[MUSIC PLAYING]

KAREN FOLEY: Welcome back to *The Student Hub Live.* Well, in this session we take a look at the E117 app. And to demonstrate this Ben Langdown is a lecturer in sports and coaching in the sports and fitness department here at the OU. And you've already met Caroline Heaney who's a senior lecturer in sport and fitness.

OK. This app is really, really exciting, but I wondered if you could tell us what augmented reality is before we actually start looking at what the app does, because it's one of the concepts that you're using.

BEN LANGDOWN: Yeah. So augmented reality is slightly different to virtual reality. So most people have probably seen the goggles that you put on and you go inside a world. Augmented reality is a mixture between virtual reality and the real world.

So we're going to demonstrate in a minute hopefully with our anatomy models how it's that mixture between the table that we've got in front of us and the anatomy models.

KAREN FOLEY: So it's very innovative. How do students get this app then? Do they download it?

BEN LANGDOWN: Yeah. So there's a couple of links to download it. You can go to the app stores as well through your mobile device. Just download the E117 app.

KAREN FOLEY: And if you're not studying E117, if you've already studied your level one modules, can you still access this?

BEN LANGDOWN: Yeah. Anybody can access it.

What you'll need to do if you're not studying E117 is just to print off the trigger image.

KAREN FOLEY: Brilliant.

BEN LANGDOWN: So E117 students will have been given one of the trigger images on this coaster.

KAREN FOLEY: Great.

BEN LANGDOWN: But anybody can access the app and print off the image.

KAREN FOLEY: OK. Excellent. All right. So if you haven't done that, we'll put the links in the chat for you to find that app on whatever store your phone supports.

OK. So we're going to look at the muscular system and the digestive system app, yeah? So what are some of the key features of this?

BEN LANGDOWN: So it's probably a good idea if I show you.

KAREN FOLEY: Yeah.

BEN LANGDOWN: So we'll start off with we've got the trigger image on the table, the largest iPad that we could find.

KAREN FOLEY: Can we just show people the trigger image as well, Ben. I'll hold it up.

Oh, there we are.

CAROLINE HEANEY: So everyone studying E117 will get one of these as part of their module materials. And as Ben said, if you don't have one, you can print one off. And there's a link within the app.

KAREN FOLEY: Great.

CAROLINE HEANEY: And you can get it on our blog as well.

KAREN FOLEY: OK.

Oh wow.

BEN LANGDOWN: OK. So we'll try and bring this little model up.

So you can see now that the muscular system has appeared on the screen. And with this we can rotate him around. We can zoom in. We can move him up and down. And then we can start to have a look at a little bit deeper.

So we can bring up some pins. So one of the key features here is that we want you to be able to identify the muscles, identify the actions of the muscles, and the locations.

So if we tap on a pin we can see so the pecks here. We've got the actions, and obviously the position. And we can turn him around and have a look at the pins on the back as well.

KAREN FOLEY: Amazing.

CAROLINE HEANEY: Pretty mind blowing, isn't it?

KAREN FOLEY: It's incredible. The thing is, often, I think in particular when studying biology and physiology, it can be really hard to read things in books. And then you sort of try and map things on to different things, because you might be looking at different levels of detail. So this 3D idea is incredible to be able to sort of consolidate some of that learning and be able to actually apply it physically in a different way.

CAROLINE HEANEY: Yeah. And if I think that when I learned stuff like this it was all on paper. It's two dimensional. And this really brings it to life and makes it much more real.

KAREN FOLEY: Yeah. They love the app in the chat.

Yeah. I used to have to cut and paste things and stick them onto a wall and things to try and sort of make sense of it. But this is a unique thing. Excellent.

So what else can it do?

BEN LANGDOWN: So we've not only got the muscular system. We've also got the digestive system on here as well. So we've got this see through body. You can see the passage that the food takes all the way down through.

And, again, some of these pins that you can click on and start to look at the functions of the different organs within the system.

If we go back to the muscular system, so once people have had a look around, started to look at the actions that the muscles can do, you can then test yourself on the location of the muscles.

KAREN FOLEY: So this is a really good way to test understanding.

BEN LANGDOWN: Yeah. Yeah. So just to check, to actually understand where the muscles are, what the names are. And it takes you through. We can have a little play if we want.

So it goes in, it highlights a muscle for you. You've got a load of options. And you get three attempts to get each one right.

So we click on the different names. And then it takes you through different parts of the body to check your understanding.

KAREN FOLEY: Fantastic.

So this is clearly more fun than just having something in terms of 3D, because we've seen these sorts of things. But you've mentioned that the sort of augmented reality is this merging between the virtual reality and being online. And anyone can get any of these trigger images.

What makes this quite different then in terms of why you're using a trigger image and then why are you using the iPad? Is it just more fun? Or is there some sort of other benefit that you get from using this distinction, I guess, between the virtual reality and other forms of media?

BEN LANGDOWN: Yeah. Definitely. There's a lot of research coming out, especially over sort of the last five years, that shows that students are more engaged with the augmented reality compared to paper based tasks. So you'll be able to learn more. You'll be able to learn quicker, because you're immersed into this augmented reality world, if you like.

KAREN FOLEY: Yeah.

BEN LANGDOWN: So there's not just the augmented reality on here. So sometimes it can be a little bit fiddly. You kind of need three hands to work everything.

So you can just go into here and use the- if I just pick this up again. Go back into here and use the desktop mode. So this becomes a little bit more user friendly when you're actually trying to get into some of the real detail. Or if you forget your trigger image.

So we can now just look at this. And oops. He's gone upside down.

CAROLINE HEANEY: Also any students that don't have a smartphone or a tablet, they can use the desktop version.

KAREN FOLEY: Brilliant. So there is a desktop version available.

CAROLINE HEANEY: Yeah.

KAREN FOLEY: And what was this activity tracker on here as well?

BEN LANGDOWN: OK. So the activity tracker, all E117 students have been sent out one of these.

KAREN FOLEY: Brilliant. So that you can monitor what they do.

Some students have been saying in the chat that because the brain requires so much fuel to think, is it just as valid not to do any exercise because they're burning calories while they're studying really hard?

BEN LANGDOWN: Yeah. Great try.

KAREN FOLEY: No.

BEN LANGDOWN: No.

[LAUGHTER]

Yeah.

KAREN FOLEY: So they've been sent these activity trackers.

BEN LANGDOWN: Yeah. So this will monitor the amount of steps that people are doing. So the user. It then calculates how many calories have been burned. It calculates how much distance has been covered. And also the activity duration as well.

So great piece of kit in terms of tracking activity levels. But also with the website that's been built we've allowed students to be able to compare their data.

KAREN FOLEY: Oh, brilliant.

Oh, that takes interacting with your tutor group to a whole different level.

BEN LANGDOWN: Yes.

CAROLINE HEANEY: You can interact with the whole module, not just your tutor group.

BEN LANGDOWN: So we can show you on here. This is some data I collected earlier.

KAREN FOLEY: Yep.

CAROLINE Ben's been very busy running up and down the stairs.

HEANEY:

[LAUGHTER]

KAREN FOLEY: You've put it on the dog, haven't you?

I know. I do it too.

BEN LANGDOWN: So this is the dashboard page that when you sign into the site students will see.

So currently my daily steps is zero, which means I haven't synced to my device. So once my device is synced that data will pull through. And it gives my data on here.

Sorry Caroline.

CAROLINE HEANEY: It's OK.

BEN LANGDOWN: And then we can go into some comparisons as well.

So let me just put in some start dates so we see some more data.

So that's from the 1st of September, some of the data that has pulled through from my activity. There are a couple of blanks in there. Sometimes the data does take a little while to pull through. So a student shouldn't be concerned by that. It will actually come through eventually.

But the nice thing here is that the user can start comparing themselves to the rest of the module. So they can see.

KAREN FOLEY: Oh, now it gets competitive. And I bet with your lot as well it will be fiercely competitive.

BEN LANGDOWN: Exactly. Sports students love a bit of competition.

So not only the whole module, but we've also got male versus female.

KAREN FOLEY: How can you tell if you do strap it on to a dog instead of going for a run?

BEN LANGDOWN: It depends if the dog is very active and it suddenly shoot right up. You might spot some--

KAREN FOLEY: Some outliers. Yes.

BEN LANGDOWN: Yes. Exactly.

KAREN FOLEY: OK.

BEN LANGDOWN: And then the final one we've got on here is the age categories as well. So that will pull through.

And down at the bottom you can actually see the sort of total number of steps for the date range that has been achieved by each of those categories.

KAREN FOLEY: Now, is this all just about setting up competition, or is there a learning point here as well?

BEN LANGDOWN: Yeah. There's definitely a learning point. So throughout the module there's lots of activities that refer back to this. So looking at the student population on this module compared to the guidelines that have been set out there in terms of the amount of minutes that people should be doing over a week.

KAREN FOLEY: So we need to remind students to use their trackers if they're on this module, because this data is going to be a source of evidence really for them to make comparisons with other sources as part of their learning journeys, and they can compare things in their spare time if they're feeling competitive, and look at how they are against the rest of the group.

CAROLINE HEANEY: What we want is to wear their trackers from now. They don't have to wait till we start the module. Wear the trackers. Wear them as much as possible so we get some real accurate data.

KAREN FOLEY: And what if they've got any problems with this? What do they do?

CAROLINE HEANEY: We've got a blog page that students studying E117 will find a link to in their module guide which kind of troubleshoots some problems. There's a video on there to help you set it up.

KAREN FOLEY: Brilliant.

CAROLINE HEANEY: We're also using the welcome forum. There's quite a few students that have been posted on there where they've been having difficulties. And we've had a few people have a few teething problems. But those are gradually starting to get sorted out.

KAREN FOLEY: Brilliant. Excellent.

CAROLINE HEANEY: So there's help out there.

KAREN FOLEY: Well, thank you very much for that demonstration. It looks fantastic, and really fun I think as well. So I'm sure that the students will really enjoy that on E117.

OK. So Ben and Caroline, thank you very much. Caroline, you're going to stick with us for our next session.

CAROLINE HEANEY: I am, yes. You've got me for a little bit longer.

KAREN FOLEY: Yes. Indeed.

But we will show you a little video in the meantime. We're going to take a look at Ricky Skene. And I'll be back in a few minutes with Caroline. And we will be talking with Jess as well about the importance of the student perspective in all of this. So join us in a few minutes for that.

[MUSIC PLAYING]