

## Explorers Are Never Lost - Virtual Reality & Art History Group Projects (25%)

*At La Salle, we use technology to engage in innovative classroom learning experiences. An art history class happens to be a great place to experiment with virtual reality -- we get to travel and experience important architectural sites without leaving the classroom!*

### Learning Objectives for Overall Project (workshops/research/group presentations):

- Engage students in a new and dynamic learning environment
- Increase student collaboration skills involving course content and new technology
- Research, explore, and experience important historic architectural spaces while having fun

### PROJECT SCHEDULE

#### Workshops: (5%)

- **Workshop 1: 4/17:** Groups: divide up research, save info and sources on google doc, explore VR
- **Workshop 2: 4/23:** HW#4 (see Canvas) due in class, continue research, make a checklist, what should your fellow students look for in your expedition? Powerpoint: create 1-2 pages to use in class during the first 5 minutes of your presentation.
- **Workshop 3: 4/25:** HW#5 (see Canvas) due in class, using HW, run through final presentation, make sure it is only 5 minutes in length, allowing 15 minutes for VR exploration.

**Presentations:** Tuesday Apr 30 & Thursday May (15%)

**Reflection Paper:** Due Monday May 6, 2019 (5%)

#### Grading Rubric for Workshops (5%)

- 2pts: for full participation in class workshops. This includes coming to class prepared with HW assignments completed, contributing to group discussion and planning.
- 1 pt: partially prepared, partial participation.
- 0 pt: No HW, not engaged, or absent.

#### Presentation Instructions (use a Powerpoint for images in Part 1-3)

20 minutes total for each group (5 minutes for group to talk about their topic using 1-2 powerpoint slides + 10-15 minutes of VR exploration)

**Part 1:** Historical context: when & where was this? What was going on during this time, (history, politics, religion, etc)? How is this a reflection of the influences of the time? Any important people/biographies we should know about?

**Part 2:** Who made this? How was it made? For whom? For what purpose? What was the architectural style? Specific examples of important portions? Why is this place important?

**Part 3:** What are some odd/fun facts about this site? Research beyond first day/initial search.

**Part 4:** VR exploration - give your fellow students an assignment to explore using VR

- Each group will get 2 VR headsets, take turns looking for and finding objects you describe in a checklist.
- What should they look for? Why is this important/interesting?
- Groups will reflect on the difference between viewing images/learning about topic via Powerpoint versus VR.

**Research:** start researching your topic using these approved sources:

- [Smarthistory.org](http://Smarthistory.org)
- [Nationalgeographic.com](http://Nationalgeographic.com)
- The Annotated Mona Lisa (your textbook - good for historical context)
- Check Connelly Library's Library Guide: Art History Research Guide

**Highlighted Sources in this guide:**

- [Heilbrunn Timeline of Art History | The Metropolitan Museum of Art](#)
- [Oxford Art Online](#)
- [Art Index](#)
- [JSTOR](#)

**Grading Rubric for Presentation (15 pts)**

- Group presentation: organization & flow, powerpoint, VR instructions, clarity - **5pts**
- Individual: knowing your information, sharing it clearly, working well with others - **10pts**

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**Reflection Paper (2-3 pgs, 5% of grade) Due: Monday, May 6, 2019**

Your input is important to this pilot, please respond to the following prompts for your final reflection paper:

- How was this different from other group project experiences?
- Describe the difference between reading/researching/ looking at images in class and online, versus experiencing the subject through virtual reality. Did these types of learning complement each other?
- What did you like about this project? What did you most dislike about the project?
- Do you think we should try this again? If so, do you have any suggestions for the next time we try this project?

**Grading Rubric for Reflection Paper (5 pts = 5% of total grade)**

- *5 points:* Clearly written, responded to all prompts, well thought out. No spelling/grammar issues.
- *3-4 points:* meets the basic criteria, but comments are short and/or not as well developed. Very few spelling/grammar issues.
- *1-2 points:* Minimal time/effort put into questions and reflections. Missing information. Significant spelling/grammar issues.
- Late: Minus 1 point per day