

**Senior Design Project**

**The Design of a Virtual Reality Game for STEM Education**

ENGE476 Senior Design Project I

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Abstract

By the end of the project, summarize the project into short text and put here.

1. Introduction

## Backgound/Motivation

From the beginning of any engineering program, students are required to take difficult courses that involve new math and physics concepts. From experience, this can be overwhelming, as a lot of these concepts are foreign both mathematically and mentally. Visualizing topics such as circuit configurations or truss problems in statics are not always intuitive to new students.

As it stands, the standard curriculum for engineering students at UMES consists of just lectures with a handful of labs included in a four-year degree program. While this proves to be successful for most students, more learning tools are always welcome. Now, what if those learning tools broke away from the monotony of the typical lecture, where students sit quietly and takes notes, with the only interaction being asking questions to a professor. What if they provided an alternative to a lab, which typically only has students flipping a switch, measuring a value, then flip another switch, measure that value. In other words, what if there was a learning tool available to students that is both fun and interactive, but still educational.

This is where game-based learning comes in. Game-based learning, or GBL, uses competitive exercises, either pitting students against each other or getting them to challenge themselves in order to motivate them to learn better.Incorporating GBL into a curriculum has shown to motivate students to learn and, in turn, learn more effectively. Games provide an element of fantasy to the players, something that is not present in the typical lecture or lab. This element is what provides a fun and memorable experience for the students playing, which is what makes this approach to education so effective. [1]

Technology in gaming has come a long way since its beginning back in the 80’s. Visually, games evolved from the 8-bit, pixelated graphics to the stunning 4K graphics found in games today. The way the players control and play their games has also evolved from using simple game 8 button game pads to full motion controls. However, there is one innovation that stands out among the rest, and that’s virtual reality (VR). Especially in recent years, VR has become a prominent part of gaming with the release of popular hardware, like the HTC Vive and the Oculus Rift. Gaming platforms, such as Playstation, Steam, and various mobile applications all offer VR support with compatible hardware. Having this technology at our disposal is great, but is it really that vital to incorporate it rather than just developing a simple video game?

In the Merriam-Webster Dictionary, virtual reality is defined as an artificial environment which is experienced through sensory stimuli (such as sights and sounds) provided by a computer and in which one’s actions partially determine what happens in the environment. From this definition, one can tell that VR offers something that no 3-D game on a computer screen can offer, and that is true immersion. It is because of these immersive capabilities that virtual reality has proven to be an effective method in teaching and providing experience for users in situations that would not normally be easily accessible or reproduced. For example, VR is being used in sports to improve certain aspects of players’ games, such as situational awareness or correction in body mechanics. A specific example comes from a study that had shown that football players were able to shave off a second of their decision making in accordance to a defensive coverage by simulating these situations and testing them on how to handle it. Another example is of Kelly Oubre Jr., a player for the Washington Wizards in the NBA, who used VR to take a closer look at his shooting form. As a result, his true shooting percentage (a stat that factors in all types of shots in a basketball game) increased 3 percentage points. This technology is literally changing people’s careers for the better, so applying it to education for engineers is most definitely worth it.

It is obvious that a combination of education, gaming, and virtual reality can provide a powerful learning tool for students.

## Objective

The objective of this project is to develop an effective game-based, virtual reality learning tool for electrical engineering students.

## Design Requirements

1. Educate and entertain through the immersive features of VR gaming.
2. Completable within 20 minutes
3. Cover 3 subjects in the Electrical Engineering field: DC Circuits, AC Circuits, and Digital Circuits.

## Design Constraints

1. The game will be developed for the HTC Vive.

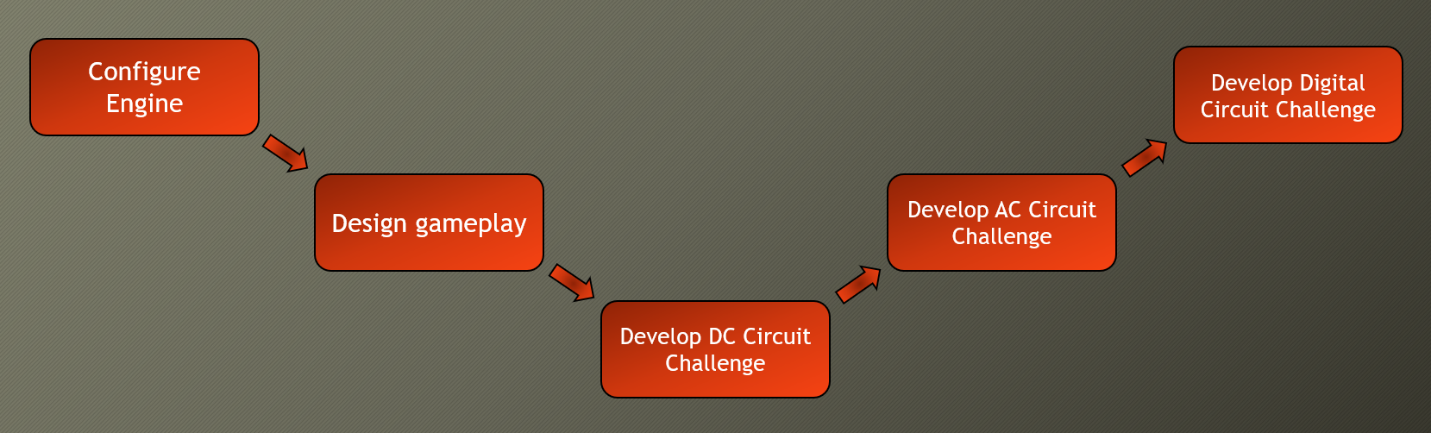
2. The game must be playable within the minimum PC hardware and space requirements provided by HTC:

* Computer:
* GPU: Nvidia GeForce GTX 970, AMD Radeon R9 290 equivalent or better  
  CPU: Intel i5-4590, AMD FX 8350 equivalent or better  
  RAM: 4 GB or more  
  Video Output: HDMI 1.4, DisplayPort 1.2 or newer  
  USB Port: 1x USB 2.0 or better port  
  Operating System: Windows 7 SP1, Windows 8.1 or later, Windows 10

**Play area:** 2m x 1.5m (6ft. 6in. x 5 ft.)

## Design Method

**Diagram 1. Flow diagram depicting the approach to developing the game**



1. Implementation Plan

## Tasks

* Task 1. Game Development Engine Configuration
  + Subtask 1. Unity vs. Unreal Engine
  + Subtask 2. Configure for development
* Task 2. Design Gameplay
  + Subtask 1. Scripting the game
  + Subtask 2. Create, or source required components to build the game
* Task 3. Development: DC Circuit Challenge
  + Subtask 1. Scene Development
  + Develop key features
  + Code Objectives
* Task 4. Development: AC Circuit Challenge
  + Subtask 1. Scene Development
  + Code Objectives
* Task 4. Development: AC Circuit Challenge
  + Subtask 1. Scene Development
  + Code Objectives

## Timeline/Milestones/Delivery Plan

1. Project Timeline and Delivery Plan

|  |  |  |
| --- | --- | --- |
| **Time** | **Task** | **Comments** |
| **Semester 1**  **Week 4**  **To**  **Week 8** | Task 1 | Required weeks of deciding on a game engine and configuring Unity after choosing. Provided a smooth transition into developing the game. |
| **Week 4**  **To**  **Week 8** | Task 2 | Designed the gameplay, including setting and objectives |
| **Week 8**  **Through Winter Break** | Task 3 | Began development on the game. The initial steps included developing the scene for the DC Circuit challenge, and developing the key features found throughout the entire game. |
| **Semester 2**  **Week 1**  **To week 7** | Task 4 | Develop AC Circuit challenge |
| **Week 7**  **To**  **Week 15** | Task 5 | Develop Digital Circuit Challenge |

1. Implementation

## Implementation of Task 1. Game Development Engine Configuration

**Subtask 1. Unity vs. Unreal Engine**

 The first task of the project required choosing a game engine to work with. The two options at hand were Unity, and Unreal. Research was done to find what obstacles and details would be presented with either one. Both engines possess a learning curve, but navigating through that curve is different for each engine. From a programming standpoint, Unity games are programmed using C# scripts, while Unreal uses C++. The key difference is that Unity has been available to the public since 2011, while Unreal has only been free and easily attainable for anyone outside of a professional setting since 2015. It is because of this fact that Unity help and information is readily available in books or online from a quick Google search.

Picture 1. Unity Logo



For Unreal Engine, it was widely considered the more powerful engine. This is the engine that some of the largest development companies use because it can achieve higher heights than Unity can visually. One would think that it was an obvious choice to go with the more powerful engine, however, one must also consider the documentation available for Unreal. The level at which the game runs from a functionality stand point is more important than any level of visual quality. Also, it is well documented that Unreal Engine powered games require more computing power, which directly conflicts with the minimum PC requirements constraint placed on the project. Considering all the information gathered, Unity was chosen to develop the game.

Picture 2. Unreal Engine Logo

**Subtask 2. Configure Unity for Development**

Once Unity was chosen, it needed to be configured for development. In order to configure the engine, tutorials were completed on scene building. The tutorials provided a work shop for working with object creation and script writing. Once the tutorials were completed, a pre-built scene was found online, which could be used to test the SteamVR Plugin. The SteamVR plugin is an asset pack found on the Unity Asset Store that provides a multitude of scripts and prefabs that are necessary for the basic functions of the HTC Vive. Scripts for object interaction, like picking up and throwing, and the teleportation feature are examples of the most useful assets in the pack. Applying these scripts to the prebuilt scene allowed for coding-focused experimentation more than taking the time to have to design a functioning scene. This is where an understanding of how the HTC Vive detects inputs in code was developed, which was vital for developing the game.



Picture 3. Sample Scene used for Engine Configuration

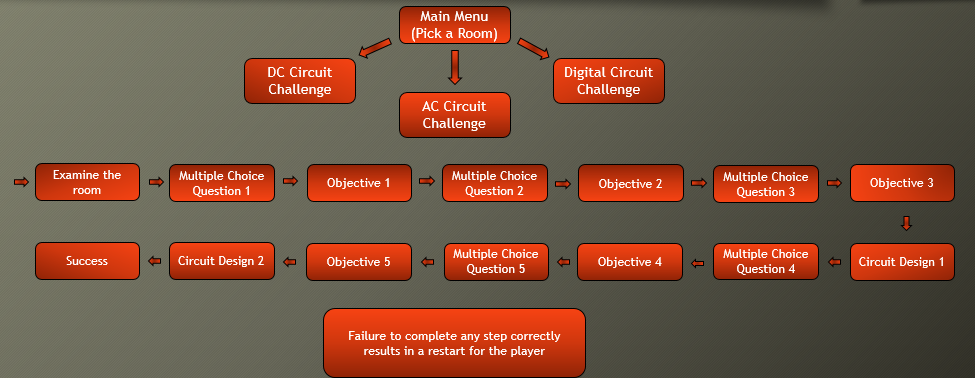
## Implementation of Task 2. Design Gameplay

**Subtask 1. Scripting the Game**

Task 2 was all about designing the game from a creativity standpoint. Throughout the early configuration stages of the project, settings and suitable objectives within a certain setting were brainstormed. After a few weeks of weighing out options, the setting was chosen to be an alien space in outer space. The overarching objective was to escape the alien spaceship. The player is going to be put to the test through multiple choice questions (with an electrical engineering focus), physical objectives, and puzzles. The game is supposed to function like an escape room, which is an activity that has become popular over the recent years where groups enter a room full of puzzles, brainteasers, and scavenger hunts. The group has to solve these within a time limit to successfully complete the challenge. This is the concept that the game will take on. It provides a fun, interactive environment that requires the player to think through each step.

Picture 4. Outer space, alien spaceship to support setting.

Diagram 2. Gameplay Flow Diagram, laying out what the player should expect

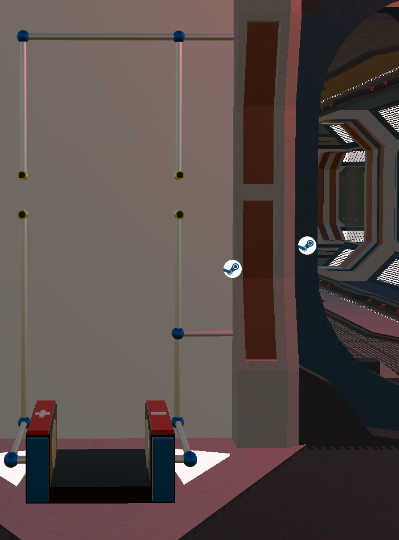


**Subtask 2. Create or Source the Required Components to Build the Game**

In order to create this setting with its objectives, in-game objects needed to either be made or sourced. Unity allows for objects of basic 3-D shapes to be created and placed throughout the game in any kind of orientation desired. From there, you can add components, such as colliders, rigid bodies, scripts, etc. to the object, providing the user with a lot of customization. For this project, the structural design of each of the rooms, all circuit components, and over 90% of the scripts will be self-made using Unity’s built object creation or 3rd party software.

However, in order to make the highest quality game objects, skills in fields like animating and 3-D modeling are necessary. Unity presents a way for programmers to get by without possessing high level skills in these disciplines by providing the Unity Asset Store (UAS). The UAS consists of thousands of objects, materials, sounds, animations, etc. that have been made by other users who may have more experience working with these assets. Unity developers can then purchase these assets to then use in their own games. It breaks down a wall that would undoubtedly hold back programmers from developing great games. Here is a list of some of the assets purchased for this project, with a short description of how they are implemented:

* Vast Outer Space Skybox – The skybox, or shell, to the environment that provides the visual sensation of being in outer space
* Sci-fi Styled Modular Pack – A collection of assets themed around a futuristic setting. The majority of the objects used for building the setting were found in this pack, like the battery objects, the floor pieces, windows and doors.
* Force Field Effects – A collection of objects that take on a force field effect that will be used to block off objects from the player.
* Futuristic Weapon Pack – A set of high detailed weapons to be used in the game as the primary weapons for players in objectives that involve shooting.
* CRT LCD Shader – An asset that provides a screen in which you can attach a video player to. Mostly provides a level detail to the game because at close glance, the player can see lines of pixels as if he/she were looking at a real LCD screen.

Picture 7. Example of Force Field Effects

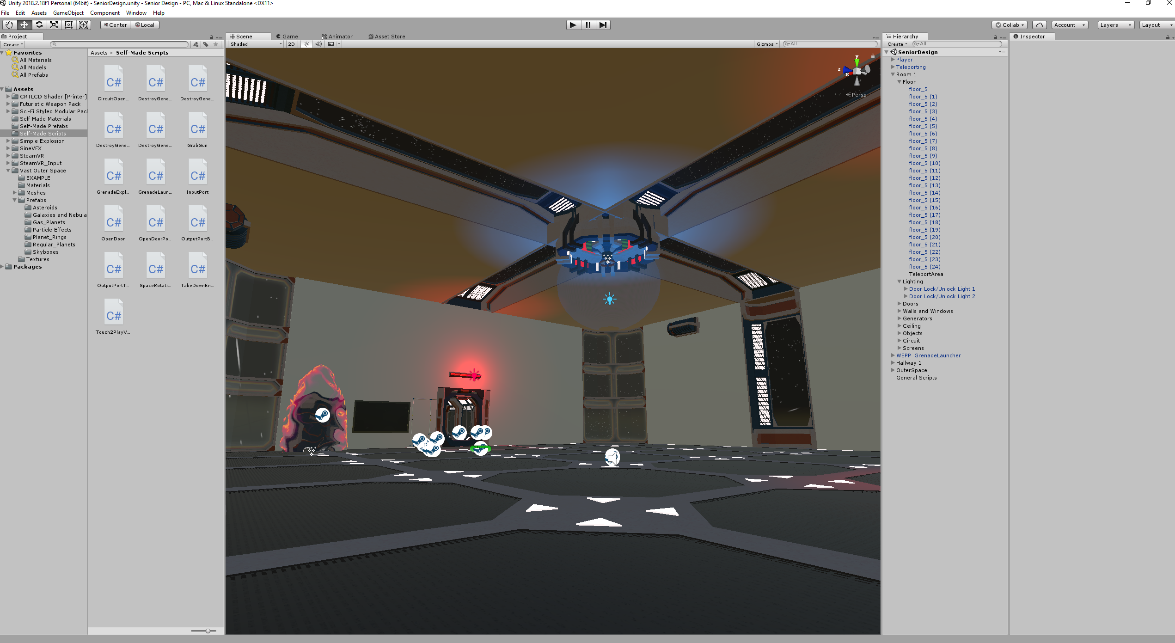
Picture 6. Grenade Launcher from Futuristic Weapon Pack

Picture 5. Self-Designed circuit object

## Implementation of Task 3. Development: DC Circuit Challenge

**Subtask 1. Develop the Scene**

The first step in the actual development process of the game was to build the room itself. The room shaped in a square, consisting of 225 sq. units. From the perspective of the player inside the VR glasses, the room will appear quite large. As stated earlier, structural pieces from the Sci-Fi Style Modular pack were used as flooring, windows, and doors. There were no favorable assets in the pack for large wall pieces, so they are self-made using large rectangular shaped cube objects (self-made shaders and materials will be applied to give them a better look). Using the transformation options (position, rotation, and scale) that Unity provides, the objects were situated to create a room you would expect to see in a spaceship. Objects, such as generators and batteries, were also included in the scene. They will be used for in-game objectives, like circuit design.

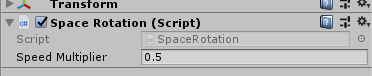


Picture 8. Picture of the DC Circuit Challenge early in development, including the menus from the Unity engine software.

**Subtask 2. Develop Key Features**

Once the room was created, it was time to develop some of the more important features that will be used throughout the entire game. The first feature developed was a script to make the skybox rotate. This was done to create a sensation of movement throughout space. This was done by writing a script using the “time.delattime” built-in variable that denotes the amount of time it took to complete the last frame as the game runs. Using this time value, and multiplying it by a desired speed value (the variable used was “speedMultiplier), then applying it to the rotation transform of the skybox created the rotation. “speedMultiplier” was created as a public variable so tweaks to the speed could be done in the Unity inspector.

Picture 9. Speed Multiplier in the Unity Inspector



The next feature developed was the touch-activated LCD screen. A system was needed to present the multiple choice questions to the player, and using a video player attached to a LCD screen seemed like the perfect solution. A script was needed to achieve two things: to attach a video and audio player to the LCD screen object, and to only make certain audio or video clips play when the player touches the LCD screen. To solve the first problem, using the “AddComponent” method, we could place an audio and video player to the object through code. The desired video clip can be chosen using the public variable. Adding commands telling the program to not play the video on game start was necessary to prevent the video from playing prematurely. In order to make it play when the player touched the screen, the OnTriggerEnter function was used. This is a function that utilizes the trigger object that it is attached to as to fulfill conditions. If the object is met with a collider, then the trigger is set off, and anything with in the OnTriggerEnter function will be executed. For this specific task, if the collider in the players hand contacted the screen, then the video will play. In order to specify that the object colliding with the screen has to be the player to queue the video, an “if” statement was added to check for the tag of the collider. In this case, the tag of the hand collider was “Player”, so if any object with the tag equaling “Player” came in contact with the screen, the video would play.

1. Conclusion.

By the end of the project, conclude the project and your learning experience.

Acknowledgement

If you get help or support from someone else (besides the team member and the advisor) and want to show your appreciation, put here (**do not include the advisor**).

Appendix

You can put reference info here, including: i) specs of components used in the system, ii) source code (must be here but not in the body text), iii) CAD figures, etc.

1. Component Specs
2. Specs of Arduino Due

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1. Specs of Raspberry Pi

…

1. Source Code.
2. Source Code of Graphic User Interface

…

1. Source Code of Robotic Arm

…

REFERENCES

[1] Teed, R. (2018, May 07). Game-Based Learning. Retrieved December 12, 2018, from https://serc.carleton.edu/introgeo/games/index.htm