Project Title: VWEC Student Challenge

Focus:

To engage students in designing, building, and presenting an educational experience that demonstrates practical, creative, and ethical responses to one or more of the **United Nations Sustainable Development Goals (SDGs)**. The project will be submitted to the VWEC Student Challenge.

Learning Objectives

By the end of the project, students will be able to:

1. **Explain** the relevance of the SDGs to real-world global challenges.
2. **Design and build** a virtual space in Second Life that visualizes or simulates sustainable solutions.
3. **Collaborate** across disciplines and cultures using digital and social communication tools.
4. **Present and critique** sustainability concepts through immersive storytelling and interactive design.
5. **Reflect critically** on the potential and limitations of virtual worlds for education and social change.

Project Overview

Phase 1 — Research & Ideation (Weeks 2–3, complete by Fri 27 Feb)

- In your teams, each group selects **one or two SDGs** (e.g., *Clean Water and Sanitation*, *Sustainable Cities and Communities*, *Climate Action*).
- Conduct brief research on key global challenges, current initiatives, and local contexts.
- Develop a **project proposal** summarizing:
    - The chosen SDG(s)
    - The challenge being addressed
    - The virtual solution or message you intend to visualize in Second Life

Phase 2 — Virtual Design & Construction (Weeks 4-8, complete by Fri 17 Apr)

- Using the allocated area in Second Life, each team **builds a virtual installation** or experience.
- Possible formats:
    - **Interactive Exhibition:** e.g., "Clean Energy Pavilion" showing solar/wind systems with explanatory visuals.

- o **Virtual Village:** a sustainable community prototype (housing, water recycling, green transport).
- o **Immersive Story:** a guided journey where avatars experience the effects of climate change or gender inequality.
- o **Simulation Game:** visitors make decisions that affect sustainability outcomes (e.g., balancing food production and biodiversity).

Phase 3 — Presentation & Reflection (Weeks 8–10, complete by Mon 27 Apr)

- Teams host an **dry run** in Second Life, attended by classmates, external guests, and partner institutions.
- Each team presents their build and explains how it aligns with their chosen SDG(s).
- Participants explore and interact with the builds.
- Students submit a short **video tour**, connecting their virtual work to real-world sustainability learning.
- Submit for judging by the VWEC Student Challenge team.
- Attend the awards ceremony.

Tools & Skills Developed

- **Second Life skills:** building, scripting, avatar communication, event hosting.
- **Research skills:** applying SDG data to creative problem-solving.
- **Collaboration & intercultural communication:** especially in mixed or international groups.
- **Creative design thinking:** visualizing sustainability through narrative and interaction.
- **Critical reflection:** on digital citizenship and virtual engagement for social good.

Assessment

Component	Weight	Description
Communication	25	How well the build and presentation speaks to the audience
Content	25	Design quality, interactivity, aesthetic coherence
Tools	25	Effective use of tools to establish strong team cohesion
Teamwork	25	Communication, collaboration, team roles
Reflective Report	100	Insight into your learning about teamwork and virtual activity
Total	*200*	*Divide by 2 for percentage*