

Meeting the Metaverse: Rethinking the Caribbean Academic Institution

Traversing the Metaverse –
A Caribbean Perspective
31 January 2022

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The University of the West Indies



FLOWS

from
the Metaverse



Caribbean Academic
Institution

to
the Metaverse



to

the Metaverse

Knowledge | Skills | Attitudes | Products

Extension of
existing
programmes

Jon Radoff.

Jobs in the Metaverse.

Building the Metaverse

Weekly Newsletter.

Oct 11, 2021.

<https://medium.com/building-the-metaverse/jobs-in-the-metaverse-9395db90086>

Creators

Artists, modelers, dialog writers, mocap, character designers, composers, videographers, fashion designers

Community

Evangelists, marketers, customer support, curators, influencers, moderators, advisors

Performers

Actors, musicians, guides, streamers, vtubers, teachers, leaders, coaches

Builders

Game designers, worldbuilders, producers, impresarios, curriculum designers, storytellers, generative organizers

Bridgers

Cartographers, historians, digital twin implementors, naturalists, data providers, analysts, public health & safety experts, spatial mappers

Participants

Play-to-earn, DAOists, customizers, guild leaders, traders, speculators, modders

Worlds and Experiences

Make assets

Attract, Engage, Help

Design, organize experiences

Explore, learn, enhance

Real-time content

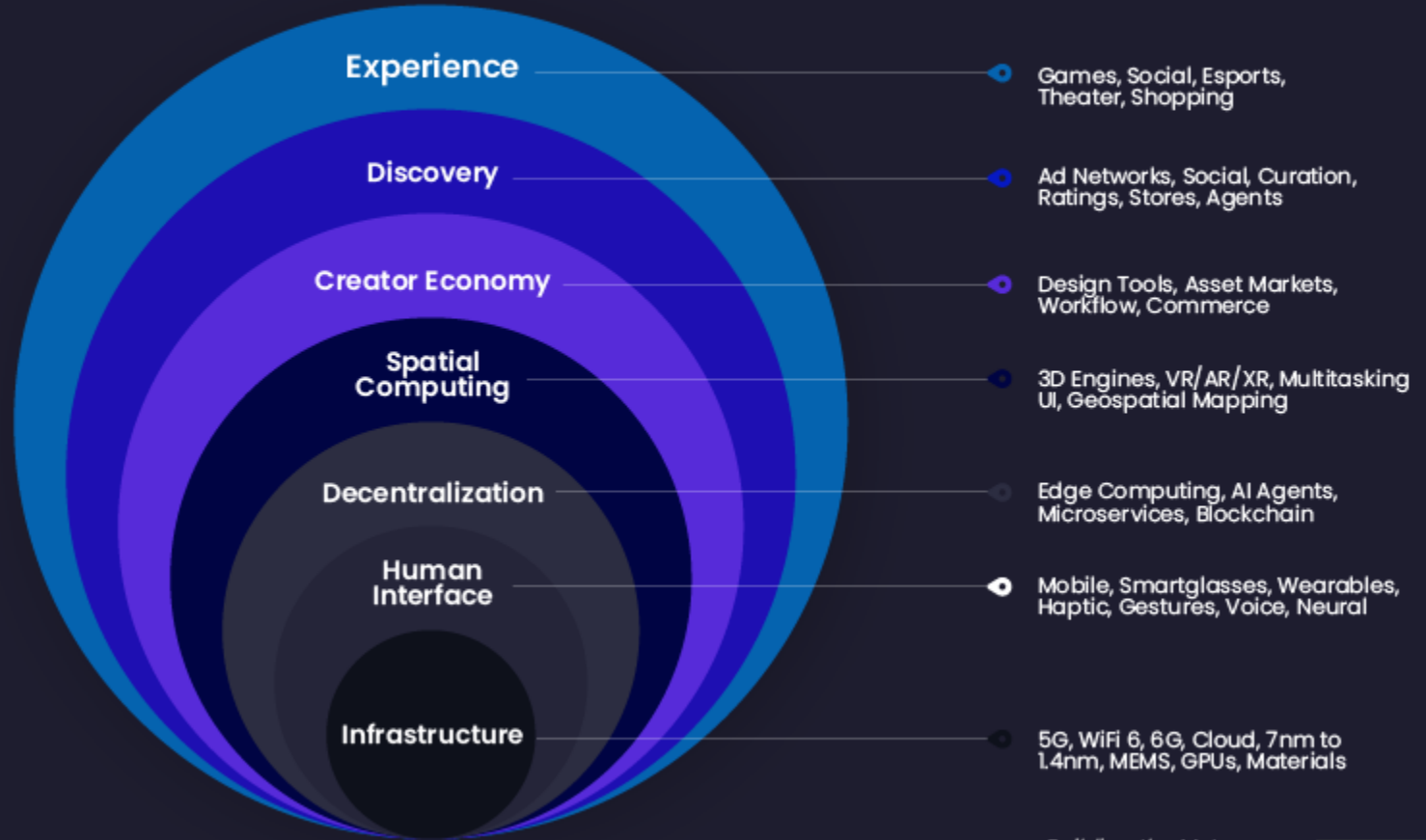
Connect physical to virtual



Building the Metaverse
Jon Radoff

The Seven Layers of the Metaverse

Extension of
existing
programmes



Jon Radoff.
The Metaverse Value-Chain. Building the Metaverse Weekly Newsletter.
Apr 7, 2021.
<https://medium.com/building-the-metaverse/the-metaverse-value-chain-afcf9e09e3a7>

from
the Metaverse



**AR & VR-
Assisted
Learning**





•))) RANGE: 5.0 M



Source: EON Reality

EON-XR

e.g. skills &
content
development

Scan

with
smartphone
for 360°
environment
generation

Photograph

Artefacts to
highlight

Add Content

Panels with
annotations using
Google Lens; PDFs,
assessments, quizzes,
location- & identity-
based challenges etc.

Demonstrate

Walk & talk,
pointing out
artefacts,
optionally making
sequence-based
assessments

1.UWI

300 educators trained | ≥ 30 persons to be trained / month, 2022 | A technician course in Instrumentation + 3 other courses to incorporate XR

High-impact Educational practices

"students who use these approaches tend to earn higher grades and retain, integrate, and transfer information at higher rates" (Kuh, 2008)



- First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Diversity/Global Learning

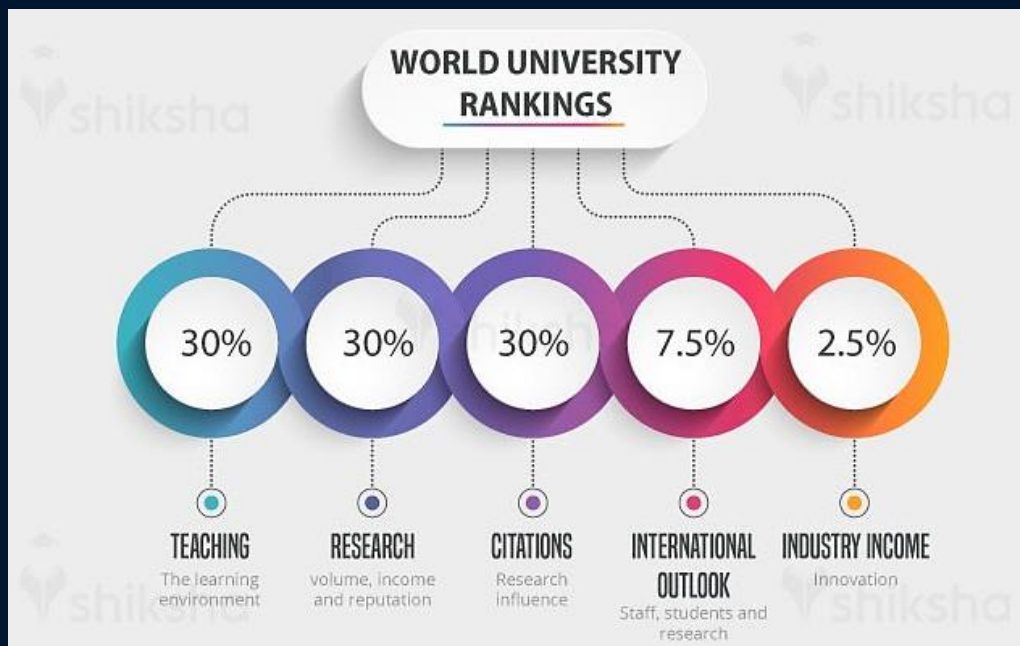


- Writing-Intensive Courses
- ePortfolios



- Service Learning, Community-Based Learning
- Internships
- Undergraduate Research
- Collaborative Assignments & Projects
- Capstone Courses & Projects

George D Kuh & Carol Geary Schneider. High-impact educational practices: what they are, who has access to them, and why they matter. Association of American Colleges and Universities. 2008.



Times Higher Education

The University of the West Indies



Higher Ed Reality Check



Academic



Enablers



Business



2030 SDGs

Equal access for all to affordable quality ... tertiary education

United Nations (2018)



Demand

Lifelong & online /blended learning, credentials unbundling, career orientation, specialization & consolidation

Choudaha & Van Rest (2018)



Resourcing

Declines in traditional resourcing e.g. UWI subventions
UWI (2021)



Opportunity

Global higher ed enrolment:
99.4 to **≥ 414 m**
(2000) (2030)
UNESCO (2015)

360° Rethink



Academic

Differentiation?
Contemporary fundamentals?
Plagiarism
Assessment
Who will be left behind? ... etc. etc.



Enablers

Digital transformation
Enterprise architecture, platforms and applications
Open education resources
Digital & IP rights
Electronic transfer of records
The whole student experience Identify management ... etc. etc.

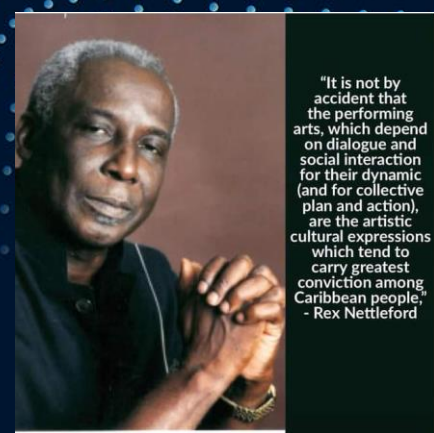


Business

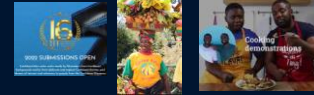
Differentiation?
Revenue generation ... etc. etc.
Fresh models:

process, procurement, HR, market, FORMAL & INFORMAL PARTNERSHIPS

Dumplings
 "Janey, you see nobody pass here?"
 "No, me friend."
 "Sarah, you see nobody pass here?"
 "No, me friend."
 "Well, one of me dumplings gone."
 "Don't tell me so!"
 "One of me dumplings gone."
 "Janey, you see nobody pass here?"
 "No, me friend."
 "Sarah, you see nobody pass here?"
 "No, me friend."
 "Well, two of me dumplings gone."
 "Don't tell me so!"
 "Two of me dumplings gone."



Horizontal & Vertical Value Chains



THANK YOU



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Credits

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