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APPENDIX A: GAME SELECTION CRITERIA

One game was selected for this study. The criteria used for the selection of this game were based on popularity in the market, number of participants, interactivity opportunities, and in-game skill development, and realism.

1) Selection Criteria

- a. Popularity on the market
- b. Number of participants worldwide
- c. Interactivity opportunities
- d. Group/clan/guild formations
- e. Presence of community documents outside of the game (discussion boards, fan sites, etc)
- f. In-game skill development
- g. Realism (doing tasks similar to those found in real life, i.e. shopping, dancing, sleeping)

APPENDIX B: *WORLD OF WARCRAFT* EXTENDED DESCRIPTION

World of Warcraft is the fourth game in the popular *Warcraft* series. Over eight million people around the world currently play *World of Warcraft*. *World of Warcraft* is considered a Massively Multiplayer Online Game (MMOG). An MMOG enables tens of thousands of players from across the globe to play simultaneously. According to the *World of Warcraft* website, “Players from across the globe can leave the real world behind and undertake grand quests and heroic exploits in a land of fantastic adventure.”

Once a player enters *World of Warcraft*, they have the choice of ten races and nine classes. Players can choose the Orc, Tauren, Troll, Blood Elf, Undead, Gnome, Human, Night Elf, Dwarf, or Draenei races. Players then choose to be a warrior, rogue, mage, wizard, shaman, priest, hunter, paladin, or warlock (*World of Warcraft* website).

After selecting a character, players soon encounter monsters. “World of Warcraft is home to a huge array of creatures of all shapes, sizes, and of varying threat levels to your character's well-being. These creatures can be found everywhere, from roaming the countryside, residing in their own camps, or populating vast dungeons. There are wandering beasts, which will range from forest creatures such as bears, spiders, and wolves, to more exotic creatures such as giant phosphorescent moths and six-legged crocodiles called crocolisks” (*World of Warcraft* website).

In addition to encountering monsters, players also are assigned quests. Completion of these quests gives the player experience and valuable items as rewards. The game has thousands of quests to accept and complete. Each of these quests has a back story so as the player plays, they learn more about *World of Warcraft*. These back stories “bring the world alive and gives each quest a unique flavor” (*World of Warcraft* website).

Players can work on these quests alone or in groups. While working alone gives the player more experience and items, working as a group allows the player to complete higher level quests (*World of Warcraft* website).

Being that *World of Warcraft* is an online game with thousands of players, players have many opportunities to interact and socialize with one another. In-game tools allow players to search for other players, add players to a friends list, chat, or find a group of players to attempt a hard quest. Players can join quest groups, guilds, raids, and player-versus-player contests. Each of these allow the player to participate in the game more fully (*World of Warcraft* website).

To learn more about *World of Warcraft*, there are a number of informational websites worth exploring. They include:

- <https://www.worldofwarcraft.com/info/basics/>
- http://en.wikipedia.org/wiki/World_of_Warcraft
- http://www.wowwiki.com/Main_Page
- <http://www.worldofwarcraft.com/index.xml>

APPENDIX C: OBSERVATION PROTOCOL

Each participant observer will be looking for evidence of the following:

- 1) Subjective culture
 - a. Social formations of players
 - b. Group behaviors and norms
 - c. Group language
 - d. Ways of speaking and interacting
 - e. Individual roles in the group and game
 - f. Group rituals
 - g. Group acceptance standards
 - h. Group values
 - i. Group attitudes
 - j. Gestures and expressions
- 2) Experiential learning
 - a. Evidence of a mentor/mentee relationship
 - b. Evidence of scaffolding
 - c. Evidence of learning through doing
 - d. Evidence of a player experiencing a situation, reflecting, hypothesizing a new approach, and acting out the new approach.
 - e. Role-playing
- 3) Communities of practice
 - a. Evidence of a common group purpose or mission
 - b. Evidence of participation (talking, playing, etc)
 - c. Evidence of practicing skills within the group
 - d. Evidence of group learning or advancement
 - e. Evidence of mutual respect and trust
 - f. Development of community knowledge
 - i. Informal (word of mouth)
 - ii. Formal (community website)

APPENDIX D: OBSERVATION RUBRIC

Date:	Observation	Interpretation of Observation
<p><u>Context:</u> *What is happening? *Who is involved? *Where are you? *Other</p>		
<p><u>Experiential Learning:</u> *Is there a Mentor/mentee relationship? *Does scaffolding occur? *Are players learning through doing? *Are players experiencing, reflecting, hypothesizing, and acting? *Is there role-playing occurring?</p>		
<p><u>Communities of Practice:</u> *Is there a common group goal/purpose? *Are players participating in the community of practice? *Are players practicing skills and behaviors? *Is there evidence of group learning? *Does mutual respect and trust exist? *Does knowledge</p>		

develop within the community?		
<p><u>Subjective</u> <u>Culture:</u> *Are there social formations of players? *Are there group behaviors or norms? *Is there a language used by the group? *Are there defined ways to speak or interact? *Do individuals have roles in the group or game? *Are group rituals taking place? *Are there standards for being accepted by a group/clan/guild? *What are the group values? *What are the group attitudes? *Are there gestures or expressions?</p>		

APPENDIX E: DOCUMENT ANALYSIS SELECTION CRITERIA

Through observation and interaction, certain documents were made known that were used by players to play *World of Warcraft*. The selection criteria are as follows:

1) Selection Criteria

a. Documents used by players

- i. *World of Warcraft* Game Manual given to all players with the game
- ii. <http://www.thottbot.com> (referred to by many in the game)
- iii. <http://wow.allakhazam.com/> (referred to by many in the game)
- iv. <http://www.worldofwarcraft.com/index.xml> (official *World of Warcraft* community site)
- v. http://www.wowwiki.com/Main_Page (*World of Warcraft* wiki site)
- vi. <http://www.warcraftrealms.com/census.php> (*World of Warcraft* census site)

b. Guild Web sites

- i. <http://www.guildportal.com/>
 1. Alliance and Horde
 2. Blackwater Raiders server
- ii. Other guild specific Web sites

APPENDIX F: DOCUMENT ANALYSIS PROTOCOL

Each of the documents on Appendix E will be evaluated using the following criteria:

- 1) Structure
 - a. Rules
 - b. Mission statements
 - c. Expectations
 - d. Values
 - e. Arguments about play
- 2) Community Discussion
 - a. Class specific information
 - b. Profession specific information
 - c. RP rules and expectations
 - d. How to:
 - i. Role play (RP)
 - ii. Quest
 - iii. Interact
 - iv. Complete stuff
- 3) Experiential Learning
 - a. Mentoring
 - b. How-to's
 - c. Walkthroughs
 - d. Is there a Mentor/mentee relationship?
 - e. Does scaffolding occur?
 - f. Are players learning through doing?
 - g. Are players experiencing, reflecting, hypothesizing, and acting?
 - h. Is there role-playing occurring?
- 4) Communities of Practice
 - a. Is there a common group goal/purpose?
 - b. Are players participating in the community of practice?
 - c. Are players practicing skills and behaviors?
 - d. Is there evidence of group learning?
 - e. Does mutual respect and trust exist?
 - f. Does knowledge develop within the community?
- 5) Culture
 - a. Are there social formations of players?
 - b. Are there group behaviors or norms?
 - c. Is there a language used by the group?
 - d. Are there defined ways to speak or interact?
 - e. Do individuals have roles in the group or game?
 - f. Are group rituals taking place?
 - g. Are there standards for being accepted by a group/clan/guild?
 - h. What are the group values?
 - i. What are the group attitudes?

j. Are there gestures or expressions?

APPENDIX G: INTERVIEWEE SELECTION CRITERIA

The following criteria were used to determine the list of

- 1) Blackwater Raiders server
 - a. The server on which we participated
 - b. 21,000 players
- 2) Alliance
 - a. The side on which we participated
 - b. 13,000 players
- 3) Well-structured guilds found through document analysis on www.guildportal.com and www.wowwiki.com.
- 4) Active guilds with 30 or more members and a website that is used (updated in last 30 days or less).
- 5) Guild leader (or designee, designated by the guild leader).
 - a. Contacted: 22
- 6) Willing
 - a. Willing: 9
- 7) 18 years or older

APPENDIX H: INTERVIEW QUESTIONS

- 1) Guild Leader or Designee
 - a. General
 - i. How long have you been playing *World of Warcraft*?
 - ii. How long have you been part of this guild?
 - iii. Why did you choose this guild and why are you still a member?
 - b. Guild Structure
 - i. What rules and expectations must you meet as a guild member?
 - ii. What happens when rules and expectations are not followed?
 - iii. How is your guild organized?
 - iv. What are the rules for acceptance and progression in the guild?
 - c. Culture
 - i. Do you know the purpose/goal of your guild? If so, what is the purpose or goal and are you expected to follow it?
 - ii. What values do you hold regarding the guild, its members, and *World of Warcraft* as a whole?
 - iii. How is conflict resolved between members?
 - iv. What roles are guild members expected to fill?
 - v. How are guild members expected to behave and interact with one another?
 - vi. What activities does your group do together?
 - vii. What sorts of difficulties do you encounter with other guild members?
 - d. Experiential learning
 - i. How did you learn to be a member of your guild?
 - ii. How did you learn to play *World of Warcraft* and interact with other players?
 - iii. Do higher level members mentor or show lower level members how to play?
 - iv. Are the opportunities for new members to learn class or profession skills from more senior members? What are the opportunities?
 - v. Does role-playing occur in your guild? If so, are there opportunities for new RPer's to learn how to role-play from experienced RP'ers?
 - e. Communities of Practice
 - i. Do you think about quests once completed to determine if the quest could have been done better?
 - ii. Do you believe there is mutual respect and trust between guild members?
 - iii. Is there a place where guild knowledge and information is kept? If so, how is this information kept? If not, where do you look for information about *World of Warcraft*?

APPENDIX I: CONSENT INFORMATION SHEET

Please read this document and ask any questions you may have before agreeing to be part of this study. You will also have the opportunity to ask any questions about the study at anytime throughout the study. The researcher is Landon K. Pirus, who is a graduate student at the Educational Policy and Administration department at the University of Minnesota. This study is primarily for fulfilling the requirements for completing the doctoral thesis, and will be used only for that purpose. The doctoral thesis is being conducted under the direction of Dr. R. Michael Paige.

Background Information:

This researcher intends to investigate the possibility of conducting intercultural training with massively multiplayer online games (MMOGs). Through document analysis, observation, and interviews, this researcher will draw conclusions about whether intercultural training is possible through the use of MMOGs.

Procedure:

During this study, you will be contacted via email and asked a series of interview questions. Email interview transcripts will be printed for analysis. The transcripts of the interview will be sent back to you for validation. If the transcripts do not reflect your ideas and thoughts, the researcher will adjust the interview transcripts. You have the right to ask any questions about the study at anytime throughout the study.

Risks or benefits of being in the Study:

There are no foreseen risks, nor are there any benefits to participating in this study.

Confidentiality:

Any personal information that may reveal your identity will be kept secret or anonymous, such as your name, game name or profile, etc. Any information collected during this study will be kept in a locked box for a period of five (5) years and the researcher will be the only person with access to this information.

Voluntary Nature of the Study:

You have the ultimate right to deny participating in this study or to withdraw from this study after you have agreed to participate at any time of your choice during the study. You also have the right not to answer those questions posed by the researcher that you do not want to give any answer or response.

Contacts and Questions:

You may ask any questions you have at any point throughout the research study. If you have any questions later, please feel free to contact Landon K. Pirus at 651-334-3350 or by email at piri0006@umn.edu. If you wish to talk to someone other than the researcher, please feel free to call Dr. R. Michael Paige at 612-626-7456 or the Research Subjects' Advocate line by mail at D528 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455 or by telephone at (612) 625-1650.

APPENDIX J: INSTITUTIONAL REVIEW BOARD APPROVAL

From:	irb@umn.edu
To:	piri0006@umn.edu
Date:	Thu, 27 Jul 2006 12:30:14 -0500 (CDT)
Subject:	Notification of IRB Exempt Study

The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2: SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.

Study Number: 0607E89968

Principal Investigator: Landon Pirus

Title(s):

Massively Multiplayer Online Game Virtual Environments: A Potential Locale for Intercultural Training

The study number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

Research that involves observation can be approved under this category without obtaining consent.

SURVEY OR INTERVIEW RESEARCH APPROVED AS EXEMPT UNDER THIS CATEGORY IS LIMITED TO ADULT SUBJECTS.

This exemption will last for three years from the date of this correspondence and will be filed inactive at that time. If this research will extend beyond three years, you must submit a new application to the IRB a month prior to the study's expiration.

Upon receipt of this email, you may begin your research. If you have questions, please call the IRB office at (612) 626-5654.

You may go to the View Completed section of eResearch Central at <http://eresearch.umn.edu/> to view further details on your study.

The IRB wishes you success with this research.