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# Crynoldebau / abstracts

Immersive learning in virtual 3D: fieldtrip to Cadair Idris

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Geography education has faced immense challenges during the 2020-2021 academic year, through campus closures and restrictions to ‘normal’ classroom or fieldwork practice. Teaching has had to adapt quickly and flexibly to new, increasingly digital, online methods, but often with limited resources. With recognition of today’s climate crisis, there is also pressure on educational institutions to reduce the carbon footprint of geography fieldwork or equivalent learning activities. The Covid-19 pandemic has made provision of high-quality, affordable ‘virtual field experiences’ a priority for geography education practitioners. Such resources can complement and enhance in-class activities, as well as address long-standing equality, diversity and inclusivity issues including those relating to accessibility, particularly within geography teaching. At secondary-level the university-secondary collaborative ‘Time-for-Geography' offers open-access, educational videos, while at university-level, ‘virtual fieldtrips’ (e.g. VRGlaciers) have recently been developed. Nevertheless, demand remains in the higher education sector for alternative open-access, immersive learning resources. Here, a demonstration of a ‘virtual tour’ of Cadair Idris using the RoundMe platform is offered as an example of a 3D immersive learning tool. The platform demands 360° imagery, here captured using a GoPro Max, but offers opportunities to embed learning activities, lecture vignettes, datasets and 2D imagery to develop educational materials or an online teaching pathway. Such functionality within RoundMe and equivalent cloud-based 3D platforms offers opportunities not only in geography by also in other subjects to enhance student learning journeys while maintaining accessibility.