wright Mills, George Simmel, George Mead and Karl Mannheim and others.

Cosier, L. (1977). Masters of Sociological Thought (2nd ed) HBJ. San Diego

Roderick, R. (1986). Habermas and the Foundations of Critical Theory. St. Martin's Press. New York.

White, S.K. (1988). The recent work of Jurgen Habermas. Cambridge University Press. Melbourne.

Habermas, J. (1987) The Theory of Communicative Action. Vol. 1. Reason and Rationalization of Society, translated by Thomas McCarthy. Heineman. London.

Gane, M. (1988). On Durkheim's Rules of Sociological Method. Routledge. London.

White, S. K. (1991). Political Theory and Postmodernism. Cambridge University Press. Melbourne.

Seidman, S. and Wagner, D. G. (eds) (1993). Postmodernism and Social Theory: The Debate over General Theory. Blackwell. Cambridge. MA.

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ECOLOGY

INTRODUCTION

Biology, Computer Science and Ecology are providing new descriptions of the physical world together in the field of Complex Systems, where computer processing, simulations and modelling are used to represent complex systems, such as global warming. There is a trend in science from pure to applied. New courses in applied science and applied computing include strands on ecology and environmental science. This is quite evident in the undergraduate handbooks of many universities.

The four Natural Systems that interact as a single complex system, are described in the Paideia Study Guide for Ecology. The core of any natural system are its energy flow and its transformation cycles in establishing a sustainable, dynamic equilibrium over time. This excites the chemistry and physics students, who see biology and ecology as the macroworld expression of fundamental physics and chemistry at the molecular level.

Ehrlich and Roughgarden (1990) are listed as resources. Ehrlich has a sociologist's view of ecology and is a macroworld observer in the science of ecology. Rather than accumulate the knowledge using scientific method, his strength has been in interpretation, dialogue and in communicating the ecological principles at work.

INDIVIDUALS AND THE ENVIRONMENT

One of the ideas stated for discussion here, is the notion that there are limits to all of the changes that living organisms can endure. Flavin (1990) examines how each of us can contribute to slowing the Greenhouse Effect or Global warming of the planet. Energy flow and nutrient cycles such as the water, carbon dioxide and nitrogen are interrelated.

Kormondy, E. J. (1984). Concepts of Ecology. Prentice Hall. Englewood Cliffs NJ

Kormondy (1984) examines contemporary issues with individuals and the environment. Such a book was designed for readers with an undergraduate background, akin to:

"... students with some biology and chemistry, terminology is minimised and elementary mathematics is

used for quantitative aspects."

Chapter 6 of Kormondy (1984) is about Human Ecology, which requires discussion about our attitude towards the environment and the development of an "ethic for survival". One of the readings in this chapter is:

Nash, R. (1967). Wilderness and the American Mind. New Haven, CT, Yale University Press.

I was part of a research team in the Human Ecology Program at the Australian National University (ANU) during 1973-75. This 3-year pilot program was developed by the Research School of Social Sciences and involved three in-depth courses in Human Biology, Human Ecology and Human Adaptability (psychology). During the same period, the use of National Parks by off-road vehicles, was an issue. Part of our work was submitted to the Senate Select Committee on the Environmental Impact of Off-road vehicles. The forests around Canberra had been devastated by the indiscriminate use of trail bikes and recreational 4-wheel drive vehicles. Long term environmental changes were occurring in the Molonglo forest - soil erosion on forest fire trails by motor bikes, was attributed to an accident by fire workers driving a water tanker during an actual fire. The work of Kormondy describes this type of human activity as requiring us to re-think our place in nature, with strong links to the works of Habermas (1987) and Danto (1989).

POPULATIONS

Mutations are fundamental mechanisms of evolution, based upon the Theory of Natural Selection by Charles Darwin. The peppered-moth case study around Birmingham in England during the industrial revolution of the nineteenth century is discussed here. Ehrlich and Roughgarden (1990) give a firm theoretical base to the dynamics of populations, but I feel that the peppered-moth is a worthwhile illustration of the natural selection process at work:

Prior to the industrial revolution, the dominant colour of the moth was a motley off-white, which was camouflaged on the tree trunks of the wood. A black variety of the same moth was easily seen on the tree trunks, and eaten by predators (numerous bird species). In a short period of time, the trees had become covered with black soot from the chimney stacks of local factories. After some time, the newly-camouflaged black moth increased in numbers, and became the dominant colour. Meanwhile, the former camouflaged now became an east target for the same predators. This is a classic example of the relationship of population ecology to natural selection. Bird navigation, communication and migration patterns show that there is a need to integrate the ideas expressed by Ehrlich and Roughgarden, such as energy flow, nutrient cycles and population dynamics, into the study of any ecosystem and the associations of different populations in a community. Thought of a coral reef or a cave community can be expressed in sections on the organisation and distribution of communities.

SOCIAL INTERACTIONS

The notion that natural selection operates on both sexual and non-sexual social interaction is presented in the context that all behaviour contributes to the production and survival of offspring. This is where the sciences of sociology and ecology share a common origin. The study of the overcrowding effects in laboratory mice was part of the Human Ecology program, described earlier. Males and females would behave in such a way to insure the survival of all offspring until the population reached a threshold. When the population size exerted pressure, the mice behaviour changed. Mice exhibited anti-social behaviour such as cannibalism and developed different reproductive interests such as homosexual behaviour, when the male population exceeded the female population. After six months, an initial population of six mice increased to over four hundred.

POPULATION INTERACTIONS

Prey-predator and parasite-host interactions are quite interspecific.

Gause, G.F. (1934). The Struggle for Existence. Baltimore, Williams and Wilkins Co.

Gause studied the interactions of TWO ciliated protozoans:

Paramecium caudatum - eats yeast and bacteria
Didinium nasutum - eats paramecia

The results showed how oscillation cycles are fundamental to the mutual survival of both species. Mutualism and mimicry examples are commonplace. In the coral reef community, clown fish and poisonous sea anemones, mutually co-exist. The fish clean the sea anemone while it provides shelter from predators, for the clown fish. In a forest community, many larval insects display mimicry of a poisonous species to the likely predators.

ORGANISATION OF COMMUNITIES

The discussion idea that a diversity of life forms co-exist in states of dynamic equilibria, is exemplified by the Cave Community case study. Here is a classic food chain equilibrium set up WITHOUT photosynthetic producer organisms. Water flows through the cave and exhibits changes in the carbonate concentration levels, while bats live in a colony at the top of the cave. bat droppings form heaps of GUANO on the floor of the cave. This rich manure becomes the home of beetles which are part of the diet of frogs.

The Coral Reef community displays an array of coloured fish, protected from predators, by the coral reef. In comparison, open-sea dwelling fish species are all "silver-grey bullets" and are schooling as forms of protection against predators. Disturbance patterns can arise when the Crown-of-Thorns starfish infects the coral reef in plague proportions, destroying the coral habitat for other species.

Part of the complexity with the structure and function of communities is due to Intraspecific

Relationships. Populations are self-governing. Such patterns of self-adjustment is evident in mammal populations, such as mice. In mice experiments, the weight of adrenal, thymus and sex glands has been used as a measure of their function - as the endocrine systems responds to sociological factors in intraspecific competition. Similarly, territoriality [On Aggression by Konrad Lorenz] is a space-oriented behaviour, in which social organisation does appear to be significant in regulating the population level in some species such as the Australian black-backed magpie.

THE DISTRIBUTION OF COMMUNITIES

Ecological succession has been expressed across the planet. The study of biome distribution and climatic, geological patterns in aquatic and terrestrial ecosystems is full of cycles, but communities do display a degree of stability over certain time periods. The population of species shows a marked increase in numbers and diversity with decreasing latitude. While a certain species may be abundant in Alaska, there are more species prevalent in the tropics.

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SUSTAINABLE ENERGY SYSTEMS

Dovers (1994) edited a selection of papers examining the sustainable energy systems in Australia and the various pathways for energy reform. One particularly popular discussion surrounds measures to reduce greenhouse gas emissions, in an economically efficient manner. The Brundtland Report (World Commission on Environment and Development, 1987) describes a poignant strategy:

"A safe, environmentally sound and economically viable energy pathway that will sustain human progress into the distant future, is clearly imperative. It is also possible. But it will require new dimensions of political will and institutional cooperation to achieve it."

ECONOMIC POLICY INSTRUMENTS

This is a "graphic and timely reminder" that we are constantly choosing our future, according to Lowe (1994). Common (1994) also describes the economic policies for sustainable energy use and put forward a case for global carbon taxation designed to:

protect critical environmental resources and processes
encourage savings and investment
channel investment into projects which substitute for such critical environmental resources and processes
discourage population growth
promote intragenerational equity

The economics literature provides a choice of alternative policy instruments, including:
moral persuasion and quality control
publicity to generate social pressure on polluters
education of actual and potential sufferers
financing research on the environment
emissions taxation and input taxation
public waste treatment facilities

Obviously, considering which policy instrument to uses will raise other complex issues.

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ECOSYSTEMS, SUSTAINABILITY AND ECOLOGICAL LITERACY

The key idea for discussion in this section, is the disruption of natural ecosystems and how this has severe consequences for human populations. David Orr (1992) examines the problem of sustainability, which can draw people into certain patterns of behaviour - as a social trap; taking economic growth beyond the limits as an urge to dominate nature, and thus alter the human condition, as defined by philosophers.

Environmental issues reveal the human dependence on natural systems which are in turn, under stress from populations. The local ecosystem called the Murray-Darling river system is having major problems. Human activity such as agriculture, driven by the forces of economic growth and biodiversity, is increasing the soil salinity at an alarming rate. Some farm paddocks are soggy as the water table has risen and white salt patches can form. This is occurring in tandem with blue-green algae blooms in rivers and lakes, due to high phosphate levels. Heavy-metal pollution of water in Tasmania is affecting the quality of fish. Ozone depletion by chloro-fluorocarbons can be measured by the increased sales of sunscreens, hats and UV protecting sunglasses. Acid rain appears to be a northern hemisphere problem, but large cities like Sydney do produce toxic air pollution levels as well as sewage outfall problems on the local beaches.

GRASSROOTS PARTICIPATION

Orr's discussion on Place and Pedagogy and of an approach to education and sustainability is worth reflection. The learning scaffold at Paideia. Orr presents a syllabus for ECOLOGICAL LITERACY. It is here that education can augment the transition to a sustainable society and its implications for technology, politics, economics, social structures and values. The commitment to life by the student and teacher points the way to understanding and developing competence in thinking about natural systems. On pages 135-136, Orr has added an environmental sustainability focus to study in each of the following disciplines:

History, Ethics, Sociology, Political Science, Anthropology, Economics, Architecture, Biology/Agriculture, World Order, Natural History and Philosophy.

Orr also describes a deeper level of grassroots participation through testing of bioregional knowledge and connective education.

CONNECTIVE EDUCATION AND PAIDEIA

Connective education means substantially re-structuring the learning environment, as being done at Paideia University on the Internet. Compare the MA process at Paideia with the personal wholeness described by Lewis Mumford (1972) on page 187 of his book, where he says that the Greek concept of Paideia is:

"not merely a learning; it is a making and a shaping and man himself is the work of art that Paideia seeks to form".

Orr (p138) says that the goals of modern education, where knowledge is fractured into manageable pieces, stand in marked contrast to the aim of Paideia. Paideia is about:

"self transformation, personal wholeness and competence - a search for the 'divine center'."

The methods and outcomes of Paideia, as described in Orr, are listed here:

METHODS

1. Open dialogue, participation, experience.
2. Not segregated into places or time intervals during a brief segment of life
3. No distinction between learning and living
4. Life and Culture as the School

PARTICIPANT OUTCOMES

1. Mastery in the art of life
2. A person of physical and intellectual vitality
3. A person capable of performing different function with skill and grace.
4. A person with a wealth of interests and abilities.
5. A person informed by a large view of life.

Just as many people will come to embrace the ideals of Paideia, many will not feel comfortable or be challenged by the Connective Education paradigm - in the open learning methods of higher education, in particular., where other epistemological convictions are prevalent.

Mumford, L. (1972). The Transformation of Man. Harper Torchbooks, New York.

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POLITICS

Barber (1984) is viewing democracy in trouble, right back to its origin, where politics is described as "zookeeping". Democracy is an important feature in the cultural evolution of human, and Barber wishes to explore three Frames of Reference:

Frame 1 is the Preconceptual
Frame 2 is the Epistemological
Frame 3 is the Psychological

1 The Preconceptual: Newtonian Politics

The idea that we are looking for a ground for democracy when there is none - only the determination to go on together. This reflected is the style of numerous election campaigns in the USA and Australia, where policy, rhetoric, image, accountability and appeal are part of the pragmatism of today's political scene.

2 The Epistemological: Cartesian Politics

Barber and Habermas share some beliefs and the task here is to draw a relationship to Danto's basic concepts of philosophy. Danto (1990) examines the "causation representationalism" of our beliefs and of pragmatic truth. Danto (p153) discusses the externalist and internalist approaches to knowledge, in relation to the Cartesian Politics since the time of Descartes. Within the Epistemological frame, Danto says that externalism is not much help as a solution - only as a distraction by changing the subject (p154). It was Descartes who seeks to use special procedures to think our beliefs through to their cause, to their existence outside of ourselves and on to explaining why they are represented in the manner that we use.

Danto also discusses pragmatism and the pragmatic truth ideas of William James (p12), who once said of pragmatism:

"what works best in the way of leading us, what fits every part of life best."

3 The Psychological Frame: Apolitical Man

Chapter 4 of Barber's Strong Democracy discusses the notion that the difficulties of enduring of surviving the various political structures since the Renaissance period, has left many people wondering and feeling inclined from the whole process or even from the whole of society. This would appear to be the essence of the Apolitical Man, but it may still be better to "hang in" with each other.

In Australia, this phenomenon may be evident in the political climate of recent decades. Where only 2 or 3 political parties dominated, the rise of apolitical feeling, environmental/ecological issues, the march towards an Australian Republic, social and moral values have led to many new small-scale parties who need to "hang in". The Democrats, The Greens and Call to Australia are well known and capable of winning one or more Senate seats in Australia. The Shooters Party is also gaining momentum but the No Party Party, the Fried-green Tomatoes Party have not been heard from for a while.

THE POTENTIAL FOR PATHOLOGY

Chapter 5 examines the development and expression of political groups that have used the name of democracy, but nevertheless used its name. It is barber who says that this occurrence may be due to the limitations of democracy to express its difficulties. Racism seems to have a universal response, not unlike the difficulties of democracy. When confronted after uttering a racial slur, quite often the offender will claim:

"I'm no racist!"

Like a totalitarian leader, they are likely to get away with claims such as:

"This is democratic" and "I'm no racist!"

This may all contribute to the argument against Liberalism.

POLITICS AS A WAY OF THINKING

The argument for Citizenship begins with a look at the conditions of politics where Barber states on page 120 of his book called Strong Democracy, that such conditions are:

"a necessity for public opinion and thus for reasonable choice in the presence of conflict and in the absence of private or independent grounds for judgement."

Our thinking is moved towards synthesis and treatment and to much analysis and diagnosis.

A CONCEPTUAL FRAME

Strong Democracy resolves conflict in the absence of an independent ground through a participatory

process of ongoing, proximate self-regulation and the creation of a political community capable of transforming:

1. independent private individuals into free citizens, and
2. partial and private interests into public goods

(See Barber, p151)

At this point there is a chance to build my own conceptual frame, using Barber's frame. He uses six key points to define five types of democracy. The problem for a non-neutral state in a postmodern mode, is to counteract the imbalances of the liberal market and bureaucratic state. In the postmodern perspective, democratic and decentralised enterprises can provide a response to the problems concerned with justice. Part of Heidegger's legacy for postmodernism is discussed in White (1991b) as understanding the radical democracies in western societies.

CITIZENSHIP AND PARTICIPATION

Participation is fundamental to citizenship and to all group processes in a social organisation (and indeed to our work in the Paideia MA). barber illustrates the NINE functions of strong democratic talk as:

1. Articulation of interests - bargaining and exchange
2. Persuasion
3. Agenda setting
4. Exploring mutuality
5. Affiliation and affection
6. Maintaining autonomy
7. Witness and self-expression
8. Reformation and reconceptualisation
9. Community-building as creation of public interest

Such functions help to develop common goods and active citizens, such as the "Keep Australia Beautiful Council Case Study. Decision-making with common action as common work and common-doing, is evident in the "Keep Australia Beautiful campaign", where previously ugly industrial estates, are now landscape marvels in every participating town across Australia. The problem is that politicians do not actively participate in the program of their own initiative, beyond the legislative process or the television interview. Newspolls in Australia are constantly revealing that the credibility level of federal politicians with the Australian public is near the bottom with journalists and used car salespeople!

Bureaucratic practices of public servants help to transform British comedies such as "Yes Minister", into documentaries of practices. A change of government does NOT lead to a change in such practices. The mass media and commercial attraction can engineer and re-engineer beliefs in the political psyche. Sensitivity in this regard has led to limits on cross-ownership laws by media magnates.

CITIZENSHIP AND COMMUNITY

In Chapter 9, Barber proposes thirty categories on Citizen and Community, which are now proposed as useful "Points-of-Departure" on the continuing role of participation in developing the democratic state. The attraction toward aspects of representative and unitary democracy is worth pursuing. In Australia, the democratic structure has been perturbed by adoption of the USA-style of Presidential campaign activity and the slow transformation towards a republic - an identity decision for a society which has changed from the colonial state to the multi-cultural state.

THE REAL PRESENT

Barber is less doctrinal today than when he wrote Strong Democracy. As a result of the list of nine options for citizens, and an expression of his own thoughts on participation and community, the list has grown. As democratic ideas evolve, various external factors cause change, particularly about the realities of representative democracy and the promise of technology. I remember the Viet Nam conflict being described as the first "television war", and that the more recent Gulf War was described as the "state-of-the-art" in televised warfare.

Everyone needs to realise the need for a strategy for contribution and participation, as proposed by Barber. Too often, many external factors compete for our time and resources, causing a loss of potential and an "escape from responsibility".

It is at this point that the Paideia MA process and the Lyceum Project, share a common perspective in re-shaping and re-discovering university level, open learning methods by using the promise of technology. The Paideia MA is an important case study for the Lyceum Project, using the naturalistic inquiry method of the enthnographist researcher, and testing out the promise of MOO conferencing and electronic publishing power of the World-Wide Web. Indeed, participation is the "pass-key" for democracy, Paideia and the Lyceum Project.

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ECONOMICS

This is a study of economics, important in an Australian context, and useful to the reader as a Reference Guide to economic thought and debate in Australia and in the wider global economy. The main textbook to be used is:

Heilbroner, R. L. and Galbraith, J. K. (1990). The Economic Problem. Prentice-Hall, Englewood Cliffs, NJ.

Heilbroner and Galbraith (1990) explain economies in five main parts:

The Economic Background
Some Basic Economics
Macroeconomics
Microeconomics
The Rest of the World

THE ECONOMIC BACKGROUND

The elements of capitalism, industrial revolution, effects of unleashing technology and the political intervention provide a useful point of departure to study the great Economists from the days of Adam Smith, Karl Marx and John Keynes. Capitalism is closely linked to forms of parliamentary democracy, meshed with technology in our economic and social lives. While Marx's theory was deeply involved with the class struggle, Keynes touted the idea of a "mixed economy" where government plays an important role.

Adam Smith's Invisible Hand idea is still prevalent where the market system transforms the selfish individual drive to make money, into a coordinated mechanism for social provisioning - something that Marx viewed as unstable. Keynes has paved the way for his "mixed economy" which is found in all capitalist systems today.

Jevon and Walras established the view of Marginalist Economics and turned away from the focus on growth and class struggle, towards a study of human interactions among individuals. Economics is always self-auditing, but the ruling paradigm is a mixture of Marginalist and Keynesian ideas as the

basis of micro and macro economic reform.

THE GENERAL DIMENSIONS OF THE ECONOMY

The four general dimensions that are identified include:
Big business
Small business
Household income
Size of government sectors

In addition it is useful to examine the PRIVATE SECTOR and the PUBLIC SECTOR, often used by economists when discussion involves political outfall. The private sector is made up of households and firms, driven by desire for income or wealth. The public sector (including political parties) is driven by the aims and ambitions of people in political life, comprising local, state and federal bodies in Australia. The largest collection of households is the workforce, represented by unions which, like corporations, are both small and large. Many firms offer employees corporation shares instead of wage rises because of the following advantages:
Shareholders are not personally liable for debts
Share stock are easier to sell, than partnership shares
Dividend entitlements
Bonds can be issued with a printed stated value and lower risks.

This gives rise to the Stock Exchange as the organised marketplace for exchanging shares.

TRENDS

The long term growth pattern of the Gross National Product (GNP) is a major trend studied globally. Real GNP is uncorrected for inflation. Nominal GNP is corrected by inflation figures. It is often interesting to look at the stable trend of the ratio of government spending to GNP, in times when terms like Deficit and Surplus ring loud upon the Australian political agenda. It is a fine line between a blow-out in the budget in either direction, a balancing act [similar to education dealing with new technology and learning paradigms] for the macroeconomy.

ECONOMIC SCIENCE

Economists say that the reason for their existence is the production and distribution of wealth, where nature and technology work together to enforce TWO important constraints:
The Law of Diminishing Returns which places a limit to the output from any input.
The Law of Increasing Costs which places a limit to maximising behaviour since not all resources can be utilised efficiently to a given end.

SUPPLY AND DEMAND

Supply and Demand curves can be used to determine the equilibrium price of a pair of shoes, but demand still remains the main idea, even when prices rise and fall due to shifts in supply and demand. The Reebok Shoe Company is a useful case study to consider. Advances in information technology and computer networks enabled the company to book factory time in SE Asia and to lock out competitors during the design stage of a shoe. This gave the company the edge in the marketplace and increased global sales of their sports shoe range.

Economists disagree like scientists and philosophers, but such action is part of the nature of economics. Graph, equations and functional relationships are essential tools such as the quantity demanded is a function of price:

$$Qd = f(P)$$

Still one does need to be wary of fallacies in thinking.

MACROECONOMICS

Macroeconomics provides a total output perspective, rather than behaviour in the marketplace. However buying the National product on a grand scale, involves three separate streams in the economy, according to Heilbroner and Galbraith:

1. Factor Costs - wages, salaries, interest payments which go to households as consumption costs
2. Indirect taxes - added by governments as an expense of production on public goods and services.
3. Depreciation Costs - to business firms as replacement investment.

Since all costs are someone's income or receipt, there is no transition to expenditure. The sum of incomes or receipts is one way to measure GNP. A circular flow economy can re-purchase its own production and insulate itself against "boom or bust", but has no growth.

GROWTH OF SUPPLY AND DEMAND

Growth is the central trend of macroeconomics and is derived from increases in the quantity or quality of labour and capital. Research and Development activities provide improvement by technology, but changes in the quality of labour are hard to measure. Quality assurance and enterprise bargaining methods seek to improve and reward the quality of labour.

As government seeks to increase national savings, other sectors must increase spending to offset the gap - selling more stocks and bonds that attract savings. Household consumption, savings and income changes can also exert pressure on GNP. Business investment, however, can exert more pressure on GNP through new investment creating income - leading to a multiplier effect, that is dependent on the degree to which the original change in investment is re-spent.

Interest rates start to have an influence over the level of investment spending, but are also a guide to profitability.

PUBLIC SPENDING, DEFICITS, MONEY AND BANKS

Politicians are always conscious of size of the deficit and the debt in billions of dollars. This is because deficits are a key tool in fiscal policy and can stimulate the economy when a government chooses to budget for a deficit where expenditure is deliberately set above taxation levels. The mechanics of government deficit spending is very similar to that of business investment spending - the economics of filling a demand gap.

Deficit dangers include:

1. Crowding Out effects: where business curtails investment.
2. Inflation: as a substitute for taxation in "servicing the debt"
3. Foreign debt: borrowing savings from treasury bonds

Attempts to increase savings without boosting income, leads to the Paradox of thrift, where a chain of actions to increase savings causes an actual reduction. Leakages and Injections determine the equilibrium level and associated multiplier effects.

It is interesting to note here that the supply of money is the cash in the hands of the public (and not the cash in bank vaults) and the cheque deposits. Banks use the process of successively re-lending money when opening deposits for borrowers - to expand the money supply. Banks can also use excess reserves to buy bonds, which also increases the money supply. The Reserve Bank of Australia buys, sells and sets rates for foreign exchange and change discount rates at which banks can borrow, buy and sell government bonds. Printed money is not actually money until it passes into the hands of the public and gold is more of a traditional or symbolic value. It is here that Keynes differentiated the financial uses of money from their transactional uses. Monetary policy is another source of debate used by Australian politicians when the topic suits the purpose at the time.

INFLATION

Inflation causes damaging costs which are usually political, with cumulative tendencies through the unemployment-inflation relationship, market instability and recession.

MICROECONOMICS

The market mechanism for buying and selling activity contain a production loop and a distribution loop. The production loop is a flow of services to the consumer and the distribution loop is a circuit of money payments in the opposite direction. Market dynamics reveal an elasticity of prices and a substitution

demand between a necessity and luxury, behind elasticity, as low of economic life.

OPERATING A COMPETITIVE FIRM

An entrepreneurial function is the key to an economic profit, where the marginal revenue is greater than its marginal cost. Most marginal costs develop a U-shaped graph where the point of maximum profit is sought. At Paideia, the entrepreneurial function has been used to expand the development of a university on the Internet, where personal development IS the profit. Fixed and variable costs, the law of diminishing returns are all used to describe change in profitability using mathematical functions, graphs and tables.

OPERATING A BIG BUSINESS

Big business competition moves towards establishing a monopoly or oligopoly, but can also cause some social costs. Some oligopolies go multinational to avoid concentration, such as General Motors and Ford. In Australia, there is much tension as pay TV cable networks establish an oligopoly which will see a lot of television product, such as sport, migrate away from the free-to-air TV. Already in 1995, the games of Rugby League and Rugby Union have been carved up and re-packaged as a meal for pay TV - without any regard to loyal fans and aspiring young players.

TAXATION AND SPENDING

Public sector, with taxation and government expenditure and private sector involvement are both necessary. The taxation system is always under review to close loopholes and inequities. various models of a consumption tax exist. New Zealand and Switzerland have similar goods and services taxes, but in Australia, the voters rejected such change in the 1993 general election.
Is there such a thing as a fair tax?

MARKET POWER AND INCOME DISTRIBUTION

"Big business is more technologically advantaged than small business". I think that this trend is changing. The mobile phone has given small business a boost in communications and the potential for using the Internet in advertising will help to give more market power across the region, across the country and across the world.

Economic justice is hard for minority groups, women and the long-term unemployed and is a relative factor. Unemployment has a highly differential impact on the rate and level of poverty. Certainly poverty in New York differs from poverty in New Delhi. Heilbroner and Galbraith conclude with a reflective look at the study of economics and the problem of democracy [in the way of Habermas, White and Barber, perhaps] by stating:

"The problem then, is how the citizen is to find a place for his or her individuality in the midst of so

much organisation; how he or she is to express his or her voice in the direction of affairs, when so much bureaucratic management is inescapable; how he or she is to participate in a world whose technological structure calls for ever more order and coordination."

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DEMOCRACIES AND THEIR ECONOMIES

Herman Daly and John Cobb Jr. won the New Options, Best Political Book of 1989 with their book titled: For the Common Good. The book is also sub-titled as "Redirecting the Economy toward Community, the Environment and a Sustainable Future. Hence such a book fits snugly into our study for the MA at Paideia.

"Words ought to be a little wild, for they are the assault of thoughts upon the unthinking."
J. M. Keynes

THE FALLACY OF MISPLACED CONCRETENESS

It was interesting to note that the economist and the theologian authors share a common ecological concern and influence of Alfred North Whitehead, who once said:

"Knowledge is like fish, it does not keep for long"

as well as describing knowledge organised into academic disciplines - the "fallacy of misplaced concreteness". The place of economics, which has aligned with physics rather than with biology or history, would have limitations wherever its place. Sigmond, Begehot and Whitehead defined fallacy as:

"Neglecting the degree of abstraction involved when an actual entity is considered merely so far as it exemplifies certain categories of thought." (p36)

Recognising this fallacy for community which has been abstracted from, in economics - hence misplaced concreteness is the essence of this section of our work.

MISPLACED CONCRETENESS

This is studied under four chapters:

The Market
Measuring Economic Success
"Home economicus"

Land

The section on Measuring Economic Success shows that the GNP still does not give a true measure, which is sustainable and may be an abstraction to the real situation. temperature, blood pressure and pulse rate are more accurate indicators of the economist. Such accuracy is needed for the economy.

"Homo economicus" (a new species evolving at the stock exchange or tax office!) abstracts from human feelings and the expression of concrete actions to the problem at hand. Features include lack of concern for others, indifference to position in society, extreme individualism, lack of envy or pain in defeat by competitors.

Such abstractions as the market, GNP and "Homo economicus" can powerfully shape the economy, whereas Chapter 5 on the "Land" or natural environment has its economic wing called agriculture. The historical view reveals how this aspect is stamped in our culture, and is seen as a crucial factor by Daly and Cobb, since many resources in the natural environment are non-renewable on which our destiny rides.

FROM ACADEMIC DISCIPLINE TO THOUGHT IN SERVICE OF COMMUNITY

Economics has been defined as a successful academic discipline that has led to the development of new deductive methods, where we can now embark on a journey to examine society to see the expected outcomes - expected or not.

Ingoing beyond disciplinolatry, the hegemony of academic disciplines in higher education is discussed, leading to a resultant that is the "information age", which contains little comprehension of the real condition. Daly and Cobb add that one of the main limitations of the academic disciplines in contributing to wisdom, is the desire to achieve "value neutrality" or status quo. Furthermore that this will discourage the solution process of human problems.

In overcoming disciplinolatry, Daly and Cobb focus on some real world problems from specific geographical regions, from the works of Power, Bunker, Fearnside, Goodland and Irwin, as found on page 133. Such examples transcend the economic concepts into our wider arena for thought at Paideia.

FROM CHREMATISTICS TO OIKONOMIA

The contrast presented here is stark! Chrematistics is a short term grab for wealth against oikonomia for the long term benefit of the economic community. The academic discipline is oriented towards the former, whereas the latter is the essence of the work by Daly and Cobb, in attempting to connect the reader to a new economic reality, under the paradigm of an integrated study of economics, public policy, social ethics and philosophy.

Indeed the work of Daly and Cobb provides an excellent lead into Danto's "Connections to the World",

when considering the public and private sectors of the economy. The public sector values success and efficiency above profit and views the market from the community perspective, whereas the private sector tends to abstract from the community perspective, by seeking unlimited growth.

FROM INDIVIDUALISM TO PERSON IN COMMUNITY

The line of reasoning converges with Barber and Habermas, from the earlier study into communicative action and strong democracy. The current economic theory is based on self-interested behaviour assumed to be individualism, which shows up in many third-world countries and serve to:

"weaken existing patterns of social relationships" (p163)

"Homo economicus" as person-in-community, can exist for the roles of consumer and worker, as an ideal. The definition of community is called into question, but Daly and Cobb hope that the pluralistic communities that exist, will become less restrictive and enable the individual to grow further.

FROM COSMOPOLITANISM TO COMMUNITIES OF COMMUNITIES

Dialogue and consensus are important as the study of economics flows into a cross-disciplinary political focus. The various political proposals are considered. The local neighbourhood, being developed on the GrassRoots MOO by Bob Zenhausern, is far removed from the political and economic power, as expressed in the larger community. Certainly participation in small group dialogue has more hope of reaching a democratic consensus than the wider dialogues, than one witness in the parliament or the boardroom.

Daly and Cobb provide examples of the European Economic Community (EEC) as a model where decentralisation of the economic and political power of each member nation, would be a significant step in the right direction for a sustainable future. In contrast, the Kurds in Turkey, Iraq and Iran are pushing for increased autonomy and a sense of identity.

FROM MATTER AND RENT TO ENERGY AND BIOSPHERE

Our perspective is further broadened by examining a range of views, some of which already met in our study at Paideia. By combining the work of Aristotle on nature, the second law of thermodynamics on entropy (the tendency to randomness or disorder), Stavrionis's sense of human history, Ehrlich's ecological balance, Habermas's view of society and the fund-flow model of Nicholas Georgesc-Roegen's The Entropy Law and the Economic Process (1971), we arrive at a dualism in relation to the Biosphere and Land Economics. It is the hope of Daly and Cobb, that the reader see evidence of a new biospheric consciousness in many parts of contemporary society.

POLICIES FOR COMMUNITY

Daly and Cobb in seeking to re-direct the economy in the light of the new "biospheric consciousness" look at the questions that arise in relation to debate over:

Free trade vs Community
Population
Land use
Agriculture
Industry
Labour
Income policies and Taxes

The tension between individualism and person-in-community is an undercurrent, especially in relation to population issues, and a review of the work already done with the Sustainable Society theme. The chapter on the transition from World domination to National security seems to suffer some loss of impact due to the events since the book was written in 1989.

FREE TRADE VS COMMUNITY

There is a focus upon the restoration of balancing trade figures and reducing the level of International finance and increasing export figures and developing niche industries such as tourism or selling fresh orange juice to the elite hotels of South East Asia - NOT all of the community or environment benefits.

POPULATION, LAND USE AND AGRICULTURE

Examine the change in Australia over the last 300 years. Aboriginal tribes living in equilibrium with the environment, already had an economy directed towards community, the environment and a sustainable future until the European land invasion of 1788. Through periods of immigration from Europe and Asia, Australia is now a multicultural society, seeking reconciliation with the Aboriginal people. Health, education and social status present enormous hurdles today.

Land care involves issues of soil salinity, erosion and a preservation of the Australian landscape through environmental protection laws which limit actions such as uranium mining. Biodiversity and sustainable agricultural methods are showing how slow society has been to adopt the sustainable methods of the first Australians.

INDUSTRY AND LABOUR

Occupational health and safety laws are quite forceful in Australian industry. Labour trade unions which are embracing enterprise bargaining, regional decentralisation and unemployment programs are having some limited success on environmental pressure in larger urban centres. Worker participation in management and the offer of shares or increased superannuation benefits, all help to increase national savings. This is part of what Daly and Cobb refer to as the:

"Rehumanisation of work"

Full employment does still remain an ideal state.

INCOME POLICIES AND TAXES

Policies and taxes at the federal, state and local government levels, can be part of a useful scheme (a surprising weapon!) for the sustainable society. Daly and Cobb propose some taxing initiatives:

pollution tax;
auctioning of depletion quotas (severance tax).

These are aimed at limiting the use of non-renewable resources like uranium. Their tax proposals are pro-business and against the accumulation of private wealth, in the belief that a healthy community requires healthy business, a narrowing of the gap between the poor and the wealthy, by using such tools as gift and inheritance taxes, in order to slow down the pace of growing richer. Such a process of "limited inequality" is not new and dates back to the biblical times of the ancient Hebrews.

THE POSSIBLE STEPS IN GETTING THERE

Moving the dialogue across to the political agenda is the difficult task in re-directing the economy for the sake of the whole biosphere. One possible first step involves each citizen developing a point of view which can be used to develop a strategy, from which affirmative action cab be expressed. I see it this way as a personal matrix for "getting there".

PERSONAL
POINT OF VIEW STRATEGY AFFIRMATIVE ACTION
POLITICAL
ECONOMIC
ENVIRONMENT

The personal point of view or consciousness can be influenced by consulting the index of sustainable economic welfare (see Appendix of Daly and Cobb) as part of the first step in recognising that something is wrong. Secondly comes a recognition that all problems are interconnected and have a common source. The third step is the recognition that we have choice of providing the kind of future for our descendants:

something is wrong
interconnected problems with a common source
choice of the type of future

University reform, consensus for interdisciplinary centres is part of the Daly-Cobb agenda for a bottom-up society of local and small communities, with an urgent need for change in policies at the federal level. Such change will require much discussion in the mainstream of economic and political argument.

THE RELIGIOUS VISION

The candour of Daly and Cobb reveals that "getting there" will be a religious event. The religious vision is one of the alternative biospheric visions, that the authors present as evidence to the existence of multiple biospheric perspectives. This gives rise to the notion, through the themes of the arts, history, ecology, philosophy, that through our enriched economic and political consensus:

"we are all in this together."

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WESTERN PHILOSOPHICAL PERSPECTIVE (Danto)

Danto (1989) describes the basic cognitive episode as composed of 3 components and 3 relationships:
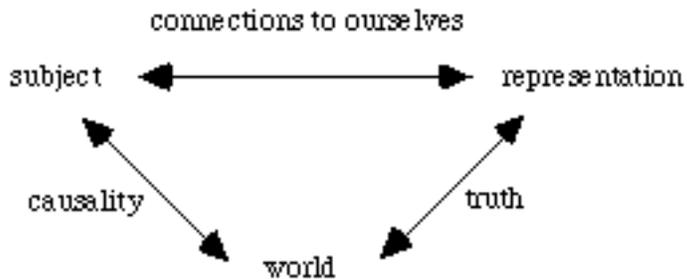
Danto's view has been strongly influenced by the work of Descartes, leading to our connections to the world as "philosophy in a nutshell".

FORMULATING MY OWN (WESTERN) PHILOSOPHICAL POSITION

The Paideia Study Guide presents a challenging outcome here for participants. In formulating our philosophical position, we are asked to write down what comes to mind when we encounter the words examining:

"self": real and virtual - how I see me, how others see me, actual self
"representations": causality, connections, truth, feeling part of the world
"world": accepts expressive actions of the self and representations
"their relations": the connections on living and non-living parts to the world

in accordance with Danto's view of the basic cognitive episode. This exercise will assist us in "getting there" (from Daly and Cobb) by examining personal aspects of:

1. The beginning position
2. Connecting what I know
3. A totalistic vision of what I know

4. Limitations and uncertainty
5. Entertaining ideas about mental state
6. Representational beings
7. Causation and Spirit

THE SINGULARITY OF PHILOSOPHICAL THOUGHT

PHILOSOPHY AND ITS HISTORY

For 2600 years, since the early times in India and Greece, people have critically examined their knowledge and understanding about the world. My own immediate impression to what philosophy is as the root cognitive platform of understanding that is expressed through thought, deeds and actions. The philosophical base is used to guide personal development of our view of the world, the biosphere and our role as a citizen. A basic philosophy is used as the root or model for action and understanding in the arts, history, ecology and in the way we react to the work of Daly and Cobb. It is the root level directive to our actions.

THE CHARACTER OF PHILOSOPHICAL PROBLEMS

"A philosophical explanation must be one that explains the whole world as a whole."

VIEW OF THE WORLD AS A WHOLE (EXTERNAL, INTERNAL)

Several perspectives: cosmic, biosphere and community, but since it has to be viewed as a "whole", the cosmic view dominates. A nursery for life and rare jewel in the cosmic crown. The biosphere view sees the brain and chemical/electrical synapses responsible for thought, reasoning, decision and memory - this is my internal view of the metaphysical and religious state of the world.

Danto recounts the work of several philosophers of which Alan Turing and the human-machine output view, used in computer science. is now depicted as a philosopher.

TWO SORTS OF ILLUSION

The Indian and Greek approaches to appearances and reality, present a fundamental distinction in philosophical thought, in regard to two sorts of illusion: Illusion and Reality.

The Indian claim is that : " experience as a whole is illusion"
The Greek (Socrates) claim is a metaphor:

"the whole experienced world of sense, is but a shadow cast by the real world, grasped through the intellect."

PHILOSOPHICAL KINDS AND PHILOSOPHY AS PATHOLOGY

Plato was one of the first to grasp the structures of philosophical thought and is put in contrast with the Hindu belief in reincarnation. While the two agendas may differ, at times they seem to be in parallel when comparing philosophical matters. Consider Danto's final sentence in Chapter 4. (p19):

"This is why philosophy is always beginning and why all beginnings seem alike."

Danto describes the present century as being marked by anti-philosophic philosophies which dissect and discredit it totally, crying out about the death of philosophy. Wittgenstein's comment:

"that philosophy begins when language goes on holiday."

was aimed at getting philosophies to re-enter and examine ordinary language, which can frame all the answers to sensible questions. We are encouraged to study not only the pragmatism and practice of outstanding people but also their philosophy - this what I call their "root directive" in life.

WITTGENSTEIN AND PLATO: INSIDE AND OUTSIDE THE WORLD

Wittgenstein felt that the problem was that the philosopher did not contemplate "the logic of our language" where philosophy is an activity and not a theory, hence the development of Analytical Philosophy. On the other hand, Plato describes the image of the human condition as "being imprisoned in a cave" with illusions all around. The "inside" experience presupposes the "outside" experience which is not accessible in the metaphor domains (Chapter 7). Inside and outside the world begs the question about the possible incoherence that exists in philosophy. its rejection, and the despair of the relationship between philosophy and science.

THE INTELLIGIBILITY OF THE WORLD

Cosmological representation is the theme that Danto uses as a thread for discussion, against Wittgenstein's view of facts over Plato's view of forms. This will lead to Danto's view that reality could be anything at all and we could perceive any way at all, depending on our own representations. Danto's is trying to force the distinction between science and philosophy, through a detailed discussion about cosmology, as an attempt to determine the intelligibility of the world.

THE STRUCTURES OF PHILOSOPHICAL THOUGHT

Danto describes how the relationship of Plato and Wittgenstein constantly recur in philosophy, along with the influence of Descartes. Danto states that philosophy is about the effort to:

"understand the relationship between subjects, representations and reality" (p40)

and that:

"knowing ourselves and the world we inhabit, to be infinitely richer than any philosophy may have for us."

EXAMINING A BEGINNING PHILOSOPHICAL POSITION

As a starting point on this journey, we re-examine Danto's view of doing philosophy as:

"examining self, its representations, the world and their relations."

It is here that we use Danto's work and the work of many philosophers like Plato, Wittgenstein and Descartes to begin a longitudinal study of own philosophical position.

VEHICLES OF UNDERSTANDING

The main point of this chapter occurs when Danto explains the vehicles of understanding as representations, a term consistently until the end of the book. We can build a list at Paideia that starts with the artistic metaphors, historical narratives and scientific hypotheses, public policies, critical reviews and problem definition as vehicles of understanding. This can now be combined with Danto's examples of propositions, pictures, names, signs, ideas, appearances, impressions, concepts and images.

VERIFICATION

Wittgenstein has influenced the amount of attention given to the matter of verification, which has a historical development. Danto discusses the view that propositions are held true if they can be verified by observations - a basic tenet in research and learning. This approach has now relaxed as increased moral propositions have re-entered the arena of philosophical discussion.

FEELING AND MEANING

Danto discusses how feeling and emotions have no "cognitive weight" and the positivists model of verification.

"The language of ethics had only emotive meaning but no cognitive meaning at all"

Non-cognitivism has a long history in ethical theory and is an attempt to admit moral types of proposition into full participation in logical dialogue. Danto is of the opinion that it is at best thin and at worst deceptive, using various arguments. He will ultimately admit such material, but on a different basis. It is part of the theses advanced by the positivists who are doing more than just analysing language.

METAETHICAL CONTROVERSY

"Cognitivism, in moral philosophy, is the view that there are real moral propositions - propositions that are true or false and even verifiable against experience - and that it is possible to have moral knowledge." (p67)

"...we do not study ethics simply for the sake of knowledge, but in order to become good ourselves."

While the study and practice of morality has an internal relationship in us all, ethical discourse is considered a poor example in addressing the questions of understanding and meaning, while philosophically important to stress.

TWO VIEWS OF LANGUAGE

The metaethical controversy has seized two views of moral language. Danto states that the use theory is diversionary, but does have a sociolinguistic relevance. The non-cognitivist and the institutionalist battle over such philosophical ground. The use of X and Y in the argument in Danto's case is a reminder to the declarative processes in the logic computer programming language called Prolog.

This is an example of connecting to my own basis of understanding, as has happened on several occasions in the MA participation process at Paideia.

CONNECTING WHAT YOU KNOW

The box (matrix) framework is used at Paideia for defining models and as an aid to reflective work. Here it is used to help connect up to the basis of our own understanding.

What do you know? What don't you know?
Liberal Studies
The Sciences
The Arts
History
Policy Studies
Politics
Economics

Hypothesis building over the past 500 years has resulted in the vast accumulation of reliable knowledge. 100 years ago, Science, History and Geography were all taught as a single course in Natural History, but today, Science has many subjects as entities such as Physics, Chemistry or Marine biology. As we move from pure to applied courses, we can reflect upon the stock of knowledge and our own image of what we know.

The simple and compound dictionaries show how terminology can dominate some aspects of language today and Danto stresses the importance of simple ideas:

"the crucial vocabulary for the basic proposition is the basic or simple terms of the foundations of understanding."

DEFINITION AND DIALECTIC

Danto expresses the problem through logical extrusion of examples from science, Plato, Socrates and Cephalus. Socrates and Cephalus employed the method of "finding counterinstances" as a powerful tool in philosophy and in legal debates, as an attempt at a definition of justice.

ANALYTIC, SYNTHETIC, A PRIORI, A POSTERIORI

from Socrates and Cephalus, we turn to help from Kant and his equation where the right-hand-side is not "thought", but is the sum of 5 and 7.

$$7 + 5 = 12$$

Kant insists that this equation is "synthetic a priori" and provides a model for philosophical proportions. The equation is contrasted with the thought:

"all bachelors are mature unmarried males"

which is not analytical, as nothing extra is brought out of the subject "bachelor" by its predicate. Analytical propositions are " explicative" where the thought of the predicate is already in the subject. Synthetic propositions are "ampliative" where the predicate adds somethings to the subject.

Philosophy, according to Kant, is identifying the a priori structures of the mind.

TOTALISTIC VISION OF WHAT YOU KNOW

Danto just about says it all:

"the meaning of an experience is a product of the location of the experience in a body of belief and the entire system, once more, functions totalistically. The distinction between analytical and the synthetic propositions, hence the distinction between matters of fact and matters of meaning - or between a priori and a posteriori knowledge - itself being to give way under these considerations." (p115)

"... an organic model, which treats the system of beliefs that defines a stage of human knowledge, as an instrument for the organisation of experience..."

"... the distinction between moral knowledge and the language of descriptions weakens..."

"This model (the axiom system of Euclid) ... has eroded away in recent times under the onslaught of a whole new way of thinking..."

In a study of Geometry and Reality, the work of Kepler is treated in detail, as geometry no longer is a useful model of how our total knowledge appears. The French " bricolege" is the patchwork quilt of culture. The advent of non-Euclidean geometry changed the dream. Once again, the same framework is used to evoke various representations of the totalistic vision of what I know.

KNOWLEDGE

Knowledge is cast in our representations of all the different modes - science, history and the arts.

THE ANALYSIS OF KNOWLEDGE - DOUBT, DREAM AND DEMON

Danto presents a model of knowledge with three components and three relationships, as in the preface to the book.
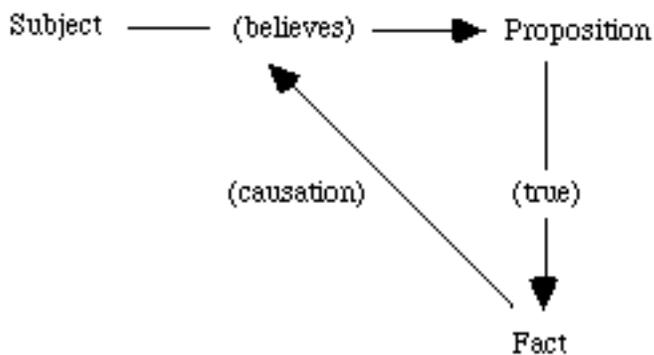
When all the relationships are satisfied, then there is knowledge, but this can be hard to determine in all causal situations.

"If it is knowledge, it should be somehow guaranteed by the structure of reality and our relationship to it."

Descartes' search for the foundations for knowledge by rationally doubting propositions, so that:

"that intense limitations (our) investigations have revealed"

THINKING AND CERTAINTY

ens cogitans - a thinking being, meditations and Descartes are discussed where the truth may be presupposed by the sort of meditation, in Descartes. Terms where:

"I am always thinking" whether the brain is in a vat or dreaming stone, according to Danto, the theory of knowledge is a large part philosophy.

INTERNALISM AND EXTERNALISM

The internalist, externalist are examined to find the former extremely instructive and the latter of little or no help to the classical epistemologist. It is like a boxing match with Descartes in one corner, quietly meditating between rounds.

THE ONTOLOGICAL ARGUMENT

Descartes world of experiences in which he imagines himself in search of an idea - GOD. A special volume in a library metaphor is used by Danto to examine Descartes reasoning, which follows the famous argument known as the Ontological Argument - piece of medieval philosophy invented by Saint Anslem (p157). As the argument goes, if something can be defined, it must exist. Danto observes that this may be comforting, but not convincing - a flaw exists.

THE NOTION OF EXISTENCE

It is Kant that recognised the flaw in the Ontological argument, by stating that existence is not a property that must always form part of the concept of an object. The "Unicorn" argument is used as a test case. The Ontological Argument"

"fails through a grammatical mirage, in which existence is misperceived as a property." (pp165-166)

This takes Descartes back to the start as the connection established between understanding, knowledge and reality is broken.

REPRESENTATIONALISM AND IDEALISM

Subject —— (perceives) ——▶ Idea

(causes)   (resembles)

Object
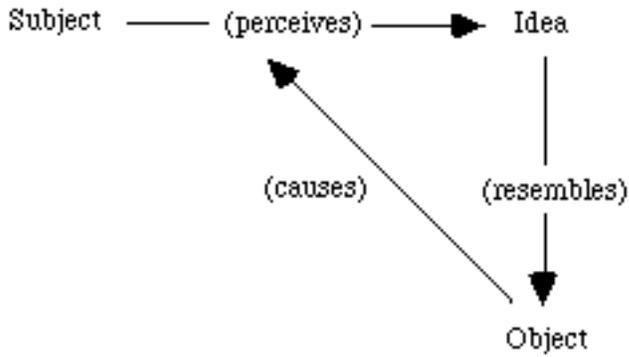
The diagram illustrates the Representationalist theory of cognition, developed from Descartes' searching ideas, and it found in certain scientific theories or models such as the case of colour perception and the reflection or refraction of photons of light. Discussion is also focused upon the philosophy of Anglican Bishop, George Berkeley, whose theory of Idealism suggest that only two kinds of things exist:

Ideas - as objects of consciousness
Consciousness - as the spirit

Reflection upon: "wide swings we have making", the goodness of God, the Ontological argument, the positivists, the epistemologists and Plato's ideas as abstract forms, underlies a deep "defect in philosophy", according to Danto where we seem to never have the kind of problem situations that "make philosophy possible". (p175)

IDEALISM, REALISM AND PHENOMENALISM

IDEALISM

Subject —— (perceives) ——▶ Appearance

REALISM

Subject

Object
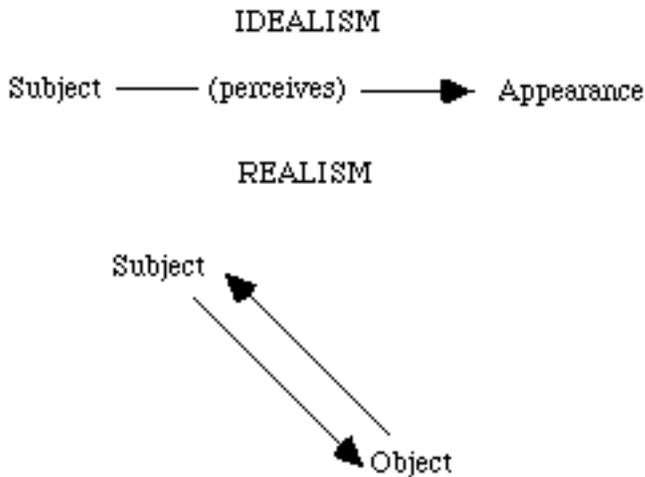
The realist is introduced where a "God's eye view" of the real world is taken. Kant as a representationalist, may accept the realist's position, but the externalist and internalist positions are called into question. Hume's minimalist thesis is a concise attempt at the representationalist's scheme in accepting the existence of self or spirit in comparison to the external object = X. The trail now leads into a contemporary version of idealism, using the synonym of phenomenalism as a new kind of empiricism.

Danto asks whether the rivals of phenomenalism are any better-off in coming to terms with getting closer to God. This seems to require a deconstruction of my thoughts at this stage.

MATTER, THE WORLD AND PHILOSOPHIES OF KNOWLEDGE

The concept of matter in the real world is examined using some interesting examples from physics - Wittgenstein piece of rope with twisted fibres held together by the: friction of fibre against fibre = strength and the Michelson-Morley experiment:

"You cannot break your foot on an idea"

COHERENCE AND REALITY

Danto's observation that coherence may serve as a criterion of reality, where coherence is defined as of reality, is aided by considering illusions such as the bending of a straight stick when immersed in water (a fundamental properties of light experiment from my high school teaching days). A coherent picture is constructed and is shown to be accepted by the wide divergence of philosophies as "the criterion of the real".

REALITY AND RATIONALITY

Danto says that:

"whichever view we take of perception, whether idealist or representationalist or realist, our procedures must be the same." (p202)

The outcome, then is a prediction

"which does not discriminate among the philosophies of knowledge." (p203)

THE WORLD

SUBSTANCE

Philosophy, like a small child hypothesising about the world, is influenced by very early decisions about the structure of the world. There is a need for us to think in a more fruitful manner, than that way introduced to the notion of substance. Consider the 17th century artefact of the concept of substance - the Mind-Body problem. Upon reflection, once again, of chemistry teaching days, there seem to be some relationship to the early chemical theory called the Phlogiston theory. Phlogiston, in the days before Lavoisier, was considered to be the substance in all matter that would escape when something was burnt. Lavoisier's work on the role of oxygen in combustion, changed that thinking.

THE MIND-BODY PROBLEM

The past formulations and resolutions of this problem, does help us now. This is held true by the parallelism theories of the Mind-Body, which suggests two different substances.

"mental states being states of bodies, at least bodies like ours."

According to the theory of Epiphenomenalism, the mind cannot cause anything to happen, since causation only flows from one physical event to another or from one physical event to a mental event, but this now appears to forfeit the principles of substance - a Dead End.

Parallelism has the view that there are a set of parallel events in the two independent substances, which cannot interact, except by divine intervention of God - hence a version of parallelism called Occasionalism. Some aspect of the mind-body problem are discussed and remain just as compelling to consider.

PERSONS

Persons "know" through both bodily states, like anger, and through mental states like "I realise I am angry". The two ways of knowing need not preclude one another and both help us understand mind.

BEHAVIOURISM AND FUNCTIONALISM

The new theories of mental structure provided by computer science are providing a great stimulus. Artificial Intelligence, Neural Networks and Parallel distributed processing provide elegant theories about what takes place in the brain. Behaviourism is a theory of learning which maintains that human action responds to stimuli that is also modified by the realisation that we operate on the basis of our internal representations. Consider the world chess champions, who regularly computer mental skills with a supercomputer. Here, the hardware and software may be a mimic or a thinking machine, yet the chess champion can and does still win a share of games. Why does a human have to always be the champion? Why can't the computer win a prize for coming first or second? I will answer this with another classic question about the Miss Universe beauty contest: Why does an earthling always win? Is it because the Martians never arrive on time?

Functionalism enables philosophers to treat the mind as an abstraction from any knowledge of the brain. If we consider the computer again, then functionalism maintains that human action occurs on the basis of the functional characterisation of the process involved, irrespective of how those processes may be structured - the hardware and software. Natural language processing, robotic vision control systems, image processing and the development of voice input systems reveal that:

"there is already the sense that something far more complex takes place in brains than in even quite

advanced machines." (p233)

NEUROPHILOSOPHY

Physics, Chemistry, Biology and Psychology are scientific fields involved with Neuroscience and the study of neurons and behaviour. Neurophilosophers share the view that we are a material pattern of neural states which can be attributed to beliefs, desires and moods etc, but the question of mind and body and how we are human, still remains.

INTENTIONALITY AND REPRESENTATIONAL MATERIALISM

The intentionality of mental states is exemplified by studying sentences such as:

"Clark Kent is a weakling"

where Danto describes the materialist premise that has escaped philosophers due to a study in abstraction from:

"the question of what sort of reality sentences have" (p246)

Representational materialism describes two kinds of matter in the universe as that which representational and that which is not. Danto concludes with:

"The important insight of representational materialism is that we are built on the principles of text, of words made flesh, and that a complex trade-off must be made between what a sentence means in the text of one's life and what it means as such ....of how the texts of our lives have been written" (p248)

REPRESENTATIONAL BEINGS

In "Theaetetus", Socrates described his model of the mind as a piece of wax on which the world will leave its marks, both clear and blurred images of the world. As representational beings or "ens representans" we use gauges as perceptual instruments which are not self-conscious, but do represent various states such as an empty fuel tank. Danto uses the schematic approach to illustrate the cause or effect in an array of four episodes of representational entities, and at one stage describes the modality of action where:

"we modify the world to conform to our representations of it, if we can." (p254)

CAUSAL ANALYSIS

The concept of causality is described in simple terms, using the "A causes B" experience and an episode

of type 4 where the cause and effect of the state is not relevantly representational eg:

billiard ball moving when hit by another
glass pane breaking when hit by a rock

as causal episodes.

Hume used the repeated associations of representations to explain causality and giving rise to an expectation, however his shift towards scientific method, meant that the expectation is:

"no longer a form of psychological anticipation" (p262)

MENTAL CAUSATION

The use of association is strong, where a person believes "P" because he/she believes "Q". The cause and effect may nor be connected logically but "only externally conjoined". Association can easily be interpreted as deduction but can be the externally conjoined cause and effect factor. Induction, computation and learned logic should also be explored in this "little understood territory", but Danto point out that the causal episodes involving representations, show the mind moving on two tracks simultaneously:

1. a logical track
2. a causal track

Track 1 is a logical transformation of:

"sentences into sentences... for only sentences, after all, bear truth values." (p267)

Track 2 is not part of Hume's work on the mind, so Danto use the task of understanding a simple narrative to show the "structures of thought", have a rich textual density that is rarely understood by philosophers and psychologists.

THE REALM OF THE SPIRIT

"We understand one another in our uniqueness."

Some key words to consider with their German labels:

Explanation Erklaren
Understanding Verstehen
Natural sciences Naturwissen schaften

Human sciences Geisteswissen schaften

When Danto says that the existence of human beings has no causal laws or explanations, a kind of understanding is available, despite the difference between the Naturwissen schaften and the Geisteswissen schaften.

The realm of the spirit is the domain of what:

"Hegel fittingly called spirit in contrast to nature: the area of politics, law, morality, religion, art, culture and philosophy itself."

THE JOURNEY METAPHOR REVISITED

At the end of my portfolio notes, but a new journey begins, heralded by a new and enriched philosophical basis, that I did not have at any other point in my journey with the MA at Paideia, as doing philosophy has involved closely examining self, its representations, the world and their relations:

```
SUBJECT——— belief/intent ——— REPRESENTATIONS
              Understanding        Knowledge
                                   Truth




evidence/ ——————— cause ——————— THE WORLD
action
```
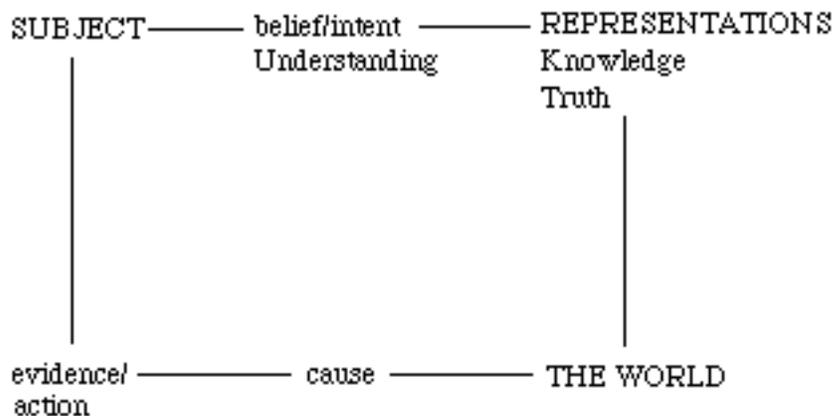
Danto leaves his readers and participants at Paideia, well prepared for reflection on the explored territory of philosophy. The other side of the boundary is the dark and difficult "terra incognita" for philosophical understanding, but it is a:

"realm of spirit that we exist as human beings."

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Beyond the WEB and the MOO in education

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Keywords:

dialogue, education, hypermedia, Just-in-Time Open learning, meeting place, MOO (multiuser domain, object-oriented), post-modern, research, spacial organisation, support, technology, tutorial, WOO transport protocol (WTP), World-Wide-Web (WEB) or (WWW), written conversation, virtual reality (VR).

Abstract

This paper describes our recent experience and reflection over the crafted dialogue and shared association experienced when using WWW and AussieMOO (the Virtual Classroom and the Social Hub at Charles Sturt University), for conferences and course participation at Paideia. Virtual reality (VR) tools such as WWW and MOO, taking the post-modern approach, are just other forms of reality, about which many feel uneasy. VR can be considered as one of several modes of perceiving reality. The discussion of this global distance learning initiative and research is in three acts:

🟢 **Act 1: How we got HERE**

🟢 **Act 2: HERE we are**

🟢 **Act 3: THERE we go**

A year ago at the first World Wide Web conference in Geneva (WWW94), Malcolm McAfee and Ken Eustace presented papers at the Teaching and Learning on the WEB workshop. The authors now examine their research development over this time period. The content of this paper reflects upon a year

of association with Paideia and Charles Sturt University (CSU), and our experience with the 'state of the art'. A qualitative extrapolation about the future implications for education with an immediate path and an incremental path to follow is discussed. Educators follow both paths all the time, each path contributing to the other. The empirical discoveries we have made over the 12-month association, raise some current research questions. AussieMOO was our meeting place, where this paper was created using the communication style of the written conversation. The development of this paper itself is indicative of the role of CSCW (Computer Supported Cooperative Work) in documenting research on the WEB and the MOO. There is a contrast in styles between Charles Sturt University and its institutional, top-down approach to distance learning versus the more participative, horizontal image at Paideia. Malcolm McAfee and Ken Eustace embarked on a journey, one year ago, to develop the on-line resources for the virtual classroom at Charles Sturt University and for Paideia, a university on the Internet offering Bachelor, Masters level degrees in Liberal and Policy Studies, as well as a Ph.D for more advanced work. This paper discusses the use of the WEB and the MOO for course delivery and participation; reflects upon their experiences with their association for learning and research; discusses the future implications and raises some research questions about immediate and incremental paths for education, at all levels, to follow.

This abstract is located at the following URL:

/research/sda/Papers/webmoo.html

Click here to get the full paper

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Malcolm McAfee has a Ph. D (Sociology) from Yale, and is a Research Associate (Dutch Studies) at the University of California (Berkeley) . He has worked extensively over a long career in computing and alternative education at several tertiary institutions such as Davidson, Stanford and California State University. He has worked on a variety of computing platforms including the 7090, 360, 1401, SDS940, and pdp8, as well as embracing the world of microcomputers (including the early Timex, TRS80, Commodore and his favourite XT). Malcolm now uses Sun and Macintosh computers, has put up one of first World Wide Web servers at Berkeley and in Europe and has done national work with computers and educational research, including the first University Without Walls that was a stand alone venture, and started **Paideia** (Greek for: an ideal state of education and culture) with GlobalNet Associates, a university on the Internet which offers a 51-week Masters course in Liberal studies on the Internet.

For the last year, Malcolm has been working with Ken Eustace and Geoff Fellows from the School of

Information Studies at Charles Sturt University, on the use of the Web and MOO in education and in the development of Paideia.

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Ken Eustace

Ken Eustace has a background in science and computer education, teaches a range of information technology subjects and is a founding member of the Internet Special Projects Group (ISPG), in the School of Information Studies at Charles Sturt University. Mr Eustace has experience in the use of computer-mediated communications (CMC) with undergraduate and postgraduate subjects by internal and distance learning modes. His research interests include interactive computer networking methods in education and business, distributed/collaborative learning environments, hypermedia, electronic publishing and technology transfer for improved methods in university teaching, learning and research.

Mr Eustace was part of an international workshop on teaching and learning on the World-Wide-Web (WWW) at CERN in 1994. He has been part of an international dialogue with Paideia, a university on the Internet, for over twelve months, using WWW and MOO resources. Ken has designed the virtual classroom environment on AussieMOO. Mr Eustace is a member of the Australian Council for Computers in Education (MACCE), the Australian Society for Computers in Learning in Tertiary Eductaion (ASCILITE) and the New South Wales Computer Education Group (NSWCEG).

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Beyond the WEB and the MOO in education

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Abstract

This paper describes our recent experience and reflection over the crafted dialogue and shared association experienced when using WWW and AussieMOO (the Virtual Classroom and the Social Hub at Charles Sturt University), for conferences and course participation at Paideia. Virtual reality (VR) tools such as WWW and MOO, taking the post-modern approach, are just other forms of reality, about which many feel uneasy. VR can be considered as one of several modes of perceiving reality. The discussion of this global distance learning initiative and research is in three acts:

● **Act 1: How we got HERE**

● **Act 2: HERE we are**

● **Act 3: THERE we go**

A year ago at the first World Wide Web conference in Geneva (WWW94), Malcolm McAfee and Ken Eustace presented papers at the Teaching and Learning on the WEB workshop. The authors now examine their research development over this time period. The content of this paper reflects upon a year of association with Paideia and Charles Sturt University (CSU), and our experience with the 'state of the art'. A qualitative extrapolation about the future implications for education with an immediate path and an incremental path to follow is discussed. Educators follow both paths all the time, each path contributing to the other. The empirical discoveries we have made over the 12-month association, raise some current research questions. AussieMOO was our meeting place, where this paper was created using the communication style of the written conversation. The development of this paper itself is indicative of the role of CSCW (Computer Supported Cooperative Work) in documenting research on the WEB and the MOO. There is a contrast in styles between Charles Sturt University and its institutional, top-down approach to distance learning versus the more participative, horizontal image at Paideia. Malcolm McAfee and Ken Eustace embarked on a journey, one year ago, to develop the on-line resources for the virtual classroom at Charles Sturt University and for Paideia, a university on the Internet offering Bachelor, Masters level degrees in Liberal and Policy Studies, as well as a Ph.D for more advanced work. This paper discusses the use of the WEB

and the MOO for course delivery and participation; reflects upon their experiences with their association for learning and research; discusses the future implications and raises some research questions about immediate and incremental paths for education, at all levels, to follow.

Act 1: How we got HERE

The Timelessness of the Internet

In computing, we don't do anything new, we just re-name all the old stuff

-Grace Hopper

In ancient Greece, the philosophers Socrates, Plato and Aristotle were famous teachers of their time, who taught in the street, the marketplace or the gymnasium and who sought to create a Paideia or ideal state of education and culture (McAfee, 1995). It was Aristotle who built the Lyceum school outside the walls of Athens in 335 BC., where students received physical training and listened to lectures. Today, many educators would agree that learning is enhanced by use of the media of the time. In ancient Greece, Plato's famous dialogues recorded many teacher-student interactions and may be regarded as part of the media of their time with the gymnasium or Lyceum as an ancient agora or meeting place (Anderson, 1994). Educational technology has changed the face of teaching over the centuries with the Internet and hypermedia leading the way beyond the year 2000, but the capacity for use of the dialogue has remained constant in teaching. The ability to talk back and add to the dialogue empowers the student to link any knowledge to their own learning context.

A Year with Paideia

Paideia (McAfee 1994), proposed three modes of knowledge that the Web has been particularly appropriate for up to date:

1) Emerging knowledge

How do our sources of new knowledge generate our new metaphors and narratives in the arts and history, our new hypotheses in the social and natural sciences and our new policies in politics and economics?

How do they also affect our perspectives, whether liberal-conservative, traditional > modern> postmodern, religious-secular, East/West, North/South, rich-poor? eg. movie reviews as of the Cannes Festival, shots of a star (astronomical, that is) being born, reports on what to do next about the Old Yugoslavia and on and on. We are there with CNN and we are there with the Internet, via the Web.

2) Existing knowledge

How do we enter libraries, galleries, laboratories, conference rooms and then the documents and images themselves, to have an "all-at-once" image of what our species, in relation to all of the other species and our planet/

universe home are up to, have been up to and may be up to in foreseeable and unforeseeable futures? eg. Directories, gophers, ftp's and then labeled, threaded, linked, indexed, mapped images of every sort from text to the wildest music and visual image. We are there with every scholar and creative spirit that has lived. We distinguish "virtual" and "just" phone and fax and face-to-face - it is all real and most remarkable.

2) Relevant knowledge

How do we decide what we know we know, how we came to know it and what we intend to do about it eg We can be later day Social Darwinists and act as if some mystic force is unveiling the future and we need not worry about our accountability for that future. We can be so spiritual about other realms that we do not see ourselves as creators of realities beyond our selves. We can give ourselves permission to be overwhelmed and then just retreat and hide or let someone else act on our behalf.

We can heed Max Weber's advice early in the century--

it is an immensely moving thing when a person, no matter how young or old in years, assumes the responsibility for his [her] own actions...

Act 2: HERE we are

From May, 1994 to June, 1995, the authors have been on opposite sides of the world. Each has had to adjust to working across time zones and each has been working with colleagues and they have also been working together. A number of others, like Scott Sherman, Dimitri Dimitroyannis, Geoff Fellows and James Jessiman have joined their common effort with e-mail, IRC conferencing, the WEB and the MOO.

The authors and their colleagues on four continents began with the three kinds of knowledge on the Web, through 3 groups using the Web and finally the Web and MOO, to local users of Web/MOO systems, to a Pacific NorthWest trip and becoming school #M1140 registered in British Columbia, to online conferences, first with IRC and then moving to MOO, to working with the Web and MOO together, as if they are about to become Hot Java systems, as seamless for us and our needs as enquiring scholars . The framework that was used at Geneva, in May 1994, assumed this education pattern of a box with two legs in Figure 1. Metaphors, narratives, hypotheses and policies are also part of the box with two legs model.

```
       Portfolio _____ Knowledge
                 |                                |
                 |                                |
                 |                                |
                 |                                |
                 |                                |
                 |                                |
                 |                                |
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                 |                                |
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                 |                                |
                 |                                |
```

```
       Dialogue _____ Sources of Knowledge
       Themes                            Opportunities for action


          Perspectives          Mastery
```
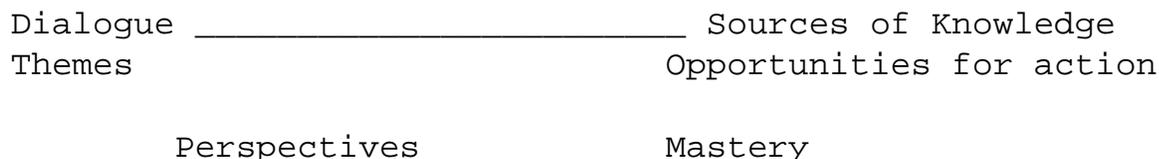
Figure 1. Framework Axes for Paideia at May 1994: the 'box with two legs' model.

The 'box model' symbolises the clockwise process of building knowledge and the counterclockwise process of using knowledge. Perspectives and mastery as a different plane separate from that process.

In May 1994, the concern at Paideia was with 1) emerging knowledge, being viewed as a Sources>Dialogue>Portfolio>Knowledge process; 2) existing knowledge, as being the Knowledge/ Perspective axis; and 3) relevant knowledge, being the Portfolio/Sources-Opportunities/Mastery axis.

In June 1995, Paideia sees the Web as unique to the Perspective/Knowledge axis /the MOO unique to the Dialogue--Sources/opportunities axis. The user's task is to use his or her portfolio/Sources-Opportunities/Mastery axis to optimum advantage. Incidentally, the Paideia BA is thought to be focused one axis, while the MA is focused on another axis and the Ph.D is focused on the Sources/Opportunity reference, as it results in the system changing because of the 'contributions to knowledge' of Ph.D students.

From Geneva to Perth

During the same period of time since the Geneva conference, Ken Eustace has been doing research on the socially-acceptable virtual classroom, which integrates on-line tutorial discussion and conferencing using IRC, on-line information searching and retrieval and hypermedia learning tools with WWW, and a social and educational MOO (AussieMOO) as a virtual meeting place or learning centre. A most important feature of the Internet is its support for human interaction and of knowledge creation. This research is now very closely aligned with the developments at Paideia, and the work of George Duckett with the GENII Project (Duckett, 1994) and the Virtual Online University (VOU).

The Internet is a meeting place for learning and the use of the dialogue, which is fundamental to the development of a virtual classroom model for the Internet Lyceum. Such a model must also become socially acceptable to the community of learners and be able to provide support beyond the basic learning resources that are found on the Internet. It must also allow students to have the freedom to pursue their interests and academic curiosity with others.

Internet services such as the World Wide Web, Internet Relay Chat and MOO servers are at the core of any support for human interaction among a community of learners on the Internet, so that the social and affective domains of learning (Lipman, 1991) can be explored and developed. The use of dialogue and the journey metaphor, where student identify their points of departure and their destination explicitly, are a key part of the modern Paideia, a virtual university on the Internet. IRC, WWW and a social and educational MOO at Charles Sturt University called AussieMOO are the fundamental units of this virtual learning and research centre.

New ways to Communicate

The new on-line activities and the associated communications styles can be grouped into six main categories

(Figure 2.) Most of these activities have been used by the School of Information Studies at CSU, beginning with the text mode interfaces, since 1986. It is has been the advent of electronic publishing and high bandwidth applications, that has seen the most change in the 1990's.

```
Messaging: bulletin boards, electronic mail (e-mail), netnews
Realtime conferencing: IRC, MOO, video conferencing  (CU-SeeMe)
Publishing: using WWW for hypermedia courseware, reporting and journals
File transfers
On-line Research
On-line transactions
```

Figure 2. Categories of On-line activity

Pedagogical Issues

The various tools of the Internet have the capacity to add a dynamic environment to the different learning paradigms that exist with computers in education, in particular to distance learners. The World-Wide-Web has become well established by various Internet course providers in the role of administration and courseware delivery. In a natural extension to the WEB, the use of Internet Relay Chat (IRC) and social virtual reality tools like MUD's (Multi-user Domain) and MOO's (object-oriented MUD) is becoming popular. They provide an intelligent learning environment through user interaction with microworlds, simulation, problem solving and programming environments. MOO's in particular, are quite a challenge and require a deeper level application of a learning model by the teacher/programmer than the use of more straightforward information servers. Bates (1994) describes the following conditions for learning in the 21st century:

Learners will need to access, combine and transmit audio, video, text and data as necessary. If we take this as the design requirement, there is then a need to build systems that support this form of learning, both for formal and informal learning.

IRC in education

Internet Relay Chat (IRC) is often referred to as the text-based CB radio of the Internet, using nickname prompts for all users connected by an IRC client program to an IRC server such as those at the Centre for Language Teaching and Research, located at the University of Queensland. IRC is very useful with small group tutorials of five or six participants (Eustace, Poon and Fellows, 1993), as larger numbers make it hard to follow the thread of the on-line discussion. Feedback from distance education students at CSU, using IRC for subject tutorials in computing, has shown that such technology can help to reduce the isolation felt by learning at a distance and also support the idea that people learn well from contact with others. The following extract (Figure 3.) is from the early IRC tutorial with computing students scattered across South Eastern Australia, from Brisbane to Hobart:

```
> Did anyone read about the article on page 25 of the Australian
 Not yet
 goin too
 Sorry I am reading Morning Herald
 *I didn't read it
 I am afraid not me..
```

```
 I  didn't. I need a clue.
> which said that spending on mainframes jumped 9 points this quarter...
*** Mode change "+o billd" on channel #csu by gelf
 I can't rad
 ken: only get the barriar daily truth out here!
 Kene which article the one about the mainframes or the new recruit to +csu
 I've got the article here now
 quick - type it in for us
 How fast can you type? :-)
 JJ, go on type it for us
 You lazy so-and-so
 how big is it???
 *yes type it
```

Figure 3. Extract of an on-line tutorial session using IRC

It is a good example of how the Internet has moved beyond the networking of machines towards helping to establish the networking of people (Eustace, 1994). Note how the medium in Figure 3. has created a social setting for a serious topic. At Paideia, IRC has been the backbone of regular on-line conferences since May 1994, but since March 1995, the conferences have shifted to using AussieMOO, an experimental MOO which is fast establishing itself as a social and educational MOO.

MUD's, MOO's and MUSE

MUD's originated as a multi-user games environment called multi-user dungeons (Curtis and Nichols, 1993). The lambda MOO object-oriented programming language developed by Pavel Curtis (Curtis, 1993) has added a programmable environment for user interaction. The MOO has led to a new activity called Mooing. Some educators have recognised how important these services can be as a learning environment by linking them to the WWW. MUSE's (multi-user simulated environment) derived from text-based adventure games such as Zork. MicroMuse is a located at MIT's Artificial Intelligence Lab and features a Science Exploratorium, Mathematica exhibit and a Mission to Mars among its many features. A MUSE goes beyond a MOO by encouraging a sense of community as the users collaborate to build their own world. A MicroMuse connection is done by using the telnet program, as shown in Figure 4.

```
telnet musenet.bbn.com
login: guest (no password required)

connect guest
```

Figure 4. MicroMuse connection using Telnet

Lorraine (in McCloy, 1995) is one of the mentors at MicroMuse states that the advantage of interacting with these virtual reality tools includes an increased language arts skill, greater confidence, creativity, improved social skills, assertiveness and conflict resolution skills.

Act 3: THERE we go

Creating a Virtual Classroom

A definition about using a MOO came to the authors on one occasion:

MOOing: it is like playing lemmings, sim city and zork in text mode

AussieMOO was developed originally at CSU by Geoff Fellows (System Administrator) and James Fellows (ArchWizard of AussieMOO). Ken Eustace has devised the plans for the Virtual Classroom structure and the AussieMOO wizard called SunWiz has been the main builder. The AussieMOO welcome at the time of writing appears in Figure 5.

```
|||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||

                    >>>>>> AUSSIE MOO <<<<<<

YES, it's a *BRAND NEW MOO*, so please enjoy your stay here!
It's rather bare, but growing steadily. It contains sectioned themes also.

if you wish to connect as a guest, simply type; co guest
Else just type; co

         * There are a set of rules, upon connecting, type; rules

If you have any other problems, the archwizard will be happy to solve it for
you, e-mail at;  Aussie@Meriadoc.riv.csu.edu.au

|||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||
connect guest
*** Connected ***
Welcome To AussieMOO
AussieMOO is divided into to main sections.  The Virtual Classroom and the
Social Hub.
The Virtual Classroom is an educational centre of sorts.  There will be
several demonstration programs among it several functions.
The Social hub ...
You see The Tale of AussieMOO and THE RULES( read rules ) here.
Obvious exits:
   CrossPoint to Crosspoint Centre (#150)
   VirtualClassroom to The Virtual Classroom (#301)
Last connected Thu Jun  8 22:02:45 1995 EST from zac.riv.csu.edu.au
There are new news items for you to read.  Please type "news" to get a
summary.
Your answering machine has faithfully kept watch while you were away.
--- Fri Jun  9 00:24:44 1995 EST ---
You sense that Paideia is looking for you in Paideia Meeting Room.
He pages, "i am here"
```

Figure 5. The AussieMOO Welcome Screen

The FredNet MOO is an excellent MOO for the K-12 education community (Bartorillo, 1995) and offers excellent tutorials and MOO training courses by Cindy Bartorillo and a team of wizards. The Welcome screen, with ASCII text diagram is shown below in Figure 6.

```
         --------------------
        |  /^-^\ Balt.+/\  |           FredNet MOO      fred.net 8888
        |/       \_* DC/  \ |__
                  \_  |    |  |        Frederick, Maryland, USA
                   \/       \_|


Registered FredNet MOO callers login:   connect

>>>>>> New Here?  Login with:    connect guest

Once on the MOO, type HELP @REQUEST for instructions on how to get
an account.

Some callers here are working; some are relaxing.  Every visitor is
expected to behave politely and respect the rights of others.

     The FredNet MOO Web Page:  http://fred.net/cindy/moo.html


connect guest
*** Connected ***
Visitor Center

    /~~[F]ictional~~~~[M]OO Towns:~~~~~~~[LIB]rary:  (Help Room)
   /      Worlds         small & large               \ (Generics)
  /                                                    \(Tutorials)
 /                                                       \
 @QUIT                                          [C]onvention
 <---               Visitor Center                Center -->
                                                        __
  \                                                    /
   \                                                  /
    \                                                /
     \___[R]esidential_____[S]chool District_____/

You see Graffiti Wall, SIGN (Help Wanted), and JohnDoe#2 here.
Last connected Tue May 16 08:41:22 1995 EDT from annex1_port8.riv.csu.edu.au
You have new mail (1 message).  Type 'help mail' for info on reading it.
There is new activity on the following list:
    *General (#199)                        42 new messages
Hold your meetings in our full-featured Meeting Room (#406)
```

Figure 6. The FredNet MOO Welcome Screen

Interaction on a MOO using a style of written conversation, invokes the thought process. One such thought came upon the authors as they created this paper on AussieMOO, the social hub and educational MOO at Charles Sturt University. Malcolm McAfee (aka Paideia) and Ken Eustace (aka Hopper) discovered that the development of this paper made one feel as a playwright, creating a play with three acts, especially since each researcher has a character to play on the MOO. Scott Sherman, a Paideia associate, had this dialogue in Figure 7., with Paideia on AussieMOO recently:

```
Scott says, "kyle asked me now if i was writing a letter.  i said, no, i'm
writing a telephone conversation"
Scott says, "he wanted to know how i could dot that...."
Paideia says, "exactly.  I had a similar talk with Marcella.  It is hard to
visualise this being inside a communication system."
```

Figure 7. Scott and Paideia dialogue on AussieMOO

This type of experience is typical of the learning environment of a MOO and also one of its many fascinations for on-line educators who manage to perceive the significance to the learning environment. The work at the Virtual Online University (VOU), Diversity University and the Global Netwide Academy show the variance possible within various MOO environments.

Future implications

This is a qualitative extrapolation about the future implications for education with an immediate path and a incremental path to follow. Three main approaches of educational philosophy (Rumble, 1992) in the management of distance learning systems are shown in Figure 8.

```
1 institution-centred model: to maximise efficiency and effectiveness of the
learning process

2 learner-centred model: which considers independent study, the value of
workplace or existing learning, provision of flexible pathways and the
learner as a consumer.

3 community action learning model: using trained facilitators (MOO Wizards)
```

Figure 8. The main types of distance learning systems

The use of the WEB and the MOO is likely to see the move away from the institution-centred model, towards a combination of the others two models listed by Greville Rumble.

Technology changes

Prior to the wide acceptance and use of the Internet and its new interactive technology, computer-mediated

communications was a costly in terms of time, organisation and human resource development. However the development of WWW, IRC, MOO and desktop video conferencing services on the Internet, available on increasing bandwidths (MBONE) and accessed by SLIP, have precipitated a change to these costly limiting factors.

The WEB and the MOO

It is the linking of a MOO to the WWW that has been the common focus of our work. The link can be via a set of WWW pages as educational support for the MOO or may involve modifying a MOO so that it can also function as a World Wide Web server.

In such as WEB/MOO interface, pages that have been pre-written by MOO users, or generated on the fly by MOO programs, can be served. A good example of this WEB plus MOO (WOO) interface development is at http://sensemedia.net/sprawl/ (Epstein, 1994a). At this site, ChibaMOO allows some objects to be viewed using a WEB client, such as Mosaic or Netscape. Some of the objects on ChibaMOO have a hypertext property (.htext) or verb (:htext). At AussieMOO, current work is underway to extend the MOO objects in the Virtual Classroom by copying some HTML into any object's .htext attribute, so that it can be viewed via the WEB, or program an objects :htext verb so that it can be capable of returning dynamically-generated HTML. This has been made possible by the use of the WOO transport protocol (WTP). Objects without .htext descriptions have their default .description wrapped in a standard HTML form and are visible with no additional programming. DMUMOO is another example of a MOO with Web integration at http://orbis.cms.dmu.ac.uk:7777/

Beyond the WEB and the MOO

VRML is VIRTUAL REALITY MODELLING LANGUAGE which defines the standard for a 3-D format which would allow DISTRIBUTED VIRTUAL REALITY to users of World-Wide Web browsers. Viewing and interacting with computer generated 3-D models, scenes and virtual "worlds". The most distinctive attribute of VRML, as described by the WAXWEB site and David Blair, is recorded in Figure 9.

that 3-D VRML objects can have hyperlinks attached to their different parts. Users can move around 3-D VRML scenes, clicking objects or parts of objects, to either "travel" to new 3-D scenes, or load other types of data (from hypertext to video) into their World Wide Web browser...

Figure 9. The distinctive feature of VRML

Hot Java

The New York Times for June 8, 1995 announces that Sun has a Hot Java browser for your computer on a network. Netscape's Home Page reminds you each time you come up that its commitment to Hot Java is "where it is at". Assuming this takes us beyond the Web and the MOO, where are we going and how do we get there? In thinking of Hot Java terms (ie. open ended object oriented terms) this sort of view of our total system can be linked as we wish.

Research Questions

The development of this paper itself is indicative of the role of CSCW (Computer Supported Cooperative Work)

in documenting research. Some of the MOO development areas for teaching and research are listed at the TECFAMOO (Schneider, 1995) and below in Figure 10.

```
Virtual Meeting spaces for researchers (desktop conferencing)
Tutorial support for classroom teaching"
Tutorial support for distance teaching
Support   tutorial    research"
Environments for 'Just-in-Time' Open learning
Learning by doing educational environments (revolutionary)"
Spacial organisation of information retrieval;
Dynamics of interactions in a virtual space;
Social and Political issues in virtual worlds (evolutionary);
```

Figure 10. MOO development areas for teaching and research

There is a sense of priorities for our dialogue, which builds upon the existing knowledge axis and poses some questions of sociological as well as educational significance:

1. How can we reformulate the stuff of knowledge and perspective?

2. How can we reformulate the process of Sources/Opportunities vis -a-vis dialogue and themes?

3. How can we reformulate the process, as a whole, in social system terms, as the dialogue creates knowledge and the knowledge creates action?

4. How can we reformulate the personal process, both as the \ axis and as the person's participation in the social process?

5. Can mastery and capacity to act be redefined (like Paideia degrees)?

6. Do students participate more and work longer in these environments?

7. Can the new interface arrange to hold student graduations?

8. If the role of the "teacher" is to become a "programmer/author/composer" and be on call, are we moving in that direction?

9. How rich and robust must the education "material" be, in order to provide an environment where the curious student drives their own inquiry

A box with legs

Late '90s developments in networking and hypermedia systems let us look at our total job differently. Learning is all of a piece (which is why the box with legs diagram is used). We can use developments incrementally, as we must, but we can also try new all-at-once options (like Paideia). This may mean a shift in our professional

modalities, so that we are more like Doctors, Lawyers, even Dentists who all look at their clients as whole persons granted their model. A model like the box with legs, opens that possibility, where the whole process symbolised by the box with legs is the educators job.

Conclusion

Virtual reality on the Internet is just a new form of reality. The computer connection may be a virtual one, and disappear after the user is disconnected, but the social interactions, learning experiences and advantages are real and remain with the user. The empirical discoveries we have made over the 12-month association, raise some current research questions. AussieMOO was our meeting place, where this paper was created. Largely undiscovered realms exist and educators should not only learn how to explore these new environments, but also not be scared to experiment with them.

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Schneider, D. (1995). The TECFAMOO Home Page. [Online]. Available at http://tecfa.unige.ch/tecfamoo.html

Sparkes, J. (1984). Pedagogic differences between media. In Bates, A.W. (ed.) The role of technology in distance education. London, Croom Helm.

University of Connecticut Virtual Classroom. [Online]. Available at http://mmedia.ucc.uconn.edu/VirtualClass/HowToAccess/index.html

You can visit the **AussieMOO Home Page** at [Meriadoc.](#)

*Page last Updated by **Ken Eustace** 12/6/95*

Chapter 11

Summary Evaluation of MA

1. The MA Evaluation Process

The following e-mail message was the final part of my MA Evaluation Process by the colleagues at Paideia. Each member was sent the following e-mail message and a copy of the transcript below. All agreed that I had met the criteria set for the MA degree. Dr. Scott Sherman was able to join the ceremony live on the Internet from Washington DC, using the Paideia Meeting Room on AussieMOO. Chapter 12 has a link to the MOO log file of that interaction.

```
        11-JUL-1995 10:53:37.36
NEWMAIL
From:    IN%"KEUSTACE@zac.riv.csu.edu.au"   "Ken Eustace"
To:      IN%"PAIDEIA@INTER.NL.NET",IN%"KEUSTACE@zac.riv.csu.edu.au",
IN%"MBOBES@EIS.CALSTATE.EDU", IN%"SHERMAN@CLARK.NET",
IN%"SSCHER@NATURE.BERKELEY.EDU",
IN%"DDIMITRI@PARAMOUNT.NIKHEFK.NIKHEF.NL", IN%"J.TORENBEEK@IS.RUU.
NL",
IN%"JOOST@HACKTIC.NL", IN%"RABOTN
CC:
Subj:    Conferring MA for Ken Eustace


Greetings from Perth WA, Australia,

Ken and I will do our paper at the end of the morning.
Conference going well.


The following Summary indicates that Ken is ready to receive his MA.
We can do it on the Net using the WEB and AussieMOO. The best time
here is 5:40pm Perth time. Our calculations show:


        Perth                          5:40pm  WED     July 12 1995
        Amsterdam                      11:40am         TUES    July
11 1995
        Washington DC          5:40am  WED     July 12 1995
```

Berkeley   2:30am   WED   July
12 1995

Trust this seems appropriate and you can join us.

Regards,

--Malcolm

PAIDEIA SUMMARY EVALUATION AND TRANSCRIPT MA (Liberal/Policy Studies) OF KEN EUSTACE

1. THE YEAR OF WORK

From May of 1994 until July of 1995, Ken has faithfully participated in the work of Paideia. He began by introducing Paideia to the Internet Relay Chat (IRC) as a vehicle for global conferencing. he went on to introduce the MOO (multidimensional object-oriented conferencing). Finally he has ushered us into the WEB-MOO era and beyond.

2. DOCUMENTATION OF THE YEAR

One hundred and thirty-three e-mail messages and the transcripts of over twenty-five, one to four hour conferences, document Ken's participation in the Paideia process. He has resolutely contributed to the process with his academic insight, his technical acumen and his gift for collaboration. He has kept consistent faith with the curriculum structure of Paideia's year and he has tested these ideas in his own courses - introducing new users to information technology.

3. DOCUMENTATION OF THE YEAR'S END

Ken and Malcolm's paper published in the proceedings of the Australian National Computers in Education Conference (ACEC'95), July 9-13, 1995, summarises Ken's work in a collaborative context. Ken is largely responsible for the portions of the paper not dealing directly with Paideia and is responsible for the overall editing (on the Internet) and submission of the final draft. His grasp of the state-of-the-art and its conceptual and practical bases is proof of precisely the sort of entry to the professional quality we envisage as the hallmark of a Paideia Masters.

4. AN EXAMINATION OF KEN'S YEAR

Ken stood for most of an afternoon before over fifty of his peers and colleagues on July 4, 1995 in the Wal Fife Theatre of Charles Sturt University in Wagga Wagga to "defend" his thesis. Using on-line WEB and MOO demonstrations, he introduced first timers to the state and promise of the WEB and

MOO. He shared with experienced colleagues, his own estimate of the instuctional and broader implications of going "Beyond the WEB and MOO".

5. CRITERION-REFERENCED PORTFOLIO: Ken Eustace

The full portfolio is being marked up in HTML, and will be published/cross-linked on the Paideia and Ken's WWW pages shortly.

Dr Malcolm McAfee
Director,
Paideia, JULY 9, 1995.

```
                    PAIDEIA STICHTING
              #M1140 (BRIT. COL. PPSEC)
                   NOVEMBER 12, 1992
                       AMSTERDAM
```

Paideia is legally incorporated in Amsterdam as a global university on the Internet and is registered (#M1140) with the British Columbia Private Post Secondary Education Commission in Canada.

Examination Footnote

A Proctored Examination using e-mail is to be part of the evaluation process. A sample examination prepared by the colleagues at Paideia is included here.

© *Ken Eustace, Last updated July 12, 1995*

e-mail: keustace@csu.edu.au URL: /~keustace

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Structure

Topics from knowledge

Metaphors and narrative from the Arts and History

> #1--Define, provide representative illustrations and relate your understanding of metaphors and narratives.

Hypotheses from the Social and Natural Sciences

> #2--Define, provide representative illustrations and relate your understanding of hypotheses.

Policies from Politics and Economics

> #3--Define, provide representative illustrations and relate your understanding of policies.

Themes to pursue in dialogue

Quality of LIfe (aesthetics)

> Using the topics of metaphor and narrative from the arts and and history, pursue the theme quality of life. Aesthetics will provide something of a point of departure, but the focus of concern lies with what makes the everyday life of each of us and all of us good. You will inevitably broach issues related to what sustains a society and the roots of that thematic attention in the social and natural sciences. You will also be compelled to deal with the political and economic bases of how democracies and their economies provide the context for quality of life. One way to organize your response is to move from topical bases in knowledge to thematic focii, with heuristic reformulations, and then conclude with a synthesis in relation to paideia as a whole. Other comparable ways will occur to you. Be sure to balance your response with attention to our common comajor and your specialized comajor. #4--In short, define, illustrate representatively and relate...

Sustainable Societies (logic)

> Using the topics related to hypotheses from the social and natural sciences, pursue the theme sustainable societies. Logic will provide something of a point of departure, but the focus of concern lies with what makes the everyday life of each of us and all of us good. You will inevitably broach issues related to what constitutes quality of life and the roots of that thematic attention in the arts and history. You will also be compelled to deal with the political and economic bases of how democracies and their economies provide the context for sustainable societies. One way to organize your response is to move from topical bases in knowledge to thematic focii, with heuristic reformulations, and then conclude with a synthesis in relation to paideia as a whole. Other comparable ways will occur to you. Be sure to balance your response with attention to our common comajor and your specialized comajor. #5--In short, define, illustrate representatively and relate...

Democracies and their economies (ethics)

> Using the topics of policies from the politics and economics, pursue the theme of democracies

and their economices. Ethics will provide something of a point of departure, but the focus of concern lies with what makes the everyday life of each of us and all of us good. You will inevitably broach issues related to what constitutes quality of life and the roots of that thematic attention in the arts and history. You will inevitably broach issues related to what sustains a society and the roots of that thematic attention in the social and natural sciences. One way to organize your response is to move from topical bases in knowledge to thematic focii, with heuristic reformulations, and then conclude with a synthesis in relation to paideia as a whole. Other comparable ways will occur to you. Be sure to balance your response with attention to our common comajor and your specialized comajor. [#6--In short, define, illustrate representatively and relate...](#)

Perspectives on the themes of dialogue, the topics of knowledge, the sources of our knowledge and our opportunities for action

Progressive, Liberal, Conservative, Far Right
> [#7--Lightly present your own position and compare it to that of others.](#)

Metaphysical-religious, Modern, Postmodern
> [#8--Lightly present your own position and compare it to that of others.](#)

North/ South/ East/ West
> [#9--Lightly present your own position and compare it to that of others.](#)

- [Characterize your own locale (neighborhood to hemisphere!](#)
- [Characterize your own sources of knowledge and opportunities for action.](#)

Note on integrating your overall paideia point of view throughout your document.

This is a good time to refer back to the most introductory material on paideia. ["paidiealite1"](#) In the interest of style, you may want to insert one or more introductory and concluding paragraphs at the beginning of your piece. You can do that directly online at this point.

- [Introduce the reader to your overall view of paideia as structure.](#)
- [Conclude for the reader your overall view of paideia as structure.](#)

Southern Fall and Northern Spring

Topical bases of dialogue and action

Metaphors and narratives...
> xxx

[#12](#12)

Themes to pursue in dialogue

Quality of LIfe (aesthetics)
>   Using the topics of metaphor and narrative from the arts and and history, pursue the theme quality of life. Aesthetics will provide something of a point of departure, but the focus of concern lies with what makes the everyday

[#13](#13)

Quality of life and paideia as both structure and process

[#14](#14)

Southern Winter and Northern Summer

Topical bases of dialogue and action

Hypotheses...
>   xxx

[#15](#15)

Themes to pursue in dialogue

Sustainable Societies (logic)
>   Using the topics related to hypotheses from the social and natural sciences, pursue the theme sustainable societies. Logic will provide something of a point of departure, but the focus of concern lies with what makes the everyday life of each of us and all of us good.

[#16](#16)

Quality of life and paideia as both structure and process

[#17](#17)

Southern Fall and Northern Spring

Topical bases of dialogue and action

Policies
> xxx

[#18](#18)

Themes to pursue in Dialogue

Democracies and their economies (ethics)
> Using the topics of policies from politics and economics, pursue the theme of democracies and their economies. Ethics will provide something of a point of departure, but the focus of concern lies with what makes the everyday life of each of us and all of us good. [#19](#19)

Democracies and their economies and paideia as both structure and process

[#20](#20)

Note on integrating your overall paideia point of view throughout your document.

This is a good time to refer back to the most introductory material on paideia. ["paidiealite1"](#) In the interest of style, you may want to insert one or more introductory and concluding paragraphs at the beginning of your piece. You can do that directly online at this point.

- [Introduce the reader to your overall view of paideia as process.](#)
- [Conclude for the reader your overall view of paideia as process.](#)

Remember to do all you can to intertwine perspectives with the themes of dialogue, the topics of knowledge, the sources of our knowledge and our opportunities for action

Be particularly careful about reinserting your perspectives:

Progressive, Liberal, Conservative, Far Right
Metaphysical-religious, Modern, Postmodern
> Lightly present your own position and compare it that of others.
North/ South/ East/ West
> Lightly present your own position and compare it that of others.

Also do what you can to convey to your readers how you see the knowledge building process and the knowledge using process.

Chapter 12

MA Ceremony at ACEC'95

Content Map

MA Ceremony over the Internet
MA Ceremony at ACEC'95
MA Degree testamer format
Billboard Article
The Australian Newspaper Interview
The Latest Word

MA Ceremony at ACEC'95

```
From:    IN%"test@iinet.com.au"   "nimrod"
Subj:    MA degree conferred over Internet at ACEC'95, Perth WA


ACEC'95
Australian Computers in Education Conference, Perth WA
5:40pm 12 July 1995


Ken Eustace, Lecturer in Computing at Charles Sturt University was
conferred with the Master of Arts (Liberal and Policy Studies)
degree,
from Paideia, a university on the Internet at the ACEC'95 conference
in
Perth WA. Mr Eustace is conducting research into the use of various
Internet tools in university teaching.


The ceremony included an Internet connection to the USA via
AussieMOO located at Charles Sturt University. The MOO (multiuser,
```

```
object-oriented domain) is used for real-time conferencing between
users
spread all over the Internet. A transcript file of the interactive
AussieMOO session can be obtained from Ken Eustace.

Scott Sherman, from GlobalNet Associates, witnessed the process from
Washington DC at 5:40am, his time on AussieMOO and told the sixteen
conference delegates in attendance at this ACEC'95 ceremony, about
the
MA work at Paideia, on the big screen, as Dr Malcolm McAfee from
Paideia, presented Mr Eustace with his degree.
```

Ken Eustace has participated in the MA course and provided consultancy support for the developing framework at Paideia, using a variety of emerging networked technologies, needed to provide electronic educational materials and learning environment on the Internet.

"Since the start of my work at Paideia, the exponential growth of the Internet has required a change of perspective on several occasions, with new and innovative user interfaces, capable of integrating Internet resources appearing, such as the WEB and the MOO."

New technology always seems to raise excitement and expectation of the educational opportunities, but at the same time raises questions about how such change in education can be managed as teachers and mentors collaborate and participate directly with students. The Internet is a very post-modern, multicultural and multinational educational sphere of many trends which do not all move in the same direction. It reduces social distances and is democratic, yet elitist, with every user at the centre or the edge, since it has no overriding focus. The various tools of the Internet, however, have the capacity to add a dynamic layer to the different learning paradigms that exist. By adopting a pluralist approach we can ascertain that just as there is no single best learning paradigm, there is also no single best technology in education.

The list of people and organisations to thank as the MA process at Paideia moves from the virtual to real domains for the conferring of this MA award (before and during the ceremony) are listed below:

Organisations

- ACEC'95 Conference Committee (Perth WA)
- School of Information Studies (CSU)
- Division of Information Technology (CSU)
- University of Western Australia
- AARNet Services
- Commonwealth Department of Employment, Education and Training (DEET)
- Toshiba, Information Systems Division, Australia

- Apple Computer, Australia

People

- Bryn Jones Conference Convenor, ACEC'95
- Mark Weber ECAWA (Educational Computing Association of WA)
- Doug Mayson DEET Systems Division, EdNA Technical Services
- David McCleary Education Department of WA (Information Technology)
- Dr. Malcolm McAfee Director, PAIDEIA
- Andrew Naylor Registrar, PAIDEIA
- Scott Sherman GlobalNet Associates, Washington DC, USA
- Geoff Fellows School of Information Studies, Charles Sturt University
- Craig Manners nimrod Computer Services, Perth, WA
- Lesley MacLennan Product Development Manager, Toshiba, Australia
- David Baker Systems Engineer, Apple Computer, Australia
- Andrew Powe State Education Manager, Apple Computer, Australia
- Michael Malone iiNet Technologies, Internet Service Provider, Perth, WA

Billboard Article

The Charles Sturt University staff newsletter published a leading article titled:

Virtual University confers MA

in the Vol.4 No.15, 7 September 1995, issue.

The Australian Newspaper Interview

A special feature article by Guy Healy on the development of cyberspace universities was published in the Higher Education section of The Australian national newspaper on Wednseday, 6 September, 1995.

"The Cyberspace University: Grads with virtual school ties"

It featured an interview about my MA degree from Paideia and some research notes about the credentials of online universities, from Mr John Julian at Monash University and Open Learning Australia's, Technology and Communications Manager.

The Latest Word

This final section is not a conclusion, but a source of on-going news about the higher degree developments at Paideia. At the moment:

*Recognition in Australia is pending final accreditation with DEET's National Office of Overseas Skills Assessment (NOOSA). Overseas accreditation is pending with the Private Post-Secondary Education Commission Open Learning Agency (OLA) of the province of British Columbia, Canada.

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e-mail: keustace@csu.edu.au URL: /~keustace

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MA Ceremony on the Internet

```
connect Hopper
*** Connected ***
Welcome To AussieMOO
AussieMOO is divided into to main sections.  The Virtual Classroom
and
the Social Hub.
The Virtual Classroom is an educational centre of sorts.  There will
be several demonstra
tion programs among it several functions.
The Social hub ...
You see THE RULES( read rules ) and The Tale of AussieMOO here.
Obvious exits:
   CrossPoint to Crosspoint Centre (#150)
   VirtualClassroom to The Virtual Classroom (#301)
   shoppe to Wolfhawk's Shoppe (#395)
Last connected Wed Jul 12 17:08:04 1995 EST from 203.14.18
2.41
There are new news items for you to read.  Please type "news" to get
a
summary.
Your answering machine has no recorded messages.
@WhoGuest has connected.


Player name           Connected     Idle time      Location
-----------           ---------     ---------      --------
Hopper (#293)         27 seconds    0 seconds      Welcome To AussieMOO
Guest (#118)          a second      a second       Welcome To AussieMOO
MOOLink (#411)        3 hours       2 minutes      MOOLink Centre
AussieMOO (#491)      a day         26 minutes     Virtual MOO Room
Aussie (#2)           38 minutes    38 minutes     Aussie's Resting Room

Total: 5 players, 3 of whom have been active recently.
@go #235
Paideia Meeting Room [Virtual Classrooms]
An important place of meeting, with a whole bunch of non-descript
chairs.
[type; sit on chair].
You see alabaster venus de milo and table here.
Paideia is here.
Obvious exit:
```

```
     south to Hallway (#234)
```
Guest teleports in.
You say, "Hello Ken is about to have his Masters conferred"
You say, "Is that you Scott?"
Scott teleports in.
Scott says, "hello"
Guest says, "Andrew here..."
You say, "What time is it in Washington DC?"
Scott says, "5:29 am"
Scott says, "the sun is thinking about coming up but hasn't made it
yet"
You say, "It is 5:29pm here"
Scott says, "but dawn is a good time to dothis, don't you think.?"
Scott
You say, "Tell the people about our experiences Scott"
You say, "While Malcolm talks"
Scott says, "the last year has been spent articulating and
implementing concepts for "virtual education" using the tools
currently available from the net -"
Scott says, "including IRC, the web, the MOO and now the MOO and the
Web, aka the WOO"
Guest says, "@who"
You say, "Thanks Scott"
You say, "We have about 16 people here at ACEC'95"
Scott says, "We have held regular meetings of individuals from
several
parts of the globe.All have met and talked on the net/Web."
You say, "Keep talking until 54:40am when the degrees is conferred"
Scott says, "i think using the Web to facilitatie the exchange of
ideas is fantastic. It not only allows the opportunity to"
Scott says, "talk "acroos borders" but also to record the event as it
is happening - which is a little like instant history n a global
scale."
You say, "Couldn't wait any longer, we feel it's pushingo our luck.
The degree has now been conferred.""
Scott says, "congratulations.!"
"Thanks, Scott."
Guest says, "Congratulations Ken, the degreee parchment looks great!"
Scott says, "the birds just started chirping to cshare in the
celebration - and dawn has arrived..."
You say, "Thanks, Scott.""
You say, ""Join us for a drink with virtual beer.""
Scott says, "Thanks. I'll take a pint."

```

```
Guest says, "Aussie beer is quite strong you know..."
You say, "its done"
Scott says, "a toast: to bringing people together"
You say, "people were very responseive"
Scott clinks glasses and talks a long draft...that's takes a long
drink
Scott says, "what have been some of the comments about the paper?"
Guest says, "its time to abandon ship: the roof is leaking as it is
pouring rain outside..." the link going - Keith of Kewdale WA
Australia
You say, "They're slapping each other orn the back here, Scott. The
guys can't come to the keyboard just yet. Say hi to a stranger who's
just keeping the link going - Keith of Kewdale WA Australia"
Guest has disconnected.
The housekeeper arrives to remove Guest.
Scott says, "hello Keith of Kewdale WA Australia. :)"
You say, "hi to Keith--are you alware of all of theis?"

Player name   Connected   Idle time   Location
-----------   ---------   ---------   --------
Hopper (#293)   17 minutes   0 seconds   Paideia Meeting Room
Aussie (#2)   4 minutes   7 seconds   Welcome To AussieMOO
Koala_Guest (#121)   4 minutes   9 seconds   Welcome To AussieMOO
MOOLink (#411)   4 hours   15 seconds   MOOLink Centre
Guest (#118)   43 seconds   32 seconds   Welcome To AussieMOO
Scott (#396)   15 minutes   51 seconds   Paideia Meeting Room
AussieMOO (#491)   a day   4 minutes   Virtual MOO Room

Total: 7 players, all of whom have been active recently.
You say, "James--are you there?"
Scott says, "there was an article in the paper yesterday about eating
kangaroos in Australia. is this of major concern there?"
Scott says, "some were quite concerned about ting tying a national
symbol to fast food...
Scott says, "does anyone there have any expereince with full text
databases on the Web?"
You say, "we have a problem--the security people are closing the
ehxhibit area for the night. We have to go here==stay as long as you
like--thanks Scott for getting us."
You say, "please rsvp to scott's question."
Scott says, "OK. Congratulations again - and keep up the good work"
You say, "scott--i will be in transit this sat--can you and ken carry
the NOONGMT business?"
```

```
Scott says, "sure"
"Scott- thanks for your support
You say, "Scott- thanks for your support"
You say, "Over the last year and this morning"
Scott says, "likewise..."
You say, "I will be up on Sat NOON GMT as usual"
You say, ""I will close now"
Scott says, "ok."
You say, "bye"
Scott says, "bye"
Scott heads south.
```

Paideia

In the name of the colleagues of the university at Paideia, and by authority of the same

Be it known that

Ken Eustace

having fulfilled all of the requirements and having passed all the prescribed examinations, was awarded the

Master of Arts

in

Liberal and Policy Studies

and admitted to all the privileges attached to the same, on the date stated hereunder

```
PAIDEIA STICHTING
Director
#M1140 (BRIT. COL. PPSEC)
NOVEMBER 12, 1992
AMSTERDAM
Registrar
July 12, 1995
```

Virtual University confers MA

In a first for Australia, a CSU academic has been conferred a Master of Arts (Liberal and Policy Studies) degree from Paideia, the University on the Internet.

Mr Ken Eustace, a lecturer in the School of Information Studies, was conferred with the degree at the Australian Computers in Education Conference, held in Perth, in July.

The ceremony included an Internet connection to the USA which allowed people in Washington DC to take part. The connection was made via AussieMOO, an interactive computer system which is located at CSU and is used for real-time conferencing between users spread over the Internet.

Set up by Mr Eustace and colleague Geoff Fellows, the MOO is used to improve the system of education delivery through dialogue, teletutoring and conferencing in virtual classrooms.

Mr Eustace said that the global trend towards electronic learning is challenging traditional methods of higher education.New technologies are changing the definition of distance education. Geographic boundaries in education and communication technology have disappeared to be replaced by the global classroom,' Mr Eustace said.

The MA course at Paideia is being evaluated for final accreditation in May 1996.

Mr Ken Eustace.