

Application of Virtual Reality in a Learning Experience

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ABSTRACT

The project is an application that allows users to interact in a virtual environment via a web interface, in which models are in three dimensions to simulate different activities. The application focuses on education with virtual reality technology, enriching the student's perception through the interaction with objects in an artificial world, facilitating their learning. A website was designed for this purpose, on which the application can be executed directly in the web browser with the help of a plugin or downloaded and run as a native application. The user navigates in the virtual environment containing a three-dimensional replica of one of the laboratories of the Polytechnic School N.U.E.. The tests consisted of running the model and laboratory simulations. The results obtained from forms show that the use of virtual reality is valid, accepted and helps understanding the context of the simulations.

Keywords: Virtual Reality, Simulation, Computer Graphics, Education, Learning.

I. Introduction

New information and communication technologies are emerging with the modern times, one of them is the Virtual Reality, which is widely used in areas of research, simulation, among others that deal with the use of computers for displaying information and give users new ways to make the most of it. Using this advantage, Virtual Reality is gaining ground in education, getting students to interact and even manipulate information, having rich teaching and enabling the understanding of any area with ease, even the most technical.

1.1 Problematic

Most universities and vocational training centers in the developing countries do not have equipment necessary for the education of future professionals, which with luck will have few opportunities to see and operate cutting-edge equipment in the workplace. One option would be to get donations and assemble laboratories to house the equipment, which would generate infrastructure and security costs, plus the possibility that they may suffer some damage. Another option would be to mount a "virtual laboratory", which could simulate many types of laboratories according to the needs, all in one location, with the assurance that if equipment is damaged in the virtual laboratory, can be replaced or fixed in the moment of the event, requiring only restarting that specific simulation.

A divergence of this kind of laboratory would use the Internet as a means of dissemination of the class, since having a location for simulation, you are tied to schedules, leading the student to have to wait when is available for use outside school hours.

The implementation of the system using Internet solve this problem, being able to even have classes in homes, students attend the simulation with the "virtual" presence of the teacher, and if they have questions outside of class time, could access it to better investigate, without having to wait for use.

With the creation of these simulation and studies centers, teaching of abstract matters would be benefit, since the manipulation of parameters could be perceived in a better way, changes involving them and their importance in the studied model. Both students and teachers have at their disposal a powerful tool in education, particularly in vocational subjects in technical field.

1.2 Virtual Reality

Defining Virtual Reality (VR, or simply VR Virtual Reality English), is difficult. There are probably as many definitions as there are researchers, as its recent and rapid evolution has not allowed a clear definition. Thus, it not is surprising that the virtual reality turns out to be relative to different people and in different situations. Some definitions to follow:

- **Virtual reality** is the experience of telepresence, where telepresence is the sense of presence using a means of communication.
- **Virtual reality** is a way by which human visualize, manipulate and interact with computers and extremely complex data.
- **Virtual reality** is three-dimensional interactive environments and simulations that reproduce real situations.
- **Virtual reality** is a highly interactive environment where users participate with the use

of a computer in a virtually real world. The user is immersed so completely that this reality, artificial origin, three-dimensional computer simulation, that appears to be real.

- **Virtual reality** is an interactive three-dimensional computer simulation in which the user feels inserted into an artificial environment, and they perceived as real incentives based on sensory organs [1].

That is why the term "Virtual Reality" is usually associated with almost everything that has to do with three-dimensional images generated by computer and the user interaction with the graphical environment. This implies the existence of a complex electronic system to project 3D visual space and to send and receive signals with information about the user's actions, whom, with a system of this type, you can feel like you are immersed in a "virtual world".

The aim of Virtual Reality is to create an experience that makes the user feel immersed in a seemingly actual virtual world; to do this; he uses 3D graphics and sound that surrounds the scenes shown. It uses virtual reality view of an observer, the user, who moves into the virtual world using suitable devices, such as glasses or electronic gloves.

Virtual Reality exploits every image reproduction techniques and extends them, using them in the environment in which the user can examine, manipulate and interact with the exhibits. A virtual world is a mathematical model that describes a "three-dimensional space" within this "space" are contained objects that can represent anything from a simple geometric entity, such as a cube or a sphere, to a complex shape, such as it can be an architectural development, a new physical state of matter or the model of a genetic structure. It is ultimately a step beyond what would be the interactive, dynamic and real-time computer simulation [2].

II. Virtual Reality in Education

The techniques of virtual reality (multisensory digital simulation) appear in the eyes of many experts as the definitive means of computer input in the processes of education and training. In this sense, education is one of the most promising areas of social use for the dissemination of this emerging medium of communication and digital simulation, which can be considered a perfected form of multimedia.

Interactive multi-sensory techniques, such as virtual reality, offer extraordinary possibilities in this regard. In fact virtual reality, coupled with advanced telecommunications network, allows to imagine a teaching environment in which it is possible to experience the presence of the teacher and other fellow students and exchange opinions and materials with them as if we were together without none of the participants have to move from where it previously found at the beginning of the class. In this new

context, the traditional role of the teacher changes, no longer a mere transmitter of knowledge more or less valid, to become the instructor about students learning with the help of technology, which is what provides interactive resources learning [3].

Techniques related to virtual reality are very suitable for training in all disciplines and trades requiring skill, because they facilitate the realization of practices in all situations (including, especially, those that may be hazardous in the physical world).

A basic architecture for the development of an almost unlimited variety of virtual labs developed. In them, scientists in many different disciplines are able to penetrate into previously unreachable horizons thanks to the possibility of being there: within a molecule, in the midst of a violent storm or in a distant galaxy [4].

Several applications use virtual reality as a tool. Within the field of education, they are from virtual labs to virtual classrooms for behavioral studies. Here are two projects using virtual reality in some way or another are mentioned.

2.1 AULA Nesplora

AULA is an assessment test that uses virtual reality to help diagnose the disorder Attention Deficit / Hyperactivity Disorder (ADHD) [5].

The AULA system analyzes the behavior of the child in a virtual school class. The test is initially perceived as a game, where you must perform a different task while typical distractions of a classroom are presented.

2.2 Labster. Virtual Biological Laboratory

Labster [6] is an international company dedicated to developing online tools for teaching science globally. Its main product is an easily scalable platform for online teaching of life sciences, which has been shown to significantly increase learning over traditional methods as well as substantially reduce costs [6].

The Labster platform is a 3D virtual learning environment based on a Virtual Laboratory. It includes 3D animations molecules, questionnaires and support theory that invites the student to an immersive multimedia experience.

III. Methodology

3.1 Architecture

This work is proposed, the development and implementation of an application that uses virtual reality technology as a support tool in teaching using a web interface. To achieve this objective a website with the following structure is created:

- **Main Page:** Contains a welcome and brief introduction about the page. Moreover they are available the download version of the application for different operating systems (Windows, Linux

and Mac) the link to the application and a list of contact.

- **Application:** A page where the application of virtual reality lies with instructions to use it.
- **Simulation forms:** Contains questions about the simulations and the application itself. Used to collect data from the usability, performance and compliance objectives.
- **SQLite database:** Stores data entered into forms for further processing.

In order to provide portability, the application has a run mode online (online), which uses a supported Web browser with the Unity WebPlayer plugin. Both application forms run on the user's Web browser an internet connection being necessary (see Fig. 1).



Figure 1. Online Architecture

It also has an offline mode (offline), in which you need to download the application from the website, by operating system and architecture. Once downloaded and unzipped, it runs as a native application on the operating system, using Internet only for forms (see Fig. 2).

The application development, started with 3D modeling of the laboratory building based on photos of itself using Blender 3D, once the modeling process is completed, it began the texturing of the model with photos taken as a reference. The photos were treatment and adjusted to extract textures and add them to the model. The texturing task and adjustment was made with GIMP software. Finally, textured model was imported into the Unity 3D application for coding events, create executables and Web version of the proposal, using the programming language C#.

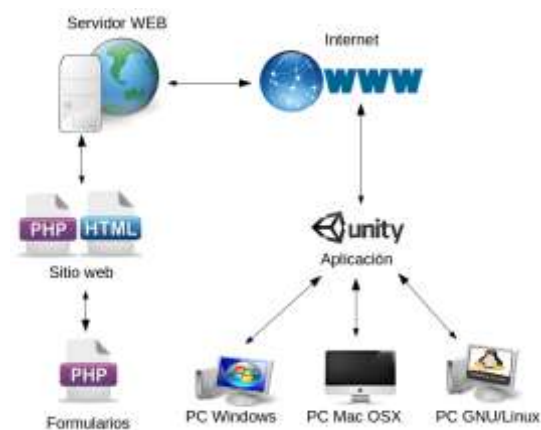


Figure 2. Offline Architecture

Population

The population established close professional authors and students from the Polytechnic School – National University of the East - Paraguay first grade courses Systems Engineering, totaling 80 participants. Of this group, 20 were professionals and 60 students.

IV. Tests and Results

4.1 Tests

The application went through a stage of testing to determine the efficiency and accuracy of the data shown by the simulations. Manually problems arose, they experienced varying the parameters according to the problems and the results are verified, having algorithm settings to their tN.U.E.. Tests were performed for Windows and GNU-Linux, both 64-bit, as they lacked the equipment for use architectures. Once this stage testing the public began.

The website address, www.vuob.info/simvr spread through social networks, email, where the use of the application was entirely made by the user, without any assistance in addition to the existing instructions in the Web page.

Besides disseminating professionals, tests were conducted on the campus of the Polytechnic School - N.U.E., one of the computer labs modeling land with groups of students from the Engineering Systems with the help of Professor of matter Physics. First, demonstration and use of the application proceeded, which was connected to the website from internet, showing the use of the same with a real connection. Then the students used the application running simulators prepared in the same, with the support of the teacher and authors in case of doubt. Finally, via web forms for later analysis they were filled.

The teacher and students showed great interest in incorporating the application in teaching methodology.

4.2 Results

The results obtained with the application are presented. They were extracted from the database and

represent the values of the latter form with respect to application. Each of the issues under study is detailed.

Degree of Realism: The model used in the application is a representation of the laboratory building of the Polytechnic School - N.U.E., being of great importance its resemblance to the actual building, as this aspect is one of the pillars of virtual reality. To do textures from photos were used. According to the results, the impact was positive, as in Fig. 3 shows that 47.5% of participants responded with the highest note of the evaluation.

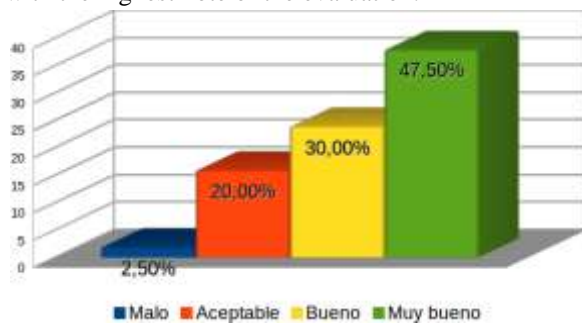


Figure 3. Model's Degree of Realism

Receipt of Virtual Reality technology: The responsiveness of the user was studied with respect to applications using virtual reality. As shown in Fig. 4, 95% of the respondents said that they favor the use of this technology in applications.

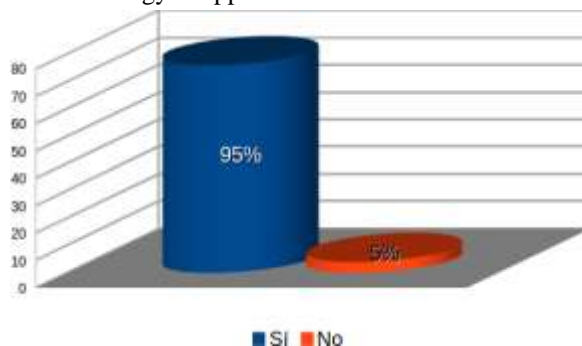


Figure 4. Receipt of Virtual Reality

Learning using Virtual Reality: The results on whether the virtual reality technology helped to some extent to the user better understand the content presented in the simulations are shown below. As shown, 90% of respondents say that this technology provided some help in understanding the content (see Fig. 5).

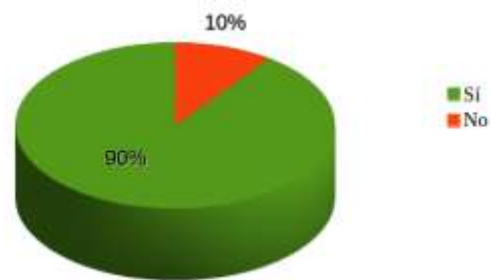


Figure 5. Learning using Virtual Reality

User Experience with the Application: Among the features of virtual reality is, the similarity of the movements people make in a virtual environment compared to those made in real life, facilitating their adaptation and immersion. Fig. 6 shows that the application was well received and had more positive than negative with respect to its usability.

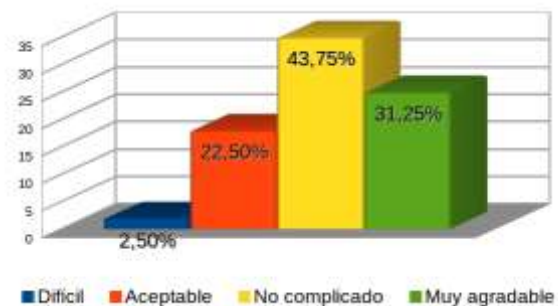


Figure 6. User Experience

Response Speed Enforcement: For the virtual reality experience to be effective, it must respond to real-time user actions. Below it is shown in Fig. 7 the response provided by the application as perceived by the user. It is noted, which is in line with expectations, as a normal or quick response provides better immersion in the virtual model.

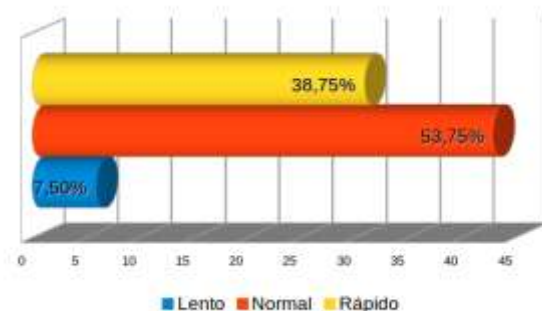


Figure 7. Speed application response

Portability: A study mode, the user is asked about his operating system, to demonstrate the application portability. As can be seen in Fig. 8, the majority of users use Windows (88.75%), including its variants: Windows XP, Windows Vista, Windows 7, and Windows 8; It is one of the most used systems

globally. But it's not the only one, a small but significant percentage of users with GNU / Linux operating system represented by 10 \% of the total and another group which is the 1.25 \% who used the Mac OSX operating system is observed, which demonstrates the application portability.

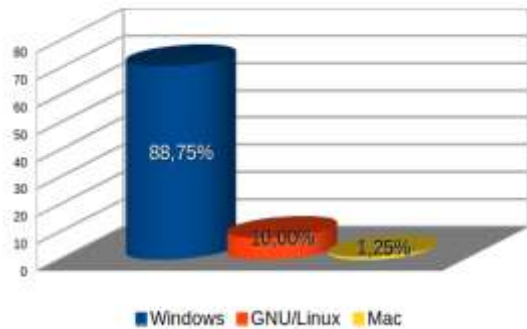


Figure 8. Application's Portability

V. Conclusions and Future Work.

The application development performed in this work succeed to meet this objective, which was to develop and implement a system that allows a user to interact with virtual scenarios in a learning environment.

5.1 Brief review of work

A multiplatform application, both web and desktop for Windows, GNU / Linux and Mac OSX operating systems, was developed, allowing people to interact in virtual scenarios that serve as tool in learning different subjects.

A 3D model of the laboratory building of the Polytechnic School was created, using Blender application. For physical appearance, pictures were taken then treated with the Gimp software. The model was exported to Unity with two simulations of Physics' phenomena, the oblique shot and uniform motion were created. The application was exported to several platforms by the Unity software.

In order to show the feasibility of the proposal, several tests with students of the institution and outside it were made. In the same presents very satisfactory results on the use of virtual reality technology in conjunction with teaching.

5.2 Major Achievements

This work demonstrates the use of virtual reality in the learning environment. Considering the tests, the main achievements were achieved:

- Using virtual reality technology in a web and platform environment.
- Representation with a high degree of fidelity of the laboratory building of the Polytechnic School U.N.E.
- Running simulations of physical phenomena and positive feedback of results by students.

- Provide a support tool in the teaching-learning process.

5.3 Future Work

In view of the possibilities with the use of virtual reality, open to research the following:

- Development and implementation of a multi-user module, enabling users to use avatars thereby enhancing virtual experience.
- Application development for mobile platforms (Android, iOS, Windows Phone 8.1), extending architectures executing it.
- A comparison of the level of learning using the traditional method and using the application virtual reality.

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