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Sensor-supported game mechanisms for augmented reality

Bachelor’s Thesis

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**Abstract.** bla

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# Background

## Introduction

Augmented Reality is bigger than ever before. The recent success of the game Pokemon Go, coupled with advancements in the related domain of Virtual Reality, has spurred popular interest in the combination of real and virtual content which has long been an area of academic interest. Microsoft’s Hololens, a Mixed Reality HMD (head-mounted display), a development version of which was released in 2016, shows great potential despite a currently high price point.

This research paper seeks to provide an introduction into Augmented Reality and sensor technology and applications, with a special focus on video games, before attempting to design and implement in the Unity game engine a framework for sensor-supported Augmented Reality games.

## Motivation

This paper builds on the work the author performed during an internship at the Open University of the Netherlands, as part of the WEKIT project. WEKIT (Wearable Experience for Knowledge Intensive Training) is a European research project that aims to develop a new approach to expertise transfer by means of wearable technology, by means of task-sensitive Augmented Reality. During this internship, the author was able to familiarize himself with topics such as Augmented Reality and the combination of various sensors.

A focus group survey (see appendix) was conducted in preparation for this paper with 18 participants – current and former game design students, as well as one professor for game design, with at least one year of game development experience each. This revealed interest but inexperience in the usage and development of augmented reality applications; although all but one of the participants knew the term Augmented Reality, only half of them reported having used AR applications before and only three out of the 18 participants had experience developing them, 12 of the remaining 15 expressing interest in doing so. Despite this, the participants showed mixed (though generally positive) expectations of the field in regards to both the gaming industry in general and education in particular: When asked whether Augmented Reality games would be important in these domains in the future, both averaged a score of 3.388… on a Likert scale from 1 (disagreement) to 5 (agreement). The response to whether they thought using additional sensor data could improve Augmented Reality applications, especially data relating to the user such as data on movement or body posture, was more uniformly positive, averaging a score of 4.388…, although some participants noted a lack of knowledge of sensor technology.

This combination of interest offset with lack of experience and skepticism towards the future suggested that an investigation into the prospects of augmented reality gaming could prove beneficial to current game design students.

# Literature review

## Augmented Reality

### Definitions and taxonomies

Azuma: 1. Combines real and virtual

* 2. Is interactive in real time
* 3. Is registered in three dimensions
* -> Keine 2D Overlays (Text scheint zu widersprechen - 2D Overlays okay, solange sie an Elemente im Raum gebunden sind?)

Kontrast Azuma (2001):

* combines real and virtual objects in a real environment;
* runs interactively, and in real time;
* and registers (aligns) real and virtual objects with each other.

Dictionary: "Vision technologies that superimpose a computer-generated object on an image of a real-world scene."

Milgram & Kishino (1994) erwähnen Möglichkeiten von Audio, Haptic, Vestibular AR

Durlach, Ternier (2012) (Audio VR)

* Azuma (2001): “**AR can potentially apply to all senses**, including hearing, touch, and smell. Certain AR applications also require removing real objects from the perceived environment, in addition to adding virtual objects. For example, an AR visualization of a building that stood at a certain location might remove the building that exists there today. Some researchers call the task of removing real objects **mediated or diminished reality**, but we consider it a subset of AR.”

Milgram (1994): Spectrum => Sheridan (1992), Robinett (1992) taxonomies  
Milgram aber auch: “[AR] refers to all cases in which the display of an otherwise real environment is augmented by means of virtual (computer graphic) objects.”

Chronologisch ordnen?

Sheridan (Faktoren für Presence):

* “Extent of sensory information
* control of relation of sensors to environment
* ability to modify physical environment

### Technology

Sutherland als erster

Azuma (1997)

Yamabe et al. erwähnen (Projector)

Video vs optical (projection erwähnen)

* Azuma (2001): “**Another approach for projective AR relies on headworn projectors, whose images are projected along the viewer’s line of sight at objects in the world**. The target objects are coated with a retroreflective material that reflects light back along the angle of incidence. Multiple users can see different images on the same target projected by their own head-worn systems, since the projected images can’t be seen except along the line of projection.”

Location-Based (geolocated/marker-less) vs Vision-Based (artefact-based /marker-based) (Munnerley et al. (2012), FitzGerald et al. (2013)) -> Hololens hervorheben als alternativen dritten Ansatz

marker, computer vision, outdoor Probleme und Lösungsansätze (Schall et al. (2009), Hol et al. (2006))

Moderner Vergleich

Hololens speziell?

### Applications

#### Industrial

#### Education and expertise transfer

Azuma (1997) erwähnen? Besser nur modern Vergleiche?

Dunleavy (2009) (Alien Contact)

Yamabe et al.

Ishii et al. (Athletik speziell erwähnen, hier können andere eingebunden werden, z.B.: Soga et al. (2011), Rahman et al. (2011), )

Ternier et al. (2012) (ARLearn)

Schmitz et al. (2012) (Ed. potential)

Antonacci et al. (2015),

Dunleavy (2014): “A review of the literature reveals the following three design principles as instructive: 1. Enable and then challenge (challenge): 2. Drive by gamified story (fantasy); and 3. See the unseen (curiosity).”

Wichtige Übersichten: FitzGerald et al. (2013), Bower et al. (2014), Radu (2014)

#### Augmented reality games

Trennung zwischen akademisch und kommerziell, Edugames erwähnen (auch oben schon)

Eye Toy als erstes kommerzielles? (Zitat Wetzel et al., 2008)

Pokemon Go

Design Prinzipien von Wetzel el al. (2008)

### Outlook

#### Possibilities

#### Limitations

Kruijff et al. (2010)

Antonacci et al (2015)

Furmanski et al. (2002) (Interfaces überdenken)

Dunleavy (2014): “One of the most frequently reported AR design challenges is preventing student cognitive overload during the experience” (+Quellen);

“The mobile device as a lens rather than a screen is a critical design metaphor as **several studies have documented that students have the tendency to become fixated on the mobile device rather than observing the environment** (Dunleavy et al., 2009, Dunleavy & Simmons, 2011; Perry et al., 2008; Squire, 2010). While location-based and vision-based AR can provide powerful and compelling experiences, **it is critical that designers do not create experiences where the technology becomes a barrier to the environment. Rather the technology needs to drive the students deeper into the authentic observation and interaction** with the environment and with each other if AR is to grow beyond a novelty technology.”

## Sensors

### Overview – sensors and actuators

### Sensors in games

### Sensors in augmented reality

# Development of a framework for sensor-supported augmented reality games

# Declaration of authenticity

# Appendix