Design Challenge C:

Our task was to use a design anthropology approach in order to go beyond our own assumptions regarding how a VR experience could be used within the University. Going based on our own biases, we assumed that many students would be open to the application of VR to enhance the student experience in terms of learning and teaching. From the number of students we interviewed (20-25), we were able to identify the threshold by which VR would be able to become commonplace. The issue that we came across was that many of the students were unfamiliar with VR and its implications and had never experienced it and were therefore hesitant to see how it would be utilized within a classroom setting. Meanwhile, there were 3 or 4 students who were familiar with VR and could see how the application could fit in well to University based practices.

Taking an emphatic approach, it was evident that VR was foreign to many students as they had not had the opportunity of trying it out so it seemed like the adopting of VR would be more challenging compared to other forms of technology. Therefore, we are treating our idea as more of a prototype, that will hopefully fit in with people’s ‘need’ to first be introduced into the VR technology to then understand and see firsthand how VR could enhance the student experience.

Utilizing the capabilities of VR, the concept is to be able to simultaneously view both the original layout and infrastructure of things (a building or an artefact at the University for example) whilst also being able to view its transformation and how it stands today in a restored manner. We thought the VR technology would coincide perfectly with our idea as it allows for an immersive experience. The implications of VR to act as an extension to already established teaching practices is evident and hopefully our immersive idea would provide introduction to VR and its potential to augment our learning.

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