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Editorial

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Our editorial team of the Assembled 2018 issue of the Journal of Virtual Worlds Research was so impressed with the first issue we had to put together a second part. The second part comes with just as much amazing content as the first. Assembled 2018 Part Two includes, once again, five remarkable studies demonstrating rigor over a vast variety of themes tethered to Virtual World use. The five articles highlight new findings and pave the way for future research.

In our first article titled **Dreaming the Virtual: How Lucid Dream Practice Can Inform VR Development**, Kevin Healey proposes an "integral" model for studying the development and use of virtual and augmented reality (VR/AR) technologies which provides a comparative analysis of immersive virtual reality VR platforms and the practice of lucid dreaming (maintaining conscious self-awareness while dreaming). The model suggests that dream research is highly relevant to VR development as a catalyst for ethical critique of emerging commercial technologies.

In the next article titled **Virtual Sense of Community in a World of Warcraft Storytelling Open Forum Thread**, Dean Anthony Fabi Gui examined a World of Warcraft thread in order to explain the relationships inside the game and the 'sense of community' players established in Virtual Worlds. He found players consistently used linguistic and semiotic text to brand their belonging. These players demonstrated all components of what defines community: membership; influence; integration and fulfillment of needs; and shared emotional connection.

In Rebecca Yvonne Bayeck, Tutaleni Iita Asino, and Patricia A. Young's article **Representation of Africans in Popular Video Games in the U.S.** the authors exposed an apparent underrepresentation and/or negative representation of Africans in U.S. video games despite their

popularity and potential role in learning, education, and social settings. The authors suggested this negligent and negativity can influence individual's attitudes and perceptions of Africans.

Our article from Papia Bawa, Sunnie Lee Watson, and William Watson's manuscript titled **Gaming the Performance: Massively Multiplayer Online Games and Performance Outcomes in English and Business Courses** showed an experimental approach to examine Business and English classes' use of Multiplayer-Online Games (MMOG) to evaluate their potential for improved learner performance. The study's results indicated all groups learned better both in critical thought and in completing assignments when using MMOGs regardless of the game choice. The authors also found informational support to game play improved performance as well.

In Melissa E. Hudson, Karen S. Voytecki, and Guili Zhang's **Mixed Reality Teaching Experience Improve Preservice Special Education Students' Perceptions of their Ability to Manage a Classroom** the authors demonstrated the use of a mixed reality environment using 'Mursion' with undergraduate special education students. The students used Mursion to practice classroom management skills with avatars as their pupils. The authors collected and analyzed both qualitative and quantitative data finding the majority of participants perceived using Mursion improved their confidence and improved their preparation to teach.

This issue has been crafted to meet the expectations of researchers and practitioners. It is molded together from the same top-notch editorial team from the first issue of Assembled 2018. Our team, once again, includes the Prime Editor, Dr. Angie Cox, residing in Germany; Dr. Felipe Becker Nunes, from Brazil; Dr. Miao Feng, living in Chicago, USA; and Dr. Edgardo Donovan, in Washington D.C., USA. Together with the Editor in Chief, Prof. Yesha Sivan, working from Israel and Hong Kong and the Coordinating Editor, Tzafnat Shpak, in Israel, we all sincerely hope you enjoy this insightful read.