# UniSA Learning and Teaching Development (DLS) grant scheme for project work in 2020 Application Coversheet

## To be completed and submitted with all UniSA Learning and Teaching Development Grant Applications

Intending applicants need to read and comply with the information and requirements outlined on the University of South Australia Learning & Teaching Development Grants web page *before commencing and submitting* an application.

## 1. Application details

| **Title of Project:** |
|---|
| From Bricks and Mortar to Clicks and Clouds -<br>Creating a Virtual Tour of Treasury Technology Through Time Using Mixed Reality |

| **Five key words / terms:** |
|---|
| Virtual tour, mixed reality, virtual reality, augmented reality, authentic learning, design-based approach, mobile learning, finance, economics, mobile learning |

**Succinct description (100 words max) of how the proposed project aligns with UniSA's Digital Learning Strategy 2015-2020:**

Developing a mixed reality treasury experience strongly aligns with Digital Learning Strategy priorities 1, 2, 3 and 4. The interactive 360° virtual tour produced will expand UniSAs digitally enriched digital learning environment through:

- collaborative interactive experiences that facilitate in context, digital learning *(DLS 1.3, 1.6)*
- new opportunities for academics and students to build their skills and professional expertise in managing, operating and applying ICT to be more effective investigators, communicators, collaborators and (co)-creators of learning *(DSL 2.1, 2.2, 2.3, 4.1, 4.3)*
- expanding UniSA's flexible teaching and learning arrangements *(DSL 3.1)*

**Principal applicant's contact details**

| | | |
|---|---|---|
| **Name (title/first name/family name)** | Ms Shiao-Lan Chou | |
| **School/Unit/Division** | School of Commerce<br>Division of Business | |
| **Location** | City-West | |
| **Employee ID** | 105789 | |
| **Contact** | **Tel** 830 27089 | **email** Shiao-Lan.**Chou**@unisa.edu.au |

# UniSA Learning and Teaching Development (DLS) grant scheme for project work in 2020 Application Coversheet

## Project team members

List those who will be involved in the project – where they are not UniSA staff members, please indicate their location. Please attach a separate sheet if more space is required.

| | |
|---|---|
| **Mr Ron McIver** | **Lecturer School of Commerce (Finance)**<br>**Division of Business** |
| **Dr Theodore (Lei) Xu** | **Lecturer School of Commerce (Finance)**<br>**Division of Business** |
| **Dr Ron Donato** | **Lecturer School of Commerce (Economics)**<br>**Division of Business** |

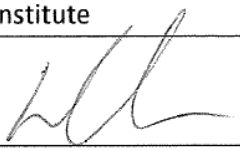
## Reference Group members

List up to three people who you have approached to act as Reference Group members. If they are not UniSA staff members, please indicate their work title and location. Attach a separate sheet if more space is required. It is recommended that all projects include a Lecturer: Academic Development from the Teaching Innovation Unit in the Reference Group.

| | |
|---|---|
| **Ms Dale Wache** | **Academic Developer**<br>**Teaching Innovation Unit** |
| **Professor Lin Crase** | **Head of School**<br>**School of Commerce** |
| **Associate Professor Sheridan Gentili** | **Director**<br>**Teaching Innovation Unit** |

## Authorisations

***Head(s) of School, Unit Director or Institute Director***

| | | |
|---|---|---|
| **Name (title/first name/family name)** | **Professor Lin Crase** | |
| **Position** | Head of School | |
| **School/Unit/Division (or equivalent)** | School of Commerce | |
| **Location** | City-West | |
| **Contact** | **tel** 830 20102 | **email** Lin.Crase@unisa.edu.au |
| I have reviewed the proposal and confirm the workload is manageable for participants from this School/Unit/Institute | | |
| **Signature**  | | **date** 11/11/2019 |

## Overview

Mixed reality (MR) is an umbrella term for a range of technologies that create virtual simulations of the physical world. Augmented reality (AR), Virtual reality (VR) and 360° virtual tours are all examples of MR experiences. MR weaves the attributes of VR, AR and 360° virtual tours together in meaningful ways.

The principle aim of our project is to demonstrate the enriched teaching and learning opportunities offered by integrating interactive MR 360° virtual tours into finance and economics courses. Will they be effective in allowing students to 'visit' places they might otherwise not be able to access? Could they be a replacement for textbook readings? Will they improve student engagement and provide students with the opportunity to develop a deeper understanding of concepts than would be possible in a traditional lecture-based environment? Can VR encourage learning that is achieved by direct interaction and that is active, rather than passive?

To do this we will use project funds to design and develop a MR interactive 360° virtual tour of the Old Treasury in Adelaide. Hotspots in the virtual tour will show how and why Treasury formerly operated as a bricks and mortar physical location while others will portal students to another time and place to show them what the Australian Treasury looks like today and how the digital treasury management systems of today operate. There will be multiple ways for students to consume it, from using mobile devices, to desktop mouse or touch-screen interaction and head mounted displays (HMD) eg Google goggles. Self-directed learning, problem-solving and gamification will be introduced by using hotspots within the virtual tour of text, images, video, audio, external links, m/c questions and forms for reflection. Sigala (2015) comments, that any strategy that converts desired tasks into 'play' tasks by integrating them with game mechanics to motivate user engagement can improve retention and recollection of knowledge.

While the key deliverable of the project will be the production of a MR interactive 360° virtual tour, the key outcome will be the development of framework that can be replicated and used in other disciplines to support and build capacity in staff using interactive virtual tours to redefine their digital teaching.

## Project Concept, Pedagogy and Educational Value

MR is one of the six developments in educational technology that are forecast to be important to teaching, learning, and creative inquiry identified in the 2019 EDUCAUSE Horizon Report. The higher education edition of the report recognises MR as having the potential to expand access and convenience, foster authentic learning, improve the teaching profession, spread digital fluency, leverage data, and spur further innovation (Alexander et al., 2019).

During literature research in preparation for writing this application, we found there was evidence that using MR 360° virtual tours in HE courses can make them more interesting, increases interactivity with content and creates a more positive attitude in the students. Rollins & Pizer (2019) state, the benefits of using the VR aspects of interactive 360° tours in education includes the ability to bring additional assets to support in-the-moment work. Hussein & Natterdal (2015) go further and describe how VR is an immersive experience, offering the student a sense of exploration and an active learning experience that cannot be reproduced with other types of tools used in education today. According to Eru (2017), MR can make a difference in making lessons more understandable.

In this project, we aim to expand the work of George (2018) in providing students with a learning opportunity similar to what would be achieved through a physical visit to a site. This will build up students' capacity in digital learning with fun and engaged learning experiences in an authentic, situated context and be equally relevant to students studying finance and economics both on campus and online.

Student's activity can be tracked and reported on. We will embed hotspots (eg. text, videos, forms, m/c questions, URL links, images, 3rd party content (eg Youtube video, Google maps), email, audio and VR) into the virtual tour to deliver learning tasks that focus on the core objectives of a treasury in preserving the liquidity and the protecting of its financial assets. As students' progress through the virtual tour of the building, students will encounter scenarios and situations from the past to the present in which they can

apply their knowledge on the contribution that technology made to the past and present operations of the treasury. They will engage with tasks that teach them how money was and is protected now, how liquidity was provided for and how treasury deals with new regulations, new tax regimes, risk and increased pressure to cut costs.

The 2018 AACSB Business Education Intelligence Report discusses the emerging opportunities being created by VR and AR technologies and their application in business education. This project recognises and addresses one of the primary claims in this report, the importance that business students of today have a solid understanding and application of digital reality experiences for their forthcoming professional practice. In doing so, it strongly aligns with Priority 1 of the Digital Learning Strategy by delivering an engaging and digitally enriched learning activity that facilitates quality student interactions.

## Project Approach

Herrington et al. (2009) argue that any educational technology intervention should be designed around authentic use of the technology. To achieve this our MR interactive 360° virtual tour will first take finance and economics students back in time to experience the purpose of and the traditional operation and functionality of the Old Adelaide Treasury.

But what does the Treasury look like today in the age of clicks, clouds and wifi? While some hotspots in the interactive MR tour will highlight how and why Treasury formerly operated as a bricks and mortar physical location so it could secure physical assets (e.g., bullion and paper notes), maintain paper records of ownership and facilitate the secure physical transfer of assets and records (e.g., via tunnels), others will portal students to another time and place to show them what the Treasury looks like today and how digital treasury management systems operate in response to the modern ideas of electronic storage and transfer of financial claims, through Internet banking and electronic funds transfers, methods with which our students will advise on in their future professional practice.

Project funds will be used to procure the services of a media team and the necessary equipment to film 360° videos of the historical site. The project will procure a two-year business level subscription to Seekbeak http://seekbeak.com, an online development platform which will be used to create the virtual tour from the recorded 360° videos. Seekbeak has been extensively evaluated and implemented into learning by Cochrane et al. (2016, 2018) for designing a virtual health hub at the Auckland University of Technology (AUT). In choosing this platform the AUT team were encouraged by Seekbeak's easy leverage of 360° photography for projects, demonstrations and conveying information which has led to student-directed, blended learning and more engagement than having the scenario presented on paper or verbally.

After students interact with the virtual tour and ethics approval is granted, we will use an approach similar to that of Cochrane (2016) and Cochrane et al. (2016, 2017) to begin evaluating its impact as a teaching and learning activity and what it means for professional practice. This will involve measuring its technical feasibility and its functional and pedagogical effectiveness in terms of its appropriateness, suitability and ability to meet and match the learning aims of the course. User experience (UX) testing will include observations of students interacting with the virtual tour, online surveys and focus groups to discover its effectiveness and engagement in learning. Analytics will be collected and evaluated from the Seekbeak platform to understand what students are interacting with and responding to in the virtual tour. According to Mitchell (2018) qualitative data collected from pre and post-task questionnaires as well as post-task focus groups provide insight into learners' perceptions of the benefits and challenges of virtual reality projects using Seekbeak.

Following the UX evaluation we will begin to develop a practical framework that can be replicated in other educational contexts within the University. This will be disseminated and communicated through workshops, communities of practice, seminars so that other academics have a tool to guide learning design that integrates 360° interactive virtual tours into their courses. We will also explore outreach opportunities for external dissemination through national conferences eg HERDSA, ASCILITE and presentations to Tourism SA, and the History Trust of SA.

## Project Management and Milestones

The project will be managed through in-kind contributions of academic staff and a Project Officer (PO) engaged under a casual contract. The academic staff on the project team (Ms Shiao-Lan Chou, Mr Ron McIver, Dr Theodore Xu and Dr Ron Donato) will serve as subject matter experts. They will determine activities in their courses where an interactive 360° virtual tour can either replace an existing activity or be added as a new learning task. They will consult with the project officer to identify appropriate interactive content to be included a hot-spots in the virtual tour. They will quality assure that content being used is credible, correctly attributed and accurate. Ms Dale Wache will support the project as an academic developer to advise and ensure that scholarly activity is occurring and lead the evaluation phase of the project. A request will be directed to the Teaching Innovation Unit (TIU) for their media unit to help provide filming and editing services to the project. Students will participate as players and take part in the evaluation study.

| Project Tasks | Key Responsibility | Due |
|---|---|---|
| Prepare and administer a project plan | Academics, AD, PO | February |
| Procure and manage the Seekbeak virtual tour development platform | Academic, PO | March |
| Meetings of key project team to scope, design and develop the prototype 360° interactive virtual tour of the Old Treasury | Academics, AD, PO<br>Media team | April |
| On location filming at the Old Treasury | Media Team | April |
| Develop the virtual tour of the Old Treasury in Seekbeak | Academics, AD, PO | May |
| Plan and coordinate a UX testing program and evaluation process | Academics, AD, PO | June |
| In association with course coordinators and online course facilitators organise events to promote, support students to play the virtual tours | Academics | July-August |
| Administer the UX testing program, and evaluate it effectiveness | Academics, AD, PO | July-August |
| Develop and pilot a framework valid in various educational contexts | Academics, AD, PO | July-Oct |
| Develop and publish the framework internally and externally | Academics | Oct- Nov |
| Write a project report and dissemination plan | Academics, AD, PO | Dec |
| Dissemination of project outcomes | Academics, AD, PO | Dec |

## Anticipated Impact

Can interactive 360° virtual tours be a replacement for textbook readings and be a sustainable method to provide students with an educational experience equivalent to an on-site visit? Will they improve student engagement, and provide students with the opportunity to develop a deeper understanding of financial and economic concepts than would be possible in a traditional lecture-based environment? Can MR experiences like interactive 360° virtual tours increase a student's sense of place and increase interest in course content as discussed in Vasilevski, N. & Birt, J. (2019).

The results and recommendations of the UX testing and evaluation and the subsequent framework that is developed will give academics the means, opportunity, support and confidence to complement and enrich their non-digital teaching and learning experiences with a practice that incorporates the most recent research and understandings about MR and teaching. As their confidence builds and the use of interactive 360° virtual tours increases across disciplines, we will be in a stronger position to understand how MR can enable students to learn more effectively and how the knowledge, skills and experience of those involved in this project can be most efficiently transferred to other academics in other faculties and in other courses.

## Dissemination Strategy

A project plan will be written to deliver the framework and project outcomes. It will be disseminated to course coordinators, leadership groups through periodic workshops to colleagues in the Business School to get their feedback and advice.

The key project outcomes and deliverables will be disseminated through presentations to learning and teaching events within the University, conference presentations and papers (e.g. Realities 360, mLearnCon, ASCILITE, HERDSA), PD workshops, online communities of practice and outreach opportunities through the National Trust of SA and Tourism SA.

## Anticipated Outcomes and Deliverables

***Deliverables***

- An interactive MR 360° virtual tour of Treasury technology through time
- A framework that course coordinators can use to complement and enrich non-digital teaching and learning experiences using an interactive 360° virtual tour.
- The framework will include a(n):
    - rubric to ensure that an interactive 360° virtual tour matches learning goals
    - evaluation strategies
    - website, user guides, FAQ's and videos

***Outcomes***

- Building staff capacity in digital teaching and learning.
- Academics will be become better informed on matching digital technology to educational activities that will enrich their student's learning experience.
- Building student capacity in digital learning. Students will be building their digital media literacies acquiring in-demand skill sets by managing, operating and applying the ICT in the virtual tours.
- Students could become co-creators of digital learning if they are provided with opportunities to design and develop interactive 360° virtual tours in their courses
- Creating a new innovative digital learning and teaching practice in an authentic, situated context

## Project Evaluation

A continuous and iterative process will be followed for evaluating the effectiveness and efficiency of the project. Evaluation will involve UX testing of students who experience an interactive 360° virtual tour in their class. It is envisaged that the data collected from the testing will also make a significant contribution to inform the framework that is developed. Tools used for the evaluation will include:

- Analytics collected from the Seekbeak platform
- Observations of students interacting with the virtual tours in classes
- An online survey to discover satisfaction rates, engagement, the role of a virtual tour, what learning occurred and the current use of smartphones for learning in UniSA (Farley et al. 2013).
- An internal peer review conducted by colleagues in the Business School
- An external peer review conducted by the Centre for Teaching and Learning at the Auckland University of Technology where the practice of designing and implementing virtual learning hubs using Seekbeak is reaching maturity and regarded as best practice in higher education (not costed)
- Interviews and focus group discussions with key stakeholders (course coordinators, tutors, students and administrators) will follow to determine:
    - how stakeholders benefited from the inclusion of a virtual tour in their course
    - the areas of a course that are best supported by the inclusion of a virtual tour
    - the most powerful hot spot learning activity included in a virtual tour
    - the main challenges faced in their development and play

A review of the Seekbeak platform will also be undertaken for creating interactive 360° virtual tours.

## Conclusion and Future Work

In this project we will have created an interactive 360° virtual tour of treasury technology through time for use in finance and economics courses using the Seekbeak development platform. In doing so we hope to learn if their inclusion in a course will be a replacement for textbook activity, be a sustainable method to provide students with an alternative to on-site visits, and will they improve student engagement, and a deeper understanding of financial and economic concepts than would be possible in a traditional lecture-based environment. The findings of our work will allow us to design, develop and pilot a framework that will contribute to the UniSA Digital Learning Strategy and be a valuable tool to support teaching staff to develop their professional expertise in digital teaching and learning.

An exciting future opportunity is to educate, encourage and support our students to become virtual tour designers themselves. A way to do this is through establishing, hosting and promoting a virtual tour challenge for students on campus and online. Student could enter as individuals or as a team and after creative sessions on how to design a 360° virtual tour in Seekbeak they design, develop and ultimately showcase their concepts to a judging panel at a teaching and learning symposium or alternative event.

## References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Rollins, A. and Pizer, T., 2019. Augmented, Virtual, and Mixed: How the realities are impacting our L&D reality. *eLearn*, 2019(6), p.1.

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Vasilevski, N. and Birt, J., 2019, September. Towards Optimizing Place Experience Using Design Science Research and Augmented Reality Gamification. In *Australasian Simulation Congress* pp. 77-92. Springer, Singapore.

# Budget

| **Title of Project:**<br>From Bricks and Mortar to Clicks and Clouds -<br>Creating a Virtual Tour of Treasury Technology Through Time Using Mixed Reality |
|---|

### Principal applicant's contact details

| | | |
|---|---|---|
| **Name** | Ms Shiao-Lan Chou | |
| **School/Unit/Division** | School of Commerce Division of Business | |
| **Location** | City-West | |
| **Employee ID** | 105789 | |
| **Contact** | **Tel** 830 27089 | **email** Shiao-Lan.**Chou**@unisa.edu.au |

**Stage 1: Project Planning**

| **Task** | **Description** | **cost** |
|---|---|---|
| Prepare and document a project plan<br>Organise, host and facilitate meetings between key project team members to scope, design and develop the 360° virtual tour | Project Officer (HE05@0.1) for 6 wks<br>(+ 30% on-cost)<br>22.5hrs (Academic – inkind) | 45 hrs @ $45/hr = $2,025<br>(+ $607 on-cost)<br>22.5 hrs @ $60/hr = $1350 |
| **Total Stage One** | | **GRANT $2,632**<br>**IN-KIND $1,350** |
| **Date of completion:** | | **February 28** |

**Stage 2: Procurement and Filming**

| | | |
|---|---|---|
| Purchase online development platform | Seekbeak http://seekbeak.com<br>(2 yr - Business Level subscription) | $1,000 |
| On-location filming at Old Treasury, Adelaide and post media production | Media services & support (external videographer, post production) *(Note: Could part costs become in-kind support from TIU?)* | $8,800 |
| On-location costs | National Trust/Adina Fee for filming | $500 |
| **Total Stage Two** | | **TOTAL $10,300 (GRANT)** |
| **Date of completion:** | | **April 30** |

**Stage 3: Design and Development of Old Treasury Virtual Tour**

| | | |
|---|---|---|
| Curation of content<br>Develop the 360° virtual tour in the Seekbeak platform | Project Officer (HE05@0.1) for 4 wks<br>(+ 30% on-cost) | 31 hrs @ $45/hr = $1,395<br>(+ $419 on-cost)<br>22.5 hrs @ $60/hr = $1,350 |

| | | |
|---|---|---|
| | 22.5hrs (Academic – inkind) | |
| **Total Stage Three** | | **GRANT $1,814** |
| | | **IN-KIND $1,350** |
| **Date of completion:** | | **May 30** |

**Stage 4: - UX Design Testing and Evaluation**

| | | |
|---|---|---|
| User Experience (UX) design, testing, feedback and reporting and evaluation of the 360° virtual tour of the Old Treasury | Surveys, Focus Group Meetings (food, drinks, gifts)<br>Project Officer (HE05@0.1) for 4 wks<br>(+ 30% on-cost)<br>22.5 hrs (Academic – inkind) | $250<br>31 hrs @ $45/hr = $1,395<br>(+ $419 on-cost)<br>22.5 hrs @ $60/hr = $1,350 |
| **Total Stage Four** | | **GRANT $2,064** |
| | | **IN-KIND $1,350** |
| **Date of completion:** | | **August 30** |

**Stage 5: MR Framework, Promotion and Dissemination**

| | | |
|---|---|---|
| Design, develop and pilot a MR framework<br>Promotion and Dissemination | Launch Event, Posters, Catering<br>Project Officer (HE05@0.1) for 6 wks<br>(+ 30% on-cost)<br>45 hrs (Academic – inkind) | $750<br>45 hrs @ $45/hr = $2,025<br>(+ $607 on-cost)<br>45 hrs @ $60/hr = $2,700 |
| **Total Stage Five** | | **GRANT $3,382** |
| | | **IN-KIND $2,700** |
| **Date of completion:** | | **November 30** |

**Stage 6: Project Report**

| | | |
|---|---|---|
| Project Report | Project Officer (HE05@0.1) for 4 wks<br>(+ 30% on-cost)<br>22.5 hrs (Academic – inkind) | 31 hrs @ $45/hr = $1,395<br>(+ $419 on-cost)<br>22.5 hrs @ $60/hr = $1,350 |
| **Total Stage Six** | | **GRANT $1,814** |
| | | **IN-KIND $1,350** |
| **Date of completion:** | | **December 31** |

## SUMMARY

| | | |
|---|---|---|
| **Project Officer (HE05 @ 0.1 time for 24 weeks + 30% on-costs)** | | $10,706 |
| **Academic in-kind time (135 hours @ $60/hr)** | | $8,100 |
| **Seekbeak Virtual Tour Development Platform (2-year Business subscription)** | | $1,000 |
| **360 Virtual Tour**<br>- Cost of Using Venue<br>- Media Filming and Post Production | | <br>$500<br>$8,800 |
| **User Experience (UX) feedback and reporting (gifts, online surveys, focus groups)** | | $250 |
| **Promotion, Dissemination of framework (launch event, banners, posters, catering)** | | $750 |
| **SUB-TOTAL** | **In-kind** | **$8,100** |
| | **Grant** | **$21,106** |
| **GRAND TOTAL** | | **$27,400** |

## Other Attachments

# Media Quotation

I think the major part of this project will be the post production - the hot spots and (if you would like to) using some of those old photos. Anything the students see/or read that takes them back to the 1800's it would be powerful to have some audio that could accompany that (even if it's just a 15sec or 30sec clip) e.g. a sense of the sounds or conversation taking part in that room related to finance.

Here is my cost estimate:

| | |
|---|---|
| **1 Day filming**<br>4 crew (director, camera, lighting, sound) plus 360camera: | $3,200 |
| **Post-production**<br>(including hotspots/360 camera edit/ graphics/animation/sound): | $4,800 |
| **2 x Actors (Voice over)**: | $800 |
| **TOTAL** | $8,800 |

# Email from National Trust Supporting Project

**From:** Jill MacKenzie <jmackenzie@nationaltrustsa.org.au>
**Sent:** Tuesday, 24 September 2019 12:03 PM
**To:** Shiao-Lan Chou
**Subject:** RE: Adelaide Old Treasury

Many thanks for your email and interest in the former Treasury building and tunnels, it sounds like an exciting project. The National Trust manages and delivers the guided public tours program at the Treasury but works closely in partnership with the Adina Apartment Hotel (who manage the site and property). Permission for filming at the site would need to be sought with the hotel management directly- the manager's name is Katie Obst and her contact details are 8112 0000 or kobst@adinahotels.com.au.

Kindest regards,

Jill
Dr Jill MacKenzie
Director, Experiences and Engagement

E jmackenzie@nationaltrustsa.org.au
T (08) 8223 1234
M 0417 233 381
W nationaltrust.org.au/sa

Ayers House Museum 288 North Terrace, Adelaide SA 5000


# Adina Apartments

**From:** Katie Obst <kobst@adinahotels.com.au>
**Sent:** Wednesday, 9 October 2019 6:53 PM
**To:** Shiao-Lan Chou
**Subject:** RE: Filming at Old Treasury

Thank you for the opportunity to collaborate on this project.

We would be very happy to work with you on this project and would like to discuss the possibilities of us providing the space free of charge in return for access to the filmed content to utilise for our own purposes? We are working closely with the National Trust to further promote the incredible history that this building holds and feel this content could further assist our endeavours in this area.

Access to the Tunnels and required spaces would be subject to availability of course. Normally the hire fees per day for the Tunnels range from $500+ depending on the time required. Please note we would require a location agreement to be signed prior to any filming or photography is conducted at the property.

Let me know if you feel this arrangement would work from your perspective.

Happy to discuss further over the phone if need be?

Many Thanks,

Katie

Katie Obst | Hotel General Manager
**Adina Apartment Hotel Adelaide Treasury**

Address: 2 Flinders Street, Adelaide, South Australia, 5000
**T:** + 61 8 8112 0000 | **M:** + 61 424 320 370