



**Experiential Learning**  
**An Adventure in Virtual Reality**

# 6 STEPS FOR A SUCCESSFUL PROJECT

1. Collaboration
2. Planning / critical path
3. Identify vital tasks
4. Jeopardy
5. Opportunities for stretch
6. The safety net

Extras:

Learning outcomes

Assessment strategy





**UNIVERSAL STUDIOS®**

**SCENE**

**TAKE**

**ROLL**

**DATE**

**SOUND**

**PROD.CO.**

**DIRECTOR**

**RAMAN**



Developed by Advertising & Digital Marketing Students for the Campus Safety Team.



In partnership with Northamptonshire Police, Fire and Crime Commissioner's Office.



Safer Nights Out: Funded by OPFCC for Northamptonshire, supported by the Home Office as part of the Safer Streets Programme.



# Project brief:

Communicate Safer Nights Out campaign messages to a student audience via a Virtual Reality Experience

- Understand the task & context
- Develop the creative idea & get sign-off
- Learn how to use the equipment
- Plan, film, edit the VR Scenario
- Design & buy all of the point-of-sale
- Deliver the experience at conference
- The VR kit is bait

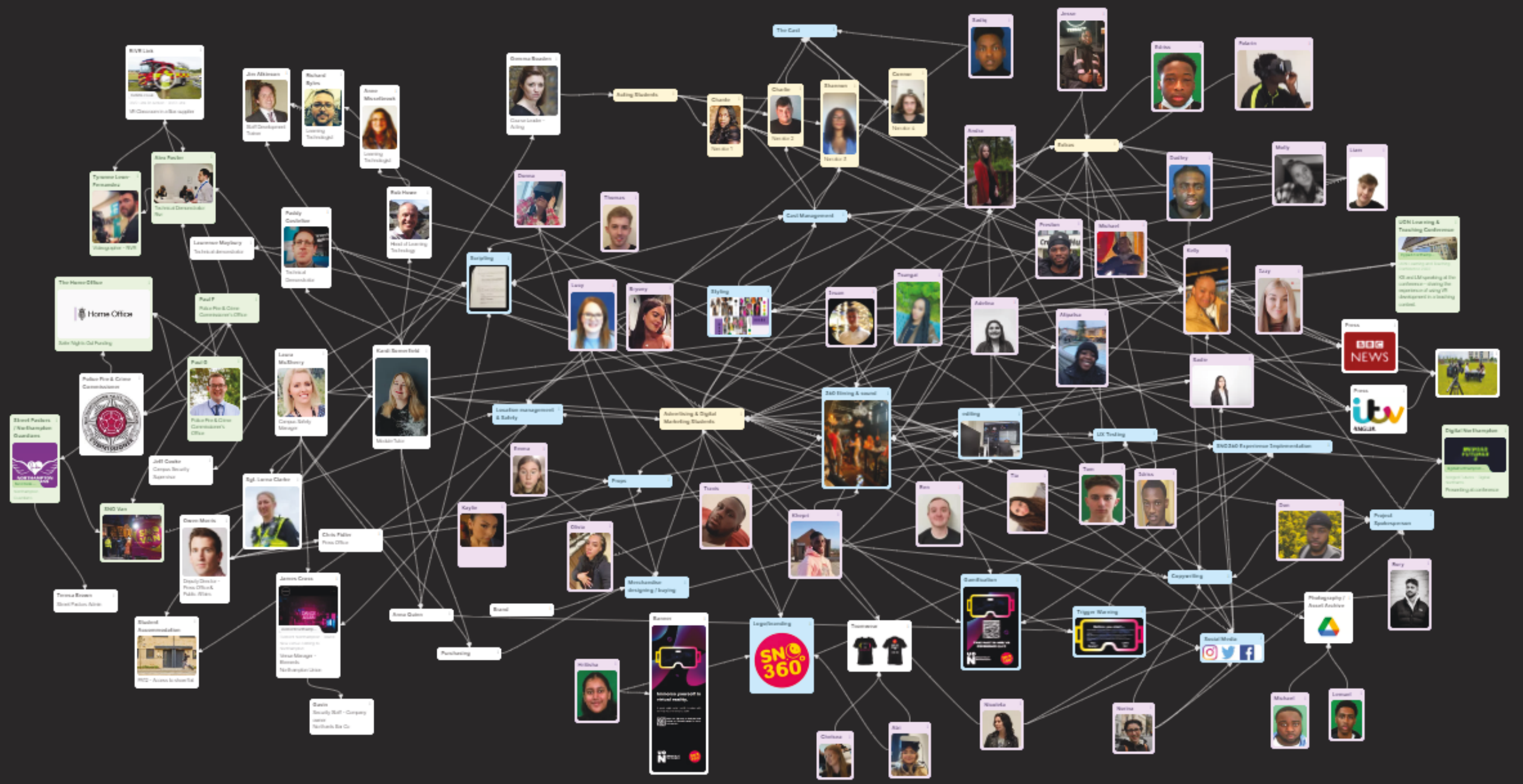


50 second year students  
2 x 3-hour workshops (Tues-Fri) - practical  
1 hour online – theory & assignment support  
Semester 2

Learning to Learn



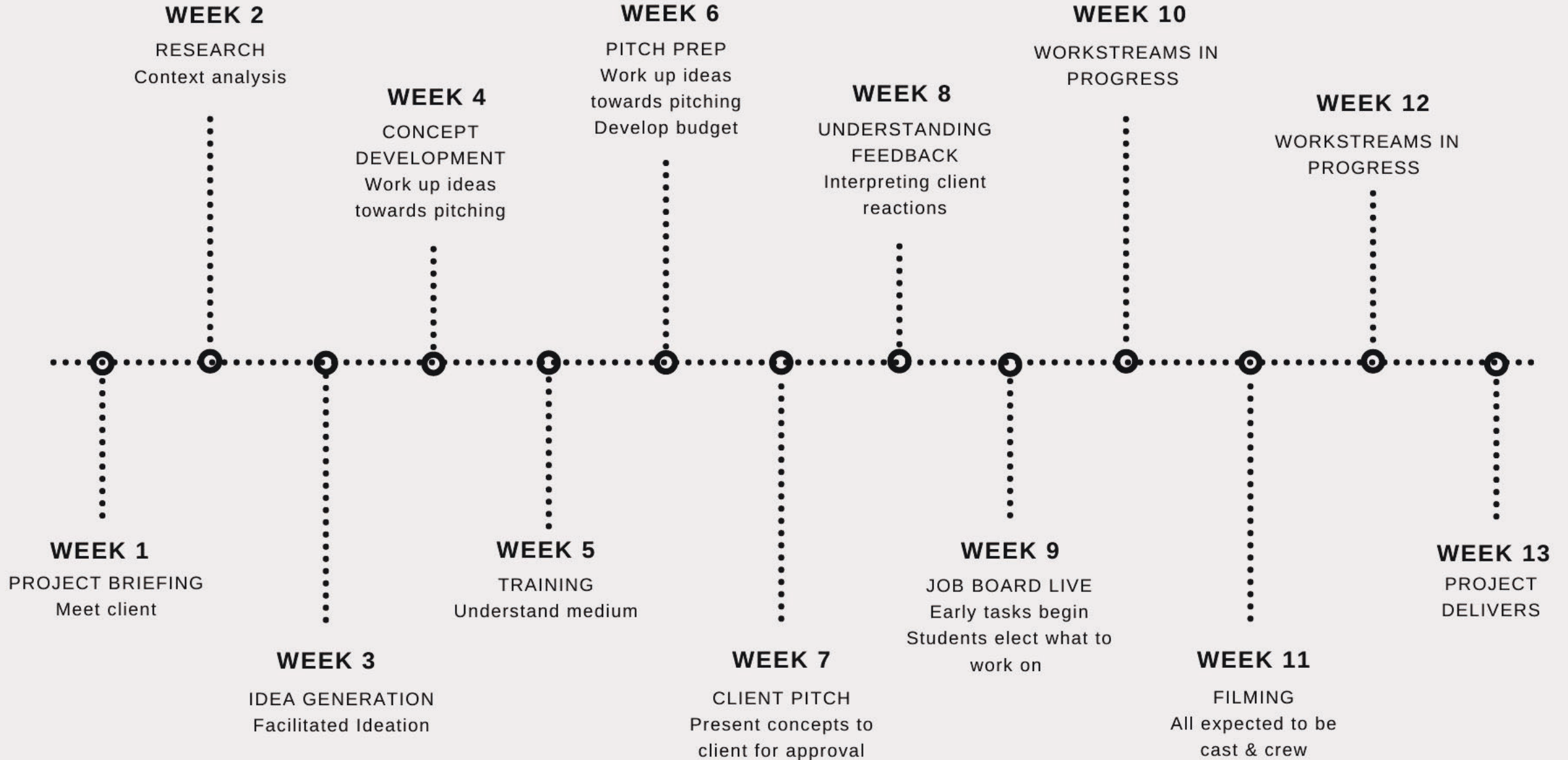
# **1. Collaboration**





## **2. Planning / critical path**

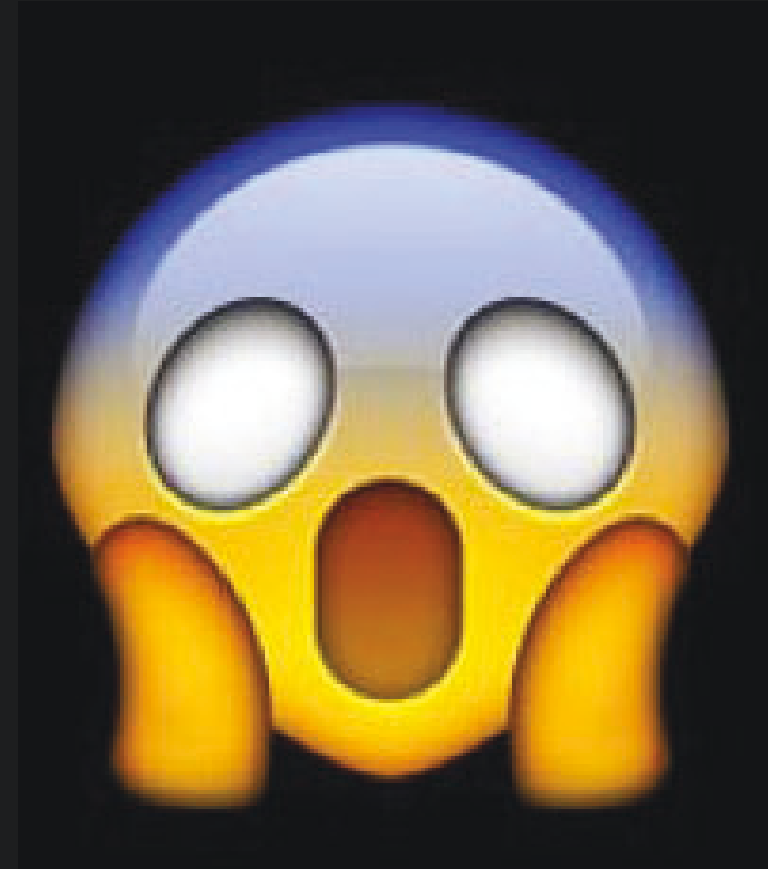
# Project Timeline





## 4. Jeopardy

Manage and communicate reputational risk & reward  
Expectation management (under-promise, over-deliver)  
The imperfect world – communicate failure, mess, drama  
Trust & vulnerability  
Authenticity wins





# 5. Opportunities for stretch

Let them fly (often their ideas are better than yours)

Secret skills come out

Celebrate student wins publicly

Encourage storytelling

Ensure students doing exceptional work understand

how to translate it into grade

Negotiated learning



## **6. The safety net (don't design-in failure)**

Landmark experiences create FOMO and drive attendance up  
Later in the project create authentic tasks that can be undertaken at distance and asynchronously for resits & students with other challenges  
Share materials so theory + shared assets could still enable participation  
Assessment should include Reflection



Questions?

# MKT2050 Managing the Communications Process

## Learning Outcomes

### Subject-Specific Knowledge, Understanding & Application

- a) Demonstrate understanding of the issues central to the task of planning and executing a marketing campaign
- b) Use appropriate business information to make decisions in relation to planning a marketing campaign
- c) Apply aspects of content production to a project in line with guidance provided

### Employability & Changemaker Skills

- d) Create successful professional relationships and engage through the provision of meaningful contributions
- e) Demonstrate confident engagement in relevant professional communities and understand their own agency in the capacity to solve problems



# MKT2050 Managing the Communications Process

## Assessment Strategy

This module is assessed by a web-based portfolio which is assessed at two points, equally weighted:

Part one (1500 words + website design)

- Context Analysis
- Idea Generation
- Proposal

Part two (2000 words)

- Campaign Element 1
- Campaign Element 2
- Campaign Element 3
- Personal reflection

The 'Campaign Elements' are negotiated learning – the students can elect which parts of their experience to write up. Their web content is expected to include literature (which can be theory, market research or practitioner) enhanced by evidence such as photographs, screenshots, videos or documents.

**Title of proposal** : Experiential Learning – an adventure in Virtual Reality

**Name(s) of Presenters** – Kardi Somerfield & Laura McSherry

**Please indicate the type of session you wish to contribute to:** Talk (25 mins)

### **Abstract**

This session introduces experiential learning explored through the lens of a Virtual Reality project on a Level 5 module. Fifty Advertising & Digital Marketing students across two workshop groups worked together to deliver this Home Office-Funded project for the Campus Safety Team and the Police Fire and Crime Commissioner's Office. They went on to launch SNO 360° and speak at the Merged Futures Conference for Digital Northants.

With employability and student experience at the front of mind we seized the opportunity to add Virtual Reality production to our students' skill set. This session will go behind the scenes of the planning module for the and include resources such as the outline teaching schedule and assessment strategy. We will also explore a data visualisation of the interpersonal network map for the project – it's a real team effort - and showcase the benefits of working with Professional Services colleagues.

Themes covered will include: integrating theory with experience, managing risk and uncertainty, internal and external stakeholders, handling non-engagement challenges and most importantly, did it work?

We plan to make the SNO 360° Virtual Reality Experience available for people to try on the day [outside of the session].