**Unit Outline**

**ICTE2000 Interactive, Virtual and Immersive Environments**  
**Semester 2, 2016**

<table>
<thead>
<tr>
<th><strong>Unit study package code:</strong></th>
<th>ICTE200</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of study:</strong></td>
<td>Fully Online</td>
</tr>
<tr>
<td><strong>Tuition pattern summary:</strong></td>
<td>This unit does not have a fieldwork component.</td>
</tr>
<tr>
<td><strong>Credit Value:</strong></td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Pre-requisite units:</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Co-requisite units:</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Anti-requisite units:</strong></td>
<td>ICTE5002 (v.2) Interactive, Virtual and Immersive Environments</td>
</tr>
<tr>
<td><strong>Result type:</strong></td>
<td>Grade/Mark</td>
</tr>
<tr>
<td><strong>Approved incidental fees:</strong></td>
<td>Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.</td>
</tr>
</tbody>
</table>

**Unit coordinator:**

![Dr Artur Lugmayr](image)

- **Title:** Dr
- **Name:** Artur Lugmayr
- **Phone:** +61413349225
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- **Location:** Building: 208 - Room: 312D

**Teaching Staff:**

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- **Name:** MCCA Teaching Support Team  
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- **Location:** Building: 208 - Room: 428

**Learning Management System:** Blackboard (lms.curtin.edu.au)

**Acknowledgement of Country**

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.
Syllabus

This unit provides students with basic concepts and understanding of Virtual Reality systems and interfaces. It introduces students to several aspects of virtual and immersive environments, such as user experience; interaction design; virtual collaboration; and software and hardware involved in virtual immersive applications. Topics will include 3D immersive interfaces and interaction; 3D displays; Head-Mounted Displays; tiled and stereo displays; collaborative and networked virtual environments, and applications relating to virtual and immersive environments. The unit will include a practical component suited to various discipline interests, and will provide students with an understanding of theoretical and practical approaches and challenges in Virtual and Immersive Environments.

Introduction

This is a theoretical and production practice unit designed to explore the development and styles of interactive, virtual and immersive environments. It provides a practical grounding for students wishing to pursue specialist skills in 3D design, creation of virtual environments, interaction design in creative industries such as advertising, arts, digital journalism, digital film & TV production, museums, digital design, and other entertainment industries.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Explain core system requirements and approaches to the application of virtual environments</td>
<td>📜ủy, 🔍</td>
</tr>
<tr>
<td>2 Evaluate virtual and immersive technologies in response to specific visualisation requirements</td>
<td>📜upyter, 🔍, 📚</td>
</tr>
<tr>
<td>3 Select and apply relevant software to process data for applicable immersive technology</td>
<td>📚upyter, 🔍</td>
</tr>
<tr>
<td>4 Design an immersive experience in response to a particular discipline objective</td>
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Curtin's Graduate Attributes

- **Apply discipline knowledge**
- **Thinking skills** (use analytical skills to solve problems)
- **Information skills** (confidence to investigate new ideas)
- **Communication skills**
- **Technology skills**
- **Learning how to learn** (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
- **International perspective** (value the perspectives of others)
- **Cultural understanding** (value the perspectives of others)
- **Professional Skills** (work independently and as a team) (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

The unit is divided into lectures, laboratory work, and assessments. Students will be working in groups. After gaining a theoretical introduction within lectures, students will deepen their
skills in computer laboratories. Students’ ability to work as a part of a cross-disciplinary team is a major aspect of this unit, as large scale media productions can never be achieved as sole discipline specialist or be the sole work of one individual. Every student is expected to support and contribute to their group equally. Each student will take different roles as part of the group work in exploring different aspects of the creation of interactive, virtual and immersive environments. Students will have the opportunity to choose a role as part of their groups, and potentially specialise in their area of interest.

Reading is outlined in the schedule of the unit, thus students are expected to read the related texts prior to each lecture to foster discussion, and intense laboratory sessions. Some materials, as e.g. latest newspaper articles or practical tutorials to cope with laboratory works or assessments will be distributed during the of the unit to provide students with the latest up-to-date materials.

**MODULE 1: VIRTUAL REALITY AND USER BEHAVIOR**

**Topic 1.1: Introduction to Immersive and Virtual Environments**

**Lecture**

Introduction to the unit; historical aspects and foundations of interactive, immersive and virtual environments; practical cases of interactive, virtual and immersive environments; state of the art of interactive, immersive and virtual environments; industrial and business cases; application scenarios and settings; and the philosophy of creating virtual worlds.

**Laboratory**

Introduction to the course laboratory works; discussions of practicalities of the assessments; arrangement of groups for assessments and laboratory works; introduction to available software and hardware tools; introduction of project works and group works.

**Study Questions**

1. What is the current state-of-the-art of interactive, virtual and immersive environments?
2. What is the purpose of virtual reality?
3. Why do humans strive for virtual worlds?
4. Which application scenarios and business possibilities do interactive, virtual and immersive environments provide?

**Readings**


Chris Milk: How virtual reality can create the ultimate empathy machine, TED Talk, 10 mins, http://www.ted.com/talks/chris_milk_how_virtual_reality_can_create_the_ultimate_empathy_machine

**Topic 1.2: Virtual Reality (VR)**

**Lecture**

Virtual Reality (VR)

Human behaviour in a real and virtual environment; the concept of interfaces and sensors; behavioural interfaces; multimodality; introduction to the design of virtual environments; practical design cases and examples.

**Laboratory**

Practical exercises

**Study Questions**

1. How do humans behave in virtual worlds?
2. What is the perception, cognition, and action look in VR systems?
3. How can sensory stimuli, responses, and behaviour be interfacing?
Readings

**Topic 1.3: Identity and Consumer Behaviour**

**Lecture**
Part 1 – Identity and Identity in Virtual Worlds; Part 2 – Identity in Games and Digital Worlds
Introduction to the concept of identity; identity in virtual worlds; identity in online environments; avatars; identity in computer games; digital worlds and identity; case studies from Second Life, fashion, digital games, and digital communities;

**Laboratory**
Practical exercises

**Study Questions**

1. What does identity mean in digital environments?
2. Which formation processes and dynamics exist in virtual worlds?
3. How does identity in different application areas form, evolve, and reflect the real world in gaming, online worlds, and digital communities?

Readings

**MODULE 2: CREATING VIRTUAL WORLDS**

**Topic 2.1: Human Behaviour, Immersion and Presence**

**Lecture**
Part 1 – Human Behaviour; Part 2 – Concept of Immersion and Presence
Behavioural sciences and the impact on VR; VR and its impact on behavioural sciences; the concept of time and realism; applying behavioural sciences in VR; the concept of presence; aspects of immersions; interaction in virtual environments;

**Laboratory**
Introduction to Interactive Design Environments I (Unity)

**Study Questions**

1. How does behavioural sciences relate to VR?
2. How do VR environment create new patterns of behaviour;
3. What are the concepts of immersion and presence?

Readings

**Topic 2.2: Principles of Designing and Modelling Virtual Worlds**
Lectures

Part 1 – geometric models; part 2 - rendering
Tools for designing virtual worlds; virtual world design principles; geometric models; object types; principles of rendering virtual scenes; aspects of design principles of virtual worlds (e.g. collision detections, haptic interaction, and geometries); application examples and case studies.

Laboratory

Interactive Design Environments II (Unity and 3D Modelling Tool)

Study Questions

1. How can virtual worlds be designed and integrated into virtual reality environments?
2. What are the components of virtual worlds?
3. Which practical application scenarios and case studies exist in the design of virtual worlds?

Readings


William Sims Bainbridge, The Virtual Future, Springer-Verlag, 2011 (Chapter 1: The City and the Stars, Chapter 6: Star Wars Online)

Topic 2.3: Visual Interfaces

Lectures

Visual interfaces
Overview of visual interfaces; stereoscopic interfaces; multi-user interfaces; distributed interfaces; large scale interactive virtual interfaces; architecture, design, and technology of interfaces; characteristics and properties; application scenarios and business cases of latest interface technologies.

Laboratory

Practical exercises

Study Questions

1. Which visual interfaces exist?
2. How are interfaces deployed in practical settings?
3. Which influence have interfaces in the design of virtual environments?
4. What are the possibilities and application areas of particular interfaces?

Readings


A set of current newspaper articles, web resources, and industry magazine articles which will be circulated during the lectures.

MODULE 3: INTERACTION IN VIRTUAL WORLDS
**Topic 3.1: Designing Interaction in Virtual Reality Environments**

**Lectures**
Part 1 – techniques for interactivity; Part 2 – user experience and interactivity

Interaction techniques; modelling behaviour in virtual environments; navigation and finding ways; moving through virtual worlds; controlling virtual environments; manipulating and selecting objects; controlling applications; traditional input: text; user experience in virtual worlds; practical cases and applications;

**Laboratory**
Interactive Design Environments III (Unity)

**Study Questions**

1. How can people interact in virtual environments?
2. Which experience do virtual environments provide to consumers?
3. Which design principles exist to be able to interact?

**Readings**

A set of current newspaper articles, web resources, and industry magazine articles will be circulated during the lectures.

**Topic 3.2: Human Senses and VR**

**Lecture**
Human Senses

Human vision and the visual system; visual perception; the psychology of vision; human senses and sensitivity; proprioception; the impact of senses in designing VR applications; biological sensors.

**Laboratory**
Presentation of project proposals in groups

**Study Questions**

1. How do human senses work?
2. How do human senses influence the design of VR systems?
3. What is the psychology of stimulating human senses?

**Readings**

**Topic 3.3: Behavioural Interactive Interfaces I**

**Lecture**
Part 1 – location sensors; part 2 – manual motor interfaces

Location sensors; mechanical and non-mechanical sensors; tracking devices; optical interfaces; motor interfaces; data gloves; 3D mouse; 6 DOF devices; practical application domains for these type of interactive interfaces; case studies of these type of interactive interfaces.

**Laboratory**
Working with interactive Interfaces I

Study Questions

1. Which role do sensors play in the design of virtual reality environments?
2. Which interfaces are commonly used to design interaction?
3. What are the application areas of various interfaces?

Readings
A set of current newspaper articles, web resources, and industry magazine articles which will be circulated during the lectures.

Topic 3.3: Behavioural Interactive Interfaces II

Lectures
Part 1 – force feedback devices; part 2 – tactile feedback interfaces
Force feedback devices; tactile interfaces; classifications of force feedback and tactile interfaces; characteristics, problems, and limitations; control of force feedback and tactile interfaces; advantages and disadvantages; application domains for these type of interfaces; case studies of these type of interfaces.

Laboratory
Working with interactive Interfaces II

Study Questions

1. What are force feedback and tactile interfaces?
2. Which applications areas and possibilities do these types of interfaces allow?
3. How can these type of interfaces be realised?

Readings
A set of current newspaper articles, web resources, and industry magazine articles which will be circulated during the lectures.

Excursion(s), Guest Lecture(s), or Online Lecture(s)
Within the scope of this unit an event will be organised on two occasions within the semester. This event could be an excursion, guest lecture, special topic lecture, or an online lecture. As the event will highly depend on the availability of guest speaker(s), availability of the excursion facilities(s), as well as the study schedules of students, this event will be arranged within the semester teaching period and announced with sufficient lead time for students to be prepared. The timing of each visit will be arranged with students to accommodate their other study schedules. While the date of the visit is TBA, the visit will replace a normal lecture.
Dependent on the events arranged, provision will be made for students studying online to undertake a specific excursion in their local area, or to view recordings of guest lectures or special topic lectures.

Lecture
Nil
Learning Resources

Essential texts

The required textbook(s) for this unit are:

  (ISBN/ISSN: 9780857293619)

Online resources

  (http://link.library.curtin.edu.au/p?pid=CUR_ALMA51109441120001951)
  (ISBN/ISSN: 9780857293619)
  (http://link.library.curtin.edu.au/p?pid=CUR_ALMA51135372900001951)
  (http://link.library.curtin.edu.au/p?pid=CUR_ALMA2188813510001951)
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| 1. Project presentation                       | 20 percent | Week: 4  
Day: Monday 22 August 2016  
Time: 09:00 | 1,2                                      |
| 2. Project plan                               | 20 percent | Week: 6  
Day: Monday 5 September 2016  
Time: 09:00 | 1,2                                      |
| 3. Immersive design project demonstration     | 35 percent | Week: 14  
Day: Friday 4 November 2016  
Time: 23:00 | 3,4                                      |
| 4. Immersive design report                    | 25 percent | Week: 14  
Day: Friday 4 November 2016  
Time: 23:00 | 1,4                                      |

Detailed information on assessment tasks

1. **Assessment 1: Project Presentation**

   **Outcome(s)**
   - PowerPoint presentation with audio recording. Submit via Turnitin in Blackboard
   - The presentations needs to be 20 minutes long
   - **Important Note! The assessment is due on Monday 22/8/2016 9:00!**

   **Task**
   The goal of this assessment is to create a project idea, draft it as project concept, and conduct a background research. The project idea(s) are presented during laboratory work, and are based on real-world challenges in cooperation with partners.

   The project concept has to consist of the following components:
   - background information and project context
   - description of the project
   - review of similar kinds of project (at least 3 references)
   - critical discussion of the project on lifestyle, industry, commerce or art
   - one sentence sales pitch
   - imagery/architecture/picture of the system
   - project plan and shedule (e.g. timeline)

   Keep the following questions in mind, when developing the project:
   - In which context should the project be applied?
   - What is the one core media technology that you would like to utilize?
• Is the project achievable within the given amount of time?
• Do you have the right team members to create this project?
• Did you match the skills of the team to the project?

The assessment presentation is free-form, and will be presented during the laboratory class. It shall contain all the essential components of the project, and be clearly described for the audience. It’s important that the sales pitch is precise, clear, and sells the project idea to the business community or to the consumer.

Turnitin

Assessments must be submitted via the relevant Turnitin Direct submission point in Blackboard, which will have two parts to allow for a DRAFT and FINAL submission.

• The Draft submission point will allow ONE submission, for which you will receive formative feedback from Turnitin in the form of an Originality report. This submission will not be marked.

• The Final submission point will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.

Marking Criteria

• reporting style and form – project proposal style, form and structure
• presentation quality – quality and content of the presentation
• proposal – quality and content of the project plan (sales pitch, business aspects, description)

2. **Assessment 2: Project Plan**

**Outcome(s)**

• 1000 words. Word document.
• Submit via Turnitin in Blackboard.

• **Important Note! The assessment is due on Monday 5 September 2016 9:00!**

**Task**

The project rationale is tightly linked to assessment 1 – presentation. However, this assessment has to integrate the discussions and comments that have been given during the class presentation of the project. This assessment should follow the same structure in textual form as assessment 1. This assessment is designed to help students reflect on their project, and giving it a deeper meaning.

Each student needs to submit the assessment individually. However, students can work in groups on their assessments, and submit the same assessment through the submission system. However, each submission has to contain a statement of each group member’s contribution.

The complete project description of the interactive, immersive and virtual environments concept should follow the following structure:

• background information and project context
• description of the project
• review of similar kinds of project (at least 3 references)
• critical discussion of the project on lifestyle, industry, commerce or art
• one sentence sales pitch
• imagery/architecture/picture of the system
Format

You need to present your assessments in accordance with the style and format rules outlined on the coversheets for assessments set out below:

- each assessment must have a cover sheet
- word processed only
- A4 document size only; 5 cm left margin; 2 cm top, bottom, side margins
- 12 point font, single spaced, one sided only, extra space between paragraphs
- page numbers are required
- reference properly using APA, and avoid any hint of plagiarism

Turnitin

Assessments must be submitted via the relevant Turnitin Direct submission point in Blackboard, which will have two parts to allow for a DRAFT and FINAL submission.

The Draft submission point will allow ONE submission, for which you will receive formative feedback from Turnitin in the form of an Originality report. This submission will not be marked.

The Final submission point will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.

Marking Criteria

- structure, style, and form - structure, style and form of the final report
- illustration - illustration of the approach and realisation of the project (e.g. timeline)
- resource utilization - utilization of tools, resources, and realisation

3. Assessment 3: Immersive design project demonstration

Outcomes

- Final project files
- Demonstration of project outcome
- Important Note! This assessment is due on Friday 4 November 2016 23:00!

The outcome of Assessment 3 is provision of the actual project files and demonstration of the final project.

The final project does not need to be a running product or application, however, from the result it should be clear that the group is able to conduct a real-life interactive, virtual and immersive project. The project result should be able to be demonstrated to customers or business partners. Students should create a ‘working’ mock-up, demonstrator or design concept, which can be presented.

Where students undertake this project in a group, the group will present together. Students who work solo on their project must also present.

Format to submit

Submission of additional material, as e.g. the virtual immersive environments project results:

- add all files, materials, and other data into one zip file
- The modality of how the project can be submitted will be announced during the laboratory classes
- the file should contain a readme.txt file that explains how to setup and start the project


- include also a proof of the project result, as e.g. screenshots, animations, or imagery
- ensure that the zip file contains all the essential components that the project can be executed on another computer to be graded

Marking Criteria

- demonstrability – demonstration capabilities to 3rd parties as e.g. customers/business partners
- style - style of the implementation, visual appearance, interaction design, and aesthetic aspects
- utilisation – utilisation of resources
- project excellence - project as a whole

4. **Assessment 4: Immersive Design Report**

**Outcomes**

- Learning Diary
- Peer review document (for groups only)
- Submit by Turnitin in Blackboard

- **Important Note! The whole assessment is due on Friday 4 November 2016 23:00!**

**Task**

Your learning diary should record all the practical work the group has done during the development of your project.

Each week during computer laboratories students are required to actively contribute to the laboratory tasks handed out at the beginning of the laboratory work. This task will help to identify and elaborate on different aspects of interactive, virtual and immersive environments and their creation process. Active argumentation, discussion, and reflecting on the theoretical aspects presented during lectures will support the learning process of students.

During computer laboratories, students are required to document the task that have been conducted, such as practical tasks that have been conducted and the results. During each laboratory exercise, students will need to identify the different steps that have been undertaken to successfully complete the laboratory work. All these activities should be documented as part of the learning diary.

The goal of the learning diary is to document the different laboratory tasks, record procedures, observations, and results of the assigned tasks. The learning diary's structure is mostly free-form, but should also document how the group has proceeded in the project work and the results you achieved. You may add screenshots and a brief reflection about your work, and document the steps that you have been undertaking to create the project work.

**IMPORTANT NOTE!** Be aware about the level of detail of the learning diary – it is NOT required to document everything and each single step. It shall only act as a kind of notebook, which should help to repeat assessments at a later stage, as well as it shall document the results of the different laboratory assessments. It does NOT need to contain anything, NOR does it need to document each unnecessarily. Imagine you would need to conduct the laboratory works after a decade, and think which information you would need to repeat the laboratory works.

**Group Work and Individual Contribution**

As this assessment is based on group work, the individual contribution of team members will be evaluated by the unit coordinator and through a peer review. The individual contribution accounts for half of the mark of the assessment. Thus 50% of the mark assessment will be based on the group work results, and 50% of each individual team member’s contribution to the final project. The individual contribution will be evaluated based on a review by the unit coordinator, as well as a peer review statement to be submitted at the same time as the learning diary.
Students who are working solo on their project will be marked to the full value of this assessment.

Turnitin

The learning diary and peer review document must be submitted via the relevant Turnitin Direct submission point in Blackboard, which will have two parts to allow for a Draft and Final submission.

- The Draft submission point will allow ONE submission, for which you will receive formative feedback from Turnitin in the form of an Originality report. This submission will not be marked.
- The Final submission point will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.

Marking Criteria

- structure, style and form of the learning diary
- illustration of the approach and realisation
- quality of documentation of the learning diary
- individual contribution

Pass requirements

There are two requirements to achieve a 'pass' grade in the unit.

1. An overall mark of 50% across the different assessments in the unit, and
2. All assessments must be attempted and submitted.

Failure to attempt and submit an assessment will result in a 'Fail-incomplete' grade for the unit irrespective of the mark achieved.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.
Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or
due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form
(available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It
is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the
student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the
assessment date/time or due date/time. An application may be accepted up to five working days after the date or
due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she
was not able to submit the application prior to the assessment date. An application for an assessment extension will
not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for
details.

Supplementary assessments

Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on
studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a
disability or health condition to have equitable access to their studies at Curtin. This support can include alternative
exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other
support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required
from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide
it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site:

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is
subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.
**Student Equity**

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

**Recent unit changes**

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/ Seminar</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>25 July</td>
<td></td>
<td>Orientation Week</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1 August</td>
<td>Introduction</td>
<td>Introduction to available equipment and facilities, assessments, and group building</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>8 August</td>
<td>Creating a Virtual Reality design concept</td>
<td>Development of a design concept</td>
<td>Assessment of student project topics &amp; creation of project groups</td>
</tr>
<tr>
<td>3.</td>
<td>15 August</td>
<td>Virtual Reality (VR)</td>
<td>Practical exercise with a VR device</td>
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<tr>
<td>4.</td>
<td>22 August</td>
<td>Identity and Consumer Behaviour</td>
<td>Presentation of project proposals in groups</td>
<td>A1: Project Presentation</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Presentation submitted on Monday 22/8/2016 at 09.00</td>
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<td>- The presentation will be held within the computer laboratory class later that day</td>
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<tr>
<td>5.</td>
<td>29 August</td>
<td></td>
<td>Tuition Free Week</td>
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<tr>
<td>6.</td>
<td>5 September</td>
<td>Principles of Designing and Modelling Virtual Worlds with Visual Interfaces I</td>
<td>Interactive Design Environments I (e.g. Unity and 3D Modelling Tool)</td>
<td>A2: Project Plan</td>
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<td></td>
<td>Monday 5/9/2016 09.00</td>
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<tr>
<td>7.</td>
<td>12 September</td>
<td>Principles of Designing and Modelling Virtual Worlds with Visual Interfaces II</td>
<td>Interactive Design Environments II (e.g. Unity and 3D Modelling Tool)</td>
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</tr>
<tr>
<td>8.</td>
<td>19 September</td>
<td>Principles of Designing and Modelling Virtual Worlds</td>
<td>Interactive Design Environments III (e.g. Unity and 3D Modelling Tool)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>9</td>
<td>26 September</td>
<td>Tuition Free Week</td>
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<tr>
<td>10</td>
<td>3 October</td>
<td>Designing Interaction in Virtual Reality Environments</td>
<td>Intermediate Student Project Presentations &amp; Q&amp;A Session</td>
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</tr>
<tr>
<td>11</td>
<td>10 October</td>
<td>Catch-up Lecture: The Content of Lecture is Based on the Needs of Student Projects</td>
<td>Working with interactive Interfaces I (e.g. Leap interface)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>17 October</td>
<td>Human Behaviour, Immersion, and Presence I</td>
<td>Working with interactive Interfaces II (e.g. Leap interface)</td>
<td></td>
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<tr>
<td>13</td>
<td>24 October</td>
<td>Human Behaviour, Immersion, and Presence II</td>
<td>Student project workshop</td>
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<tr>
<td>14</td>
<td>31 October</td>
<td>Other Activities: Excursion (s), Guest Lecture(s), or Online Lecture(s): Date and time is subject to change and will be arranged with students</td>
<td>Student project workshops A3: Immersive design project demonstration A4: Immersive design report Friday 4/11/16 23.00</td>
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<tr>
<td>15</td>
<td>7 November</td>
<td>Study Week</td>
<td></td>
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<tr>
<td>16</td>
<td>14 November</td>
<td>Examinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>21 November</td>
<td>Examinations</td>
<td></td>
<td></td>
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