VIRTUAL TOURS OF ADVANCED LEARNING SPACES

ONLINE SEMINAR || 23 FEBRUARY 2023

Recording available **HERE**

Moderated by **Zac Woolfitt**, Inholland University, The Netherlands.

Many higher education institutions are developing advanced learning spaces to facilitate their students. These learning spaces can be hybrid, online or brick and mortar facilities that provide highly engaging and effective learning environments for students. During this virtual tour, we 'visited' facilities in operation at the University of Manchester, WU Vienna (Vienna University of Economics and Business), and NTNU (Norwegian University of Science and Technology). They shared how the physical and virtual infrastructures have been put in place and how these spaces are maintained and used.

Presentations ⤵

Rebecca Oldfield, Kar Stanton, and **Alexandra McGaughrin Cross**, The University of Manchester, UK (presentation)

The University of Manchester has built a 3D virtual 'twin' of their Music and Drama centre. Users navigate through the virtual environment freely, moving between each scanned space. Information 'tags' were added to the virtual world to explain appropriate use of spaces and instruments, and videos were added to show performances from current staff and students. This has reduced the time that staff needed to explain the facility to students.

Links shared in the chat:
- Matterport Pro2 Camera | Easy-to-Use Reality Capture - YouTube video
- *Using Matterport to create a virtual student induction at the University of Manchester -* article
- Virtual scan

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After their presentation, they asked participants to answer a poll question "How the Matterport might be incorporated into your space and how you could apply using a scan in your institution?":

- Very similar to your case study - for wayfidning throughout our building, and to showcase the architecture
- Thinking about how it could be used for introducing staff better to our hybrid learning spaces
- For safety procedures. Laboratory settings.
- FAQ and instructions for active learning space, showcasing different set-ups with furniture etc.
- We have special rooms for disable students taking exams. It may be useful to show them beforehand how they can get there.
- We will get a new building next year in Amsterdam. It could help us after realisation to give our collegues and student information to get to know their new study and workplace.
- Information on accessibility is a great angle for this tech. We're often thinking about the 'accessibility journey' through buildings. Such online information is vital for these visitors. Very useful!

Magnus Sæternes Lian, Norwegian University of Science and Technology, Norway
Links shared:
- R2: https://ntnu.h5p.com/content/1290845701499011347
- S21: https://ntnu.h5p.com/content/1290904358203704567
- ØHA2-2 https://ntnu.h5p.com/content/1291439227533992247
- ØHA2-1 https://ntnu.h5p.com/content/1291439223853851567
- Sandkassa: https://ntnu.h5p.com/content/1290964011953557497
- Smia: https://ntnu.h5p.com/content/1290904354791221267

Webinarbooth:
- Dovre: https://ntnu.h5p.com/content/1291443390573527537
- Realfagbygget: https://ntnu.h5p.com/content/1291619009625858347

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Florian Mosböck and **Mathias Janko**, Vienna University of Economics and Business, Austria

WU Vienna (Vienna University of Economics and Business) have been focusing on building a virtual campus in order to support international classrooms more. On the tour, they guided us through their virtual classrooms.

Link shared in the chat -> https://hubs.mozilla.com/spoke/

After their presentation, they asked participants to answer a poll question "What requirements will future virtual classrooms have to meet? ":
- Accessable from different platforms
- Intuitive navigation within the environment
- good internet, un-managed computers. imagination
- Good internet connection
- See, hear and interact with each other, and share and create content with each other
- The feeling that there are few barriers between virtual and physical presence
- easy use, plug and play. Maybe like the "mibo" app: where your head is in a videoscreen, so you can walk and meet online.
- Easy usage concept.
- Communication between students; presentation options; displaying 3D objects; group work options; support active learning activities
- Maximum access for all (digital inclusion). Stable environment when using. Not distracting from the learning objective.
- Stable connection: uploading and spawning elements in these environments seem to have an impact on the uploader's (often teacher) connection, which is vital for the clarity of their lesson content

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Participant were asked to answer 2 poll questions, one at the beginning of the online event and 1 after seeing the presentations.

On a scale 1 to 4, How advanced do you consider the learning spaces in your University/College/Institution ?

■ Not advanced ■ Somewhat advanced ■ Moderately advanced ■ Very advanced

Not advanced 2
Somewhat advanced 9
Moderately advanced 8
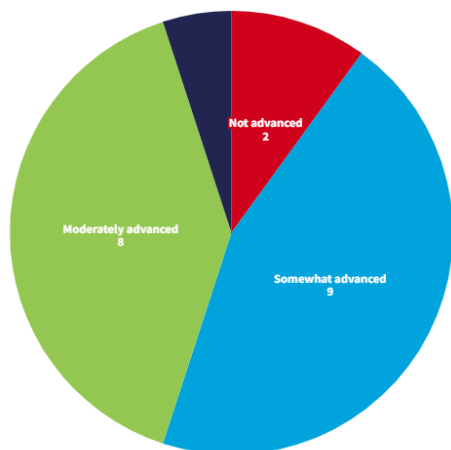
After seeing these presentations, again on a scale 1 to 4, How adavnced do you consider the learning spaces in your University/College/Institution ?

■ Not advanced ■ Somewhat advanced ■ Moderately advanced ■ Very advanced

Not advanced 4
Somewhat advanced 10
Moderately advanced 6
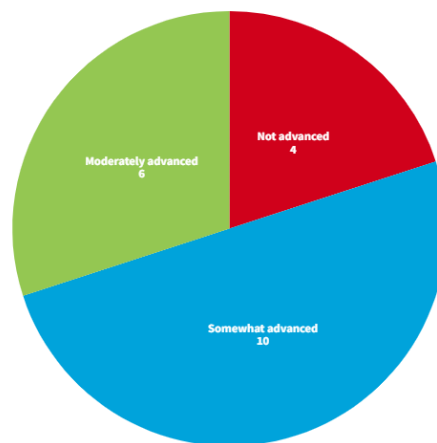
An article about the online event was published in the Media & Learning Association's March newsletter -> *How will avatar students and virtual twins learn in classrooms of the future?* by **Zac Woolfitt**, Inholland University, The Netherlands.