OnCreate

Course Description

The Mixing of Realities 1 — VR Course

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Project Consortium: University of Applied Sciences Magdeburg-Stendal (Germany); Aalborg University (Denmark); Lapland University of Applied Sciences (Finland); University of Lincoln (United Kingdom); University of Ljubljana (Slovenia); Potsdam University of Applied Sciences (Germany); Tampere University of Applied Sciences (Finland); University of Tampere (Finland); YMCA University of Applied Sciences (Germany)

The Mixing of Realities 1 — VR Course

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Course Description

'The Mixing of Realities' is a series of weekly workshops that aims to explore new and emergent technologies (Oculus Rift, HTC Vive, Samsung GearVR, etc.). The initial course focussed on developing concepts for Virtual Reality, providing an opportunity to foster online collaboration between student groups at LSFM and TAMK. Students worked in local groups to develop VR concepts that addressed a shared brief ('overcoming barriers to learning'), with final concepts being presented as part of TAMK International Week (24-28 April 2017).

Mutual peer feedback was facilitated through weekly video conferencing between the two partner universities, whilst learning materials were made available prior to the workshops through both a dedicated website and social media channels. Each week tutors monitored progression of student teams and provide both technical and intellectual support.

The aims of this course include:

1. The history of VR technologies and their future progression
2. How to create a VR ready scene with cameras and lights – technical skills
3. Building for a target audience - Convergence, acceptance and reluctance
4 Ideation – Research and Development processes
5. Presentation of concepts

The learning materials for each session were disseminated throughout the course with appropriate materials and guides for that session and the

next. Each week tutors aimed to document and monitor progression of student teams and provide both technical and intellectual support.

Course overview

- Brief & Requirements
- Session 1 Introductions and Deconstructions
- Session 2 Planning for VR and the User Experience
- Session 3 Developing the Concept - Tools and Process
- Session 4 Development Time - Support session / materials
- Session 5 Development and Evaluation

VR development Jam - additional workshop at Lincoln

Collaboration Mode

- **Mutual Consultation:** Workshops at LSFM and TAMK were held on a Friday afternoon. Mutual peer-feedback was facilitated through weekly video conferencing between the two partner universities.

- **Complementing Assignments:** Student groups from the different universities worked towards the same brief, but in loosely coupled work packages. Each group worked on a separate response to the brief, in addition to contributing iterative feedback of another group's concept. There were two student groups at each University.

- **Synchronous Collaboration:** Skype / Hangouts - to connect classrooms for mutual feedback and discussion

- **Asynchronous Collaboration:** Facebook (social bonding, pooling research, sharing learning materials), Google Drive (pooling research, sharing learning materials), google docs (documenting the ideation process, collaborative development of concepts)

Duration, Intensity & ECTS

8 weeks
5 ects (TAMK) - Extra-curricular (LSFM)

Platform

http://mixingofrealities.com/

https://www.facebook.com/groups/1246584522090813/

Skype / Google Hangouts

Method

OnCreate Teaching Methods:

Multidisciplinary Team Method;

Idea Canvas Method Course Overview and Introduction

Curriculum

Week	Topic of the unit	Content
1	Kick-Off	Introduction to history and technology of VR, theory. UX for VR Common online session with Lincoln at Tamk, 15-16:00 hours at the end of the day.
2	Research	Hands on session with 360 photos technology and introduction to manipulating 360 photo/video content with After Effects skybox-plugin Introduction I to Unity game engine. Common online session with Lincoln at Tamk, 15-16:00 hours at the end of the day
3	Research	Frameworks for concept, (Idea canvas) Common online session with Lincoln at Tamk, 15-16:00 hours at the end of the day
4	Presentation and Synthesis	Deadline for concept ideas and presentation of the ideas by student teams. Common online session with Lincoln at Tamk, 15-16:00 hours at the end of the day
5	Ideation	Introduction to Augmented Reality technology using Unity game engine. Common online session with Lincoln at Tamk, 15-16:00 hours at the end of the day
6	Teamwork	Student teams work on their concept. The teachers assist if needed. Common online session with Lincoln at Tamk, 15-16:00 hours at the end of the day
7	Teamwork	Student teams work on their concepts, build prototypes and create presentations. The teachers assist if needed. Common online session with Lincoln at Tamk, 15-16:00 hours at the end of the day
8	Ideation	Student teams have their final presentations and run their prototypes! This was done in Tamk iWeek.

Experience Report

Course Overview and Introduction

This is an important part of the course and should be done in proper way. This was first time when course was organised and this part left room for improvement.

Learning Objectives (Competencies)

It was good idea to emphasize that the course gives VR concepting skills. Otherwise defining the objectives is generally hard whilst dealing with quite new technologies. The course had an interesting mixture of competencies in user centric design, prototyping and emerging technologies.

Assessment and Measurement

When course consist of concepting and there are student‘s’ presentations in the end, it is quite simple to do the assessment. However the two groups did quite different projects and the teams had many members. This is always a bit challenging to assess fairly

Instructional Materials

Facebook community worked well in this course. The topic (VR) is emerging and new, links to the interesting latest sites were important part of learning material.

Course Activities and Learner Interaction

The learning was collaborative and problem based, which tends to work well. Upcoming presentations about the concept boosted interaction among all the participants.

Course Technology

Connecting classrooms with Skype didn’t work well and this needs a lot of development if this collaboration method is used again. The problem is mostly the quality of audio when two large rooms with tens of people are connected. Dividing the group to the smaller subgroups could work better.

Learner Support

The students were encouraged to ask support from the teachers and the-

re were a few support sessions given which solved some of the issues.

Material

Links and/or zip packages

https://www.facebook.com/groups/1246584522090813/?ref=bookmarks

https://docs.google.com/spreadsheets/d/1JpM1AznCg-rT4QT4fpFu3y_WTliKaDScbGVD_iFH7OY/edit#gid=0