



# Discussion Document

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# Proposal for online *courses...*

- proposal:
- **4 or 5 online courses?** In OUR ACCELERATE VR space? Each takes less than an hour to complete?
- A **VR, AR, XR 101** for Art and Design lecturers?
- Basic T+L stuff. **Online Pedagogy**
- What does **Universal Design** look like in a VR context?
- A pedagogical and technical run through of **setting up YOUR lesson in VR** – lesson planning and contingencies

# The VR 101...



– How do we get across...

WHAT VR is?

VR's potential in education...

Plus sides and downsides...

Some technical terms/glossary...

What languages are we using here? ENG,  
UKR, POL

Some case studies (very simple, presented  
as VIDEO snippets)

*A little test of knowledge...*

# Basic T+L stuff. Online Pedagogy

- Fitting VR into YOUR programme...
- Why would we use VR?
- Where would it fit?
- HOW does VR fit with our current teaching practice?
- What can it do that we CAN'T do in the 'real' classroom?
- Basic pedagogy (online pedagogy?)
- *Exercise – choose one of your classes which might transfer into a VR space? Two paragraphs - how would it work?*

# UD and Access



- This ACCELERATE project is wrapped up in instructional design (with ACCESS as a focus)
- What does universal design look like in a VR context?
- What is UD – another 101?
- What might the UD and Access issues be within a VR space?
- What might the UD and Access issues be within your CURRENT classroom
- (ALSA's will help with this lived experience – VIDEO snippets)
- *Exercise: Do a comparative UD analysis of the 'real' T+L space and the VR T+L space...*

# Your VR lesson plan...



- A pedagogical AND technical runthrough of setting up a lesson in VR – lesson planning and contingencies...
- Setting a space up from a **lecturer** pov...
- Examples of VR class TEMPLATES?
  
- Checklist...
- WHY are you doing this?
- WHAT platform will you use?
- WHAT do you want to accomplish?
- WHAT will the outcomes be for your STUDENTS?
- HOW will you know what worked, what didn't work?

# In the end...

- *your student 'artefact'*



- To complete the online courses...
- In MOOC style...
- Each student develops...
- A modest VR space 'artefact' (in OUR FRAME space???)
- Explaining a LITTLE of what they've learned...
- REFLECTING a LITTLE on their experience...
- Telling us HOW their students benefitted...
- Sharing a Tip or Trick for other VR newbies!



# REVISED Proposal for online course...

- Instead of 4 course components...
- **We have ONE course**, which can be finished (by most participants) in one hour, completed with some multiple choice questions and the issuing of a dated ACCELERATE pdf Certificate of Completion (in the student's name).
- ONE course, ***in 4 short parts***, but with ADDITIONAL resources (breakout spaces) for deeper learning on...
- **Online pedagogy. Universal Design. Lesson Planning** in relation to VR for ordinary art, design and media lecturers

# JISC guide...



- Rather like a JISC guide...
- <https://www.jisc.ac.uk/full-guide/designing-learning-and-assessment-in-a-digital-age>
- These used to be very nice pdf documents, with lessons, references to case studies, and lots of links to additional papers and resources...

# Basic T+L stuff. Online Pedagogy

- Fitting VR into YOUR programme...
- *Why would we use VR?*
- Where would it fit?
- HOW does VR fit with our current teaching practice?
- *What can it do that we CAN'T do in the 'real' classroom?*
- Basic pedagogy (online pedagogy?)  
Things to avoid. Best practice examples.
- *Exercise suggestion: 'setting up an exhibition space' as a possible first entry for lecturers and their students...*

# UD and Access



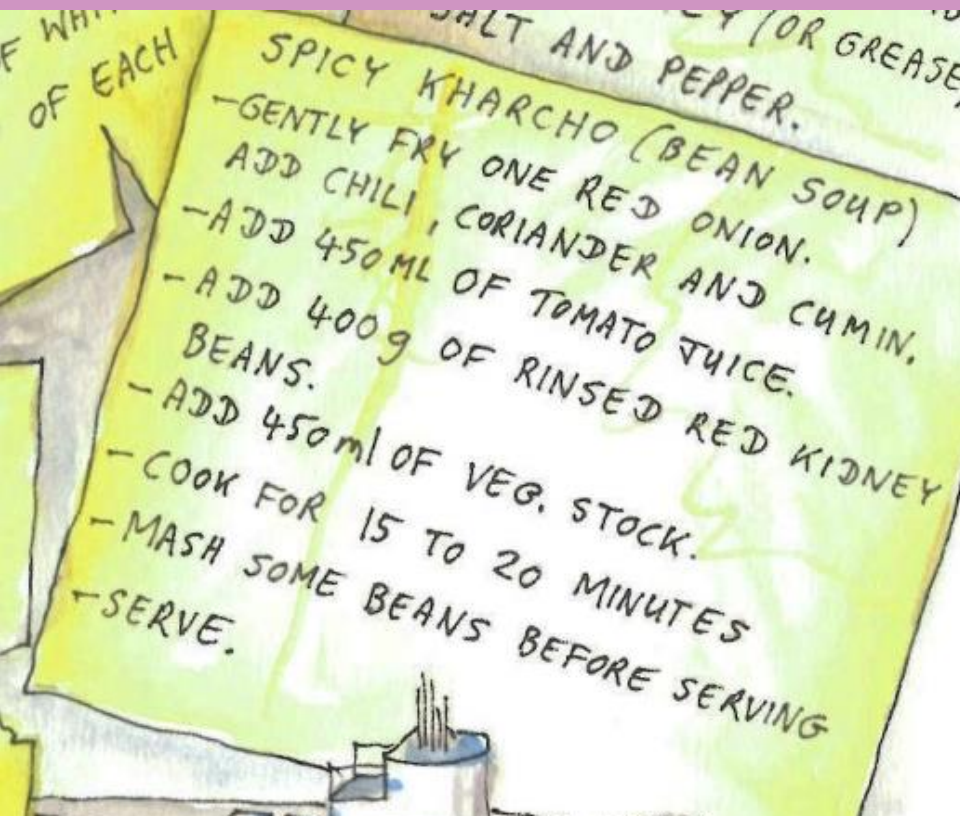
- This ACCELERATE project is wrapped up in instructional design (with ACCESS as a focus)
- **What does Universal Design look like in a VR context for Art, Design and Media study programmes?**
- What is UD – another (small) 101?
- What might the UD and Access issues be within a VR space?
- What might the UD and Access issues be within your CURRENT classroom
- *Exercise suggestion: Do a (small) comparative UD analysis of the ‘real’ T+L space and the VR T+L space...*

# Your VR lesson plan...



- A pedagogical AND technical run through of setting up a lesson in VR – lesson planning and contingencies...
- Setting a space up from a **lecturer** pov...
- Examples of VR class TEMPLATES?
- Checklist...
- WHY are you using VR, AR?
- WHAT platform will you use?
- WHAT do you want to accomplish?
- WHAT will the outcomes be for your STUDENTS?
- HOW will you know what worked, what didn't work?
- How do you create a space in which your students **CAN BE CREATIVE?**

# Questions and a Certificate...



- At the end of our online course?
- We present simple multiple choice questions?
- If the learner gets 8 out of 10 questions correct...
- An ACCELERATE project pdf Certificate of Completion is issued in their name (dated to the day of completion)

# Original end idea...

- a student 'artefact'



- To complete the online courses...
- In MOOC style...
- Each student develops...
- A modest VR space 'artefact' (in OUR FRAME space???)
- Explaining a LITTLE of what they've learned...
- REFLECTING a LITTLE on their experience...
- Telling us HOW their students benefitted...
- Sharing a Tip or Trick for other VR newbies!
- ***THIS EXERCISE IS NOW ADDITIONAL***

# ACCELERATE IO3...



- IO3: Online Training Course Drafts of the online course (in English) will be considered at planning meetings in Feb 2022 and Jul 2022. It will be incorporated into the staff development programmes for new lecturers at BSU, UAL, and IADT from Sep 2022-Jan 2023 with a preliminary review as part of the virtual planning meeting in Oct 2022. Participants taking the course will be asked to complete questionnaires before and afterwards, and their feedback will be incorporated into the final version that will be presented at the Feb 2023 meeting. It will be published on the project website and then translated into Polish and Ukrainian. Engagement will be monitored via website analytics, and participants will be asked to fill out a short questionnaire after completion. An evaluation of the overall management of the Intellectual Output will be provided by one of the project partners.




# questions

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Wednesday, 1 March 201

<http://quindpdp.blogspot.com/2017/03/cristophe-grolomund-five-questions-when.html>

# Christophe Grolomund - five questions when reviewing or revising your Academic Programme

- *Do you know where you want to go?*
- *Do you have a plan for getting there?*
- *Do you have a plan for what to do if you get lost along the way?*
- *Do you have a light on your desk to tell you if there's a problem?*
- *Do you then have a button to push, to solve that problem?*

