

README File:

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Title of Dataset: Using virtual reality to enhance informal learning in small and medium enterprises

The following data was used to analyse using virtual reality to enhance informal learning in small and medium enterprises. The data was collated from three organisations and coded using Veldhuis-Diermanse Schema for Learning Process Coding (2002)

File Name: Data Result List - All

Description: Questionnaire data: Personal information from all 116 participants across all the organisations.

File Name: Data Result List - Langmead

Description: Questionnaire data: Personal information for participants taking part from organisation Langmead

File Name: Data Result List - Qiagen

Description: Questionnaire data: Personal information for participants taking part from organisation Qiagen

File Name: Data Result List - SameDay

Description: Questionnaire data: Personal information for participants taking part from organisation SameDay

File Name: DSW - All - Summary

Description: Questionnaire data: Personal information from all 116 participants across all the organisations about how they take part in training and if they've used second life virtual world before.

File Name: DSW - All - Survey

Description: Questionnaire data: Personal information from all 116 participants across all the organisations about how they take part in training and if they've used second life virtual world before.

File Name: DSW - Langmead - Summary

Description: Questionnaire data: Personal information from participants of organisation Langmead about how they take part in training and if they've used second life virtual world before.

File Name: DSW - Langmead - Survey

Description: Questionnaire data: Personal information from participants of organisation Langmead about how they take part in training and if they've used second life virtual world before.

File Name: DSW - Qiagen - Summary

Description: Questionnaire data: Personal information from participants of organisation Qiagen about how they take part in training and if they've used second life virtual world before.

File Name: DSW - Qiagen - Survey

Description: Questionnaire data: Personal information from participants of organisation Qiagen about how they take part in training and if they've used second life virtual world before.

File Name: DSW - SameDay - Summary

Description: Questionnaire data: Personal information from participants of organisation SameDay about how they take part in training and if they've used second life virtual world before.

File Name: DSW - SameDay - Survey

Description: Questionnaire data: Personal information from participants of organisation SameDay about how they take part in training and if they've used second life virtual world before.

File Name: PhD Card Sort - Chart - All

Description: Participants were asked to sort cards and rank them in order of importance to answers four questions. A copy of the questions and cards are listed below.

The file contains the results of all the participants' card sorts.

<b>QA</b>	<b>PROFESSIONAL DEVELOPMENT</b>
	<b>Which of these personal skills and attributes do you expect to gain from working in the virtual world?</b>
<b>1</b>	Team Work
<b>2</b>	Collaborative Working
<b>3</b>	Communication Skills
<b>4</b>	Lifelong Learning
<b>5</b>	Wider understanding of cross sectors and industry
<b>6</b>	Confidence and Proficiency
<b>7</b>	Problem Solving and Critical Thinking
<b>8</b>	Professional Skills and Development
<b>9</b>	Leadership Skills
<b>10</b>	Practical Knowledge
<b>11</b>	Experience in Subject Specialism
<b>12</b>	Technical Knowledge

<b>ANALOGUE FOR THE REAL WORLD</b>	
<b>QB</b>	<b>In what ways do you find working in the virtual world is the equivalent of working in the real world or a replacement for the real world?</b>
<b>1</b>	Working with people you would not otherwise have been able to do
<b>2</b>	Less distracting and more effective than the real world
<b>3</b>	Access to work experiences and projects that you would not otherwise have been involved in.
<b>4</b>	Develop skills quicker, working in the virtual world eg. because of the ability to repeat and practice tasks
<b>5</b>	It was easier to learn under the guise of an avatar than in the real world.
<b>6</b>	Learning through informal, social interaction

<b>COMMUNITY OF PRACTICE AND INFORMAL LEARNING</b>	
<b>QD</b>	<b>In which ways do you learn using Virtual Worlds?</b>
<b>1</b>	Learning through practising
<b>2</b>	Learning by imitating best practice
<b>3</b>	Learning through conversation
<b>4</b>	Learning through roleplay
<b>5</b>	Learning through collaboration
<b>6</b>	Learning through coaching and mentoring
<b>7</b>	Learning through informal social interaction

File Name: PhD Card Sort - Chart - Langmead

Description: The file shows how the participants from organisation Langmead sorted and ranked the card sort.

File Name: PhD Card Sort - Chart - Qiagen

Description: The file shows how the participants from organisation Qiagen sorted and ranked the card sort.

File Name: PhD Card Sort - Chart - SameDay

Description: The file shows how the participants from organisation SameDay sorted and ranked the card sort.

File Name: PhD Card Sort - Questions

Description: The file shows how the participants from all three organisations sorted and ranked the card sort.

File Name: Pilot Coding - Classroom Data

Description: These are the results from organisation Langmead participants taking part in classroom training, in order, to compare against the training taking place in the virtual world. The data is coded using Veldhuis-Diermanse, A.E. (2002)

File Name: Pilot Coding - Comparison Data

Description: These are the results from organisation Langmead participants taking part in classroom training compared against the training taking place in the virtual world. The data is coded using Veldhuis-Diermanse, A.E. (2002)

File Name: Pilot Coding - SecondLife Data

Description: These are the results from organisation Langmead participants taking part in virtual world training to compare against data from training previously taken in a classroom face-to-face setting. The data is coded using Veldhuis-Diermanse, A.E. (2002)

File Name: Study 1 - BoS Data

Description: This shows the data results from participants from organisation SameDay using virtual worlds for informal learning in the workplace at the start of the study.

File Name: Study 1 - Comparison Data

Description: This shows the data results from participants from organisation SameDay using virtual worlds for informal learning in the workplace at the start and end of the study.

File Name: Study 1 - EoS Data

Description: This shows the data results from participants from organisation SameDay using virtual worlds for informal learning in the workplace at the end of the study.

File Name: Study 2 - BoS Data

Description: This shows the data results from participants from organisation Langmead using virtual worlds for informal learning in the workplace at the start of the study.

File Name: Study 2 - Comparison Data

Description: This shows the data results from participants from organisation Langmead using virtual worlds for informal learning in the workplace at the start and end of the study.

File Name: Study 2 - EoS Data

Description: This shows the data results from participants from organisation Langmead using virtual worlds for informal learning in the workplace at the end of the study.

File Name: Study 3 - BoS Data

Description: This shows the data results from participants from organisation Qiagen using virtual worlds for informal learning in the workplace at the start of the study.

File Name: Study 3 - Comparison Data

Description: This shows the data results from participants from organisation Qiagen using virtual worlds for informal learning in the workplace at the start and end of the study.

File Name: Study 3 - EoS Data

Description: This shows the data results from participants from organisation Qiagen using virtual worlds for informal learning in the workplace at the end of the study.

Code reference:

Veldhuis-Diermanse, A.E. (2002) CSC Learning?: Participation, Learning Activities and Knowledge Construction in Computer-Supported Collaborative Learning in Higher Education. Wageningen University, Grafisch Service Centrum Van Gils.