

The Education Team (ade@Northampton.ac.uk)

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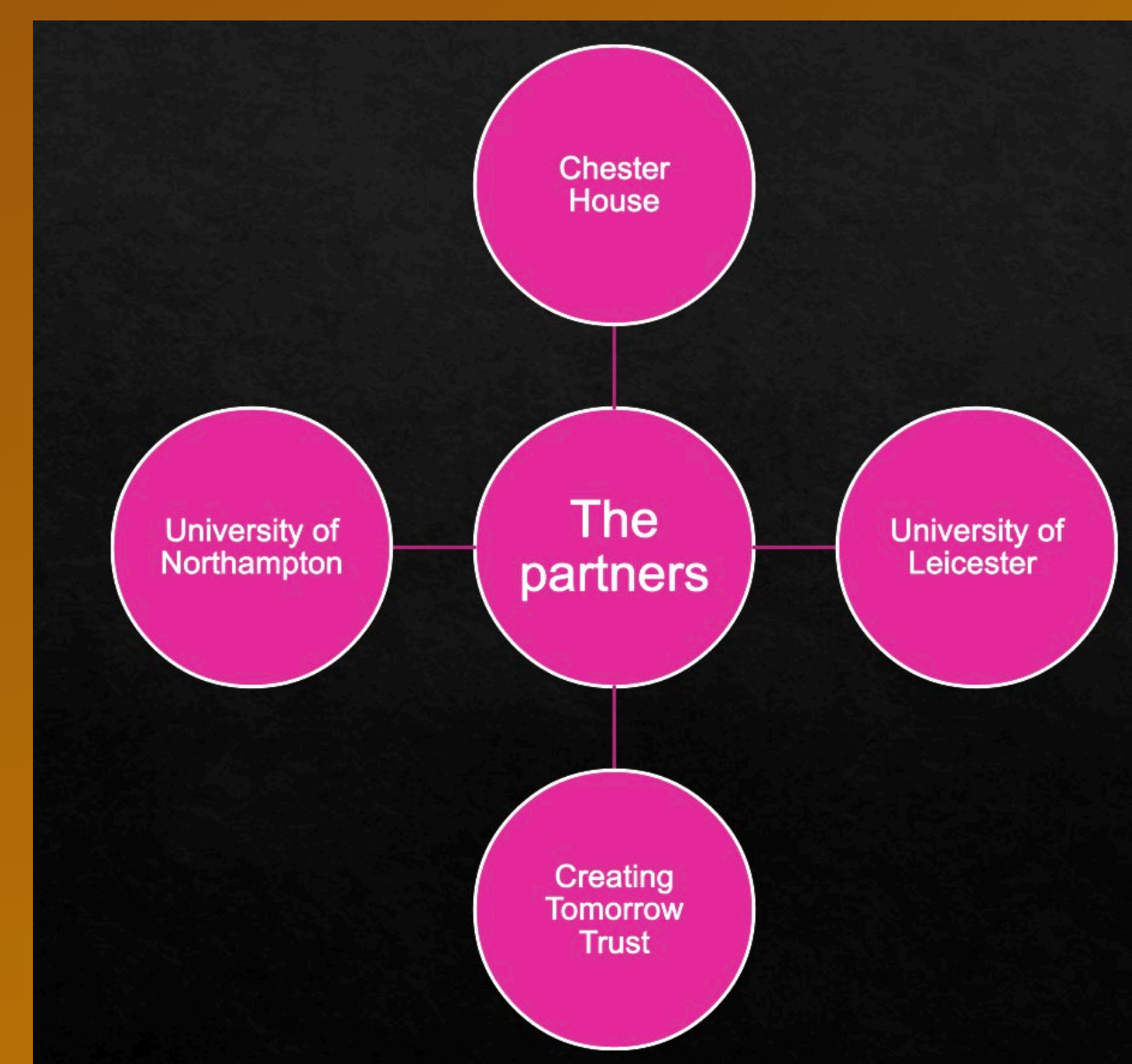


Background

- The Chester House Estate is a heritage site. In partnership with the University of Leicester, has become a location for archaeological digs.
- The Creating Tomorrow College offers 16–25-year-old young adults with SEND a curriculum focused on knowledge and skills needed for future employment. Its location at Chester House allows for participation in work experience.
- The purpose of the project is to support staff to embed immersive technologies such as augmented and virtual reality in their teaching and learning through a knowledge exchange approach. Chester House Estate is an example of an authentic and inclusive context with a range of stakeholders and end users.
- A collaborative project between the University of Northampton, the University of Leicester, the Chester House Estate and the Creating Tomorrow Trust to co-create digital resources with the aim to enrich visitor experiences and increase accessibility by combining virtual and physical experiences. The hope is that the digital resources created can also be shared with and be used by UON staff.

Project overview

- UON staff and students worked with learners from the Creating Tomorrow College to investigate how four digital apps (EyeJack, ScavengAR, Polycam and ARMakr) can be used by schools attending Chester House’s education workshops.
- The Creating Tomorrow College learners used photos and videos of each session to reflect on which employability skills they had used and explored how a QR code could be added to their CV to display these.

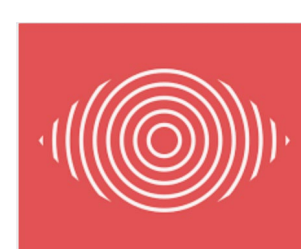


Aims and Objectives

- To incorporate simple and accessible digital technology into teaching, learning and everyday life.
- To have a social impact by exploring themes such as: Inclusion, accessibility, employability.
- To enable UON students to co-create authentic and purposeful interactive and immersive resources.
- To evaluate the experiences, perceptions and engagement of a range of stakeholders towards the design and use of a sample set of immersive activities.

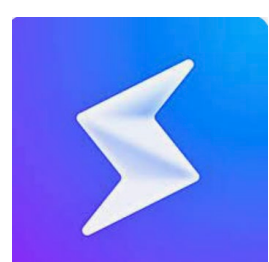
Preliminary Findings

EyeJack



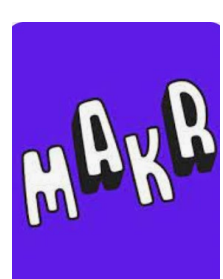
- Impractical for teachers to use.
- Preparation is needed to create QR codes using word processors before it can be used on mobile devices.
- Not a viable option.

ScavengAR



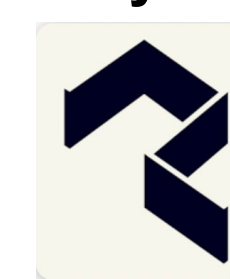
- A good app for teachers to use if clear instructions and guidance are provided.
- Time consuming to create own trails during visit.
- Pre-prepared tours should be available.

ARMakr



- Potential for children to ‘step into’ a historical world of their own making.
- Can be used during and post visit during English or History lessons.
- Saves time if a selection of animated objects are available.

Polycam



- An easy to use app but an iPad needs to be held at specific angles to capture an object fully.
- Record the object as the device takes hundreds of photos automatically.
- Best used with items that are handled rather than static objects on display.

QR codes on CVs

The young people and college staff have:

- Understood what a QR code on a CV is after seeing examples.
- Learnt how to create a QR code.
- Been inspired to create content demonstrating employability skills to link to QR codes on CVs.

Reflections

“Thank you to you and all your team - the students are really enjoying the experience of working with you all, and it is wonderful to see them so inspired, engaged, and motivated”.

(Jemma, Creating Tomorrow College tutor)

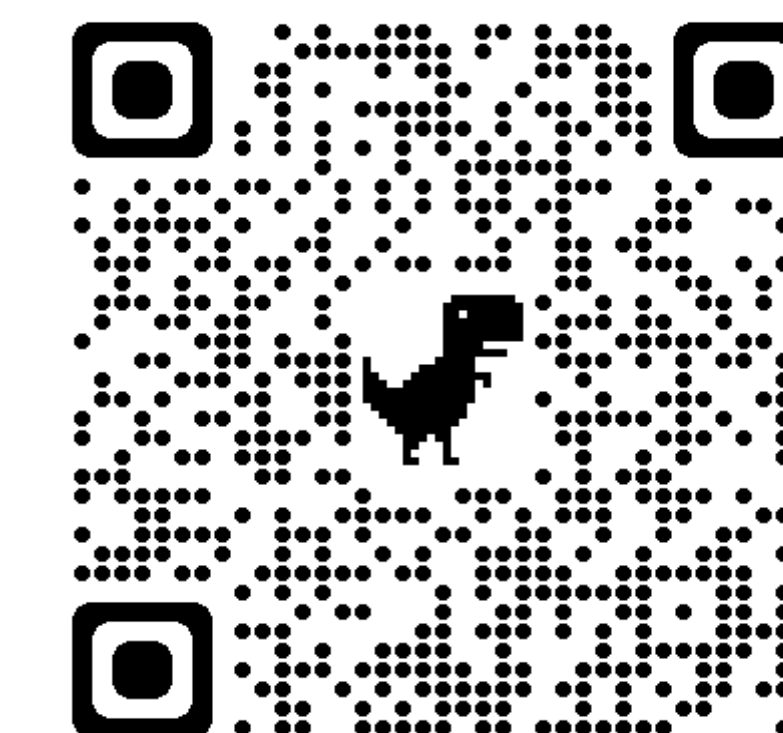
The outcomes of the project:

- A strong relationship with the Creating Tomorrow College to be built on for future collaborations.
- A pilot for future co-creation and collaborative projects.
- UON students have co-created authentic and purposeful interactive and immersive resources.
- Three simple user guides created for ScavengAR, Polycam and ARMakr.
- Instructions and guidance provided to the Creating Tomorrow College teachers and learners on using and creating QR codes for their CVs.
- A QR code that provides teaching and learning resources used in the project.
- A QR code with photos and videos showing employability skills learners demonstrated during the project.

Next Steps

Continue evaluating experiences, perceptions and engagement of a range of stakeholders towards design and use of a sample of immersive activities by:

- University staff ensuring the suitability of the user guides as a digital educational resource.
- Continuing to work with the education team at Chester House to ensure all content is approved to use and appropriate for the context.
- Further exploring how the digital apps could fit in with or work alongside the different Chester House education workshops.
- Trialling the apps with schools and children visiting the workshops and museum to check they are effective.
- Sharing the apps and instructions with UON staff and offering ideas how they can be implemented into teaching and learning experiences.



Use this QR code to find our project outcome worksheets.