Title

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Abstract

Keywords: Augmented reality, 3D objects, Labels

Introduction

Hypothesis

The agribusiness institute within MCAST frequently encounters the difficulty in the teaching and learning which involves real scenarios e.g. large live animals.  This is due to inaccessible environments and precautions that need to be taken with live animals.  To address this problem the institute makes use of 3D models which however lack in themselves the content to be learnt.  Augmented reality can address this problem and improve accessibility through the use of mobile applications which accurately display augmented content like model labelling, placing objects, information, audio or video to facilitate learning through these expensive models.

Research questions

1. How will Augmented reality facilitate the teaching and learning that involves real scenarios?

2. How will the result be presented in this application?

3. How can such a prototype be evaluated in term of accuracy and performance?

Aim

The aim of this project is to assist the teachers of agribusiness at MCAST by making it easier the proposed application will help them teaching the students by showing the 3D model label represented on the model organs using the mobile application. Therefor students will be able to interact more with the 3D model by creating labels, delete and even play videos.

Objectives

The goal of this research is to develop an augmented reality application which displays accurately augmented content like placing labels on a 3D object. Also identifying multiple 3D objects so it would not be restricted to only one object. Finally, the achievement of accuracy and performance of the prototype is an asset.

Motivation

The motivation of this research is the significant of this application that accuracy of the 3D labels on the 3D models will assist the teachers and students at the institute of the agribusiness at MCAST.

Relevance of research

The purpose of this project is to assist teachers by giving them the ability to teach students using animals which are 3D objects. No matter the technological advancements, it is still hard for teachers to have interactable resources for them to use. Rather than using simple images of an animal’s internals to explain their functions and locations, they could use a 3D object which entices users to interact more. Students could interact with the application and understand more using augmented reality technologies. The application will provide labels on the internal organs of the ‘augmented animals’, playing a video about the detected 3D object and displaying information about the 3D object.

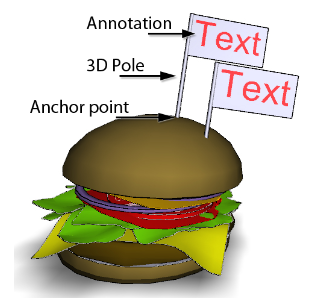
Literature review

Augmented Reality (AR) is a popular technology that manages to combine the real world and the virtual world together in order to create new experiences and environments. AR technology is also possible to experience on smartphones making it available to more users (Kyu Yoo and Weon Lee, 2014). As of recent years, mobile devices have been upgraded with the inclusion of new features which can support Mobile Augmented Reality (MAR). MAR is a new experience for users and is being welcomed by many, and being spread throughout mobile app markets. MAR is one of the many developments being adapted from classic AR technologies. (Zhang et al., 2014).

Kesim and Ozarslan (2012) outline how AR Technology can also be experienced thanks to advancements with smartphones, making it more widely available to users, it has been used in used in various fields such as military; engineering design; manufacturing, maintenance and repair applications; consumer design; psychological treatments, etc. Displaying information by using virtual objects that a user cannot directly interact with or sense in real life, can enable a person to interact with the real world in different ways. We can edit the position, shape, and/or other visual features of virtual objects when desired thanks to specific techniques supported by augmented reality. Using our hands or a supported device's movement such as a shake or a tilt gives the ability to manipulate virtual objects. Augmented Reality can be utilized for learning, entertainment, or a combination of both by enhancing a person’s level of interaction with the real world, by using augmented reality. Users can move around virtual images and view them from any specific points/angles, similar to a real object. Information conveyed by virtual objects can also help users do real-world tasks (Kesim and Ozarslan, 2012).

Lee and Choi (2014) are presenting an application which superimposes 3D Animal Models living in tideland in a sequence when the users make image targets in real time. They are attempting to improve the overall effectiveness of the proposed technique by implementing a Mobile Augmented Reality Application for smartphones using 3D animals, by selecting 10 animals living in tideland and creating 3D Animated Models of them. When implemented the application, Vuforia SDK is being used so that the 3D tidal animals can be seen on a 2D plane through the use of a mobile device and its camera. This application and its uses' main targets are: children, those of which are studying about tideland and its inhabiting animals. After reading the book about tideland, the children can use smartphones to take pictures of a poster or an individual image upon which the 3D Animal can be displayed in the image that is taken using the smartphone. (Lee and Choi, 2014)

Authors of another research paper are proposing a multitude of techniques on how to place external labels on a 2D image (Tatzgern, Kalkofen, Grasset and Schmalstieg,2014). As AR Cameras are always in motion, the labels float around the object they refer to. Desktop applications often only display external labels when the camera is not in motion. The specific technique is applied onto the label, as the 3D label is made up of a 3D annotation, a 3D pole and a singular anchor point - so that the label is essentially attached to the object and not "floating" around it. As this approach is aimed towards higher standards in terms of stability of the layout and general aesthetic, this paper introduces strategies for said layouts in 3D object spaces.



This shows the result of a balanced label distribution (Tatzgern, Kalkofen, Grasset and Schmalstieg, 2014).

Zhao et al.(2018) proposes plant learning and a way for students to understand nature. With the help of mobile applications, the author finds a way to provide assistance in learning about plants. In previous research there was an application that was developed and designed based on mobile visual search. The system using mobile intelligence could take pictures, audio, video and other information associated with plants. Though the system still required some modification. The researchers modified their system by implementing AR in it, using similar technologies like this paper is going to propose they were able to build a mobile application with Unity. By selecting the AR button from the mobile application it automatically requests usage from the phone’s camera, and scans the plant. After the scan has finished - the information about the plant will be displayed on the screen so the student can interact with the 3D model of the plant by rotating it, zoom in and out, swiping left and right for information and rotating the model. This could increase the students interest and understanding about plants. (Zhao et al., 2018)

In this final research paper Mambu et al. (2019) talks about blind people. In their daily lives they depend on other people, in a research which was based on 5,329 blind people, it showed that they had a hard time identifying objects on their own as well as describing the object. Therefore, the authors developed a mobile application for blind people so with a smartphone they can scan an object and the application will output a sound and give information about the object that the person is scanning. This application uses 'Vuforia' that contains the datasets so that when the camera is pointed at an object, the camera can identify it via markers, of which are identified by that of a single image. In this research the total of identified objects are 40 objects that consist of jelly powder, noodles and wafers. The time required to identify the objects are seconds, with the help of google assistant they can open the application and then it will detect automatically objects that the user wants. If an object cannot be identified, then the application will keep on rendering until an object has been identified. The limitation of this application is that the user can’t identify all objects but in the future the user themselves can add objects upon which the application could be converted and made available on different platforms (Mambu et al., 2019).

Explaining an overview about the prototype. (similar technologies on what I mentioned in the lit review)

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