

IMMERSIVE EDUCATION INITIATIVE

IMMERSIVE ITALY

6th European Immersive Education Summit



VIRTUAL REALITY AUGMENTED REALITY A.I.
3D PRINTING LEARNING GAMES SIMULATION



21-23 June : Università degli Studi di Padova
ImmersiveEducation.org #i2016

IMMERSIVE ITALY

+

6th European Immersive Education Summit (EiED 2016)

21-23 June 2016
Padova, Italy

summit.ImmersiveEducation.org

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IMMERSIVE ITALY and EiED 2016

The **Immersive Education Initiative** has announced that **Università degli Studi di Padova** (the University of Padua) is the official host of the 6th European Immersive Education Summit (EiED 2016). The prestigious academic and technical conference will run in parallel with the inaugural IMMERSIVE ITALY "general public" conference from June 21 through June 23 (21-23 June, 2016).

Notable faculty of the premier Italian university include **Galileo**, the famous astronomer, physicist, engineer, philosopher, and mathematician who played a major role in the scientific revolution during the Renaissance.

Founded in 1222, Università degli Studi di Padova was one of the most prominent universities in early modern Europe. One of the world's oldest universities, it is today one of Europe's leading universities and **ranks #1** among large Italian universities.

Building on the success of the previous **10 years** of Immersive Education (iED) conferences, IMMERSIVE ITALY and EiED 2016 will address the personal and cultural impact of immersive technologies such as Virtual Reality (VR), Augmented Reality (AR), brain interfaces, cybernetics, affective computing (systems that can recognize, interpret, process, and simulate human feelings and emotions), neuro-gaming technologies that are used to create adaptive and radically compelling game experiences, 3D printing, personal robotics, telepresence, virtual worlds, simulations, game-based learning and training systems, and fully immersive environments such as caves and domes.

Speakers at previous Immersive Education Initiative events have included the **United Nations**, NASA, **Harvard University**, Smithsonian, **Massachusetts Institute of Technology (MIT)**, Walt Disney Animation Studios, **Google**, Microsoft, **Intel**, United States Department of the Interior (DOI), **Stanford University**, USC, **UCLA**, the **United States Department of Education**, and many other world-class organizations and academic institutions.

PRESENTATIONS

Immersive Education and the State of Immersion

Aaron E. Walsh^{1,2}

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¹Immersive Education Initiative

²Boston College, USA

The Immersive Education Initiative is a non-profit international collaboration of educational institutions, research institutes, museums, consortia and companies. The Initiative was established in 2005 with the mission to define and develop standards, best practices, technology platforms, training and education programs, and communities of support for Virtual Reality (VR), virtual worlds, augmented and mixed reality, simulations, game-based learning and training systems, and fully immersive environments such as caves and domes. More recently, the Initiative has endorsed creative computing systems, holograms, 3D Printing, robotics and drones as official Immersive Education (iED) technologies.

Today the thousands of faculty, researchers, staff and administrators who are members of the Immersive Education Initiative together service millions of academic and corporate learners worldwide.

In this opening talk, Immersive Education Initiative Director Aaron E. Walsh will give attendees an overview of the wide range of technologies that are used for Immersive Education around the world.

Walsh's opening talk will conclude with an overview of the current state of immersion, especially as it pertains to the most recent wave of commercial Virtual Reality) technologies such as Google Cardboard, Samsung Gear VR, Sony PlayStation VR, and Facebook's Oculus Rift.

Immersive Education Clubs and Camps

Barbara Mikolajczak^{1,2}

Affiliations:

¹Immersive Education Initiative

²Boston College, USA

Immersive Education (iED) Clubs and Camps engage learners of all ages and levels (K-12, college, university and corporate professionals) using a range of immersive learning technologies. iED Clubs and Camps may focus exclusively on the use of one specific form of immersive learning technology (such a Virtual Reality, Minecraft, or Scratch, for example) or any combination of technologies.

Immersive Education technologies "immerse" and engage learners in a way that is not possible with traditional teaching and training methods. Virtual reality (VR), virtual worlds, game-based learning systems, simulations, augmented reality (AR), fully immersive environments (such as caves and domes), creative computing systems, holograms, personal robotics and drones, and 3D printing are among the Immersive Education technologies that elementary schools, high schools, colleges, universities and companies around the world are using to fundamentally change the way students and employees learn.

iED Clubs and Camps may be integrated directly into existing classes and curricula (offered as part of your normal school day) and professional work days, or they may held at lunch-time, after-school, on weekends or over the summer.

This presentation will provide attendees with an overview of iED Clubs and Camps around the world, and provide instructions on how start and run an iED Club or Camp at your own school, university or organization.

Introducing the Arcadia Augmented Learning® Framework (AAL®)

Orazio Stangherlin¹

Affiliations:

¹Arcadia Consulting, Italy

Inspired by high engagement, innovation fire, and by taking a tailor-made approach, Arcadia has designed a framework to learn faster while having more fun.

Orazio Stangherlin, Founder and CEO of Arcadia, will introduce attendees to the Arcadia Augmented Learning® Framework (AAL®) during this presentation.

AAL® is a learning model used to design learning paths; AAL® matches innovative methodologies along with edge technologies AAL® to boost learning while enjoying the process of learning more.

AAL® enables highly interactive, effective, gamified contents that are developed to boost learning. The AAL® approach supports the design and production of Virtual Reality (VR) scenarios, simulators and environments for Immersive Education. The system also supports the design and development of Augmented Reality (AR), animations, games, simulations, mobile apps and web apps.

Attendees are invited to use their mobile phones during Stangherlin's presentation and throughout the conference to experience a new way of learning via apps, games, Virtual Reality, Augmented Reality and simulators.

PAPERS

Teaching Cultural Heritage using Mobile Mixed Reality: The Verona Experiment

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Affiliations:

¹University of Padova, Department of Philosophy, Sociology, Education and Applied Psychology (FiSPPA)

The relationship between augmented reality, mobile learning, gamification and non-formal education methods provide a great potential. Verona Romana Mobile Learning is an original project in collaboration with Quartiere Attivo association which deal with transmitting our cultural heritage and which teach primary school children the cultural and historical importance of Verona's Roman vestiges.

In this learning experience students will explore how our environment and human artefacts have developed across the ages using the mobile devices with the AR App installed. This will allow them to see maps, examine data, 3D models and will enable them to judge and improve their skills through an immersive mixed reality. From a pedagogical and educational point of view the emphasis is on a constructivist social-cultural approach which helps students to become active citizens more aware of their historical identity.

EdMondo – The Virtual World Tailored for School

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How to promote the use of virtual worlds in formal learning contexts? In recent years, INDIRE - the Italian National Institute for Documentation, Innovation and Educational Research - started a research project aimed at studying and promoting the adoption of virtual worlds by teachers and students in Italian schools. The key action of the project is "edMondo", a virtual world targeting – and reserved to – teachers and students in Italian schools.

Based on Opensimulator server application and open to schools since October 2012, edMondo takes into account - and attempts to resolve - the typical drawbacks affecting most virtual worlds when it comes to their use among educational institutions. Moreover, edMondo offers training courses and lessons for teachers, aimed at developing new methodological skills in the use of virtual worlds within their teaching practices, and promotes and supports the starting of new school projects based on *immersive* practices.

Extending Semantically Enabled Virtual Environments for Training Assessment

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Educators and trainers at all levels are interested in deploying game-based environments and virtual environments as innovative educational tools and intelligent training systems, especially in application areas that involve challenging task activities. However, many development technologies are difficult to use, especially for those who are not specialists in building computer-based systems. In particular, the incorporation of lesson preparation and learner assessment into a computer-based learning program deserves close attention.

This paper reports the lessons learned from several recent research and development projects, and offers some directions for new studies that build on this work. The core work of interest is Semantically Enabled Automated Assessment in Virtual Environments.

This prototype task-training framework assesses learner performance within an instrumented virtual environment and provides contextual feedback to help improve skill acquisition. An authoring capability allows subject matter experts to create exercise solution models by demonstrating them directly in the environment. A review of additional research offers avenues for improving the existing exercise development and learner assessment capabilities.

Immersion or Non-Immersion? That is the Question. Is Immersion Useful in a Spatial Perspective Taking Task?

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Results in literature suggest that immersion and presence in virtual reality facilitates spatial reasoning, but is it really so? The present paper describes a methodology and the set-up of an experiment aimed at assessing the relation between immersion in virtual reality, presence and performance in spatial reasoning.

“In Your Eyes” is a virtual reality game to support the development of the spatial perspective taking skill, which is one of the basic abilities in spatial reasoning. The game has been developed in three different versions: one in complete immersion, using a Head Mounted Display; one in semi-immersion in which all movements are still possible but the room is seen from a computer monitor; and a non-immersive one with a fixed view on the virtual room. A wide test with children from 8 to 10 years of age was planned with the aim of assessing whether the use of immersion impacts on reported presence and on performance in the perspective taking task.

Six elementary classes are involved in playing with the three versions of the game. The data collected will be the basis for a deeper research on spatial immersion, presence and their impact on performance and learning of visual reasoning skills.

Toward the Cognitive Classroom: Mathematical Physics

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We demonstrate, under the umbrella of a particular logicist paradigm for artificial intelligence (AI) and education, a novel AI-infused classroom of the future. The overall academic subject in our demonstration is mathematical physics; the specific topic is the so-called *twin paradox* in the special theory of relativity (STR).

The paradox is taught by a human instructor assisted by an ambient AI powered by an unprecedented heterogeneous (diagrammatic-sentential) proof-verification engine (pyVivid, an implementation of Vivid); this engine enables (1) formal verification of correct proof-step suggestions from students, and (2) the flagging of incorrect suggestions, accompanied by explanation. This is achieved by conjoining the formal axiomatization of STR with automated reasoning technology; this mix falls under the part of our umbrella we call *Computational Axiomatic Science* (CAS).

The instruction takes place in Rensselaer's Smart Conference Room (SCR), which is equipped with occupancy-tracking sensors that give percepts to an overseeing, ambient AI that associates students with their contributions. Our natural-language understanding (NLU) technology dynamically communicates to the mind of the AI the underlying logical content of what has been

said in English, and allows the AI to generate English for humans in plain English as well. We view our overall teaching paradigm as a 21st-century realization of the educational philosophy of R.L. Moore and Patrick Suppes.

Our work falls under the new Cognitive and Immersive Systems Laboratory, a recently launched multi-million-dollar collaboration between IBM and RPI aimed at developing revolutionary immersive rooms infused with advanced AI. The environment in the present case is the futuristic — to use our label — *cognitive classroom*.

Visual Coding in Support of Computational Thinking: an Application to Virtual Worlds

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This paper explores how to improve computational thinking and coding skills in middle school students applying visual coding to virtual worlds. In the Techland OpenSim-based Hypergrided grid, middle school students made experience in building and scripting objects using a Scratch based programming language called Flash Scratch to Linden Scripting Language. The result was a collection of 3D scripted objects representing arithmetic properties, covering middle school math topics.

Improving Preservice Elementary Teachers' Science Engagement Through 3D Printing Technology

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¹ School of Lifespan Development and Educational Sciences, College of Education, Health, and Human Services, Kent State University.

Increasing students' science engagement and integrating engineering and technology in the science classroom has been gaining a lot of national and international attention. New technological developments dramatically transform types of jobs done by people and require new approaches to teaching and learning.

The goal of this study was to provide prospective science teachers with hands-on 3D printing design experiences as a means of exposing them to engineering design and technology application ideas and increasing their science engagement. Students participated in a 3D printing workshop followed by a collaborative guided inquiry activity that required students to use 3D modeling and printing technology. The activity was modeled for students to demonstrate the integration of 3D printing technology in the elementary science classroom and connect engineering and science concepts.

After participating in the 3D printing project, preservice teachers reported significantly higher interest in science, design thinking, and perceived competence in the engineering and technological design science standards. Analysis of student project reflections, classroom discussion, and the 3D printed artifacts has led to devising a set of recommendations for incorporating 3D printing projects in preservice teacher courses.

3D Printers in Preschools: Pedagogical Principles and Technological Aspects

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This paper describes the research "Building Toys with the 3D printer" under the project "Maker@School" led by Indire researchers. Indire is a Research Institute of the Ministry of Education.

After describing the methodological approach adopted, based on the Think-Make-Improve cycle, analyzing the technological setting demonstrating, on the basis of experience in the classroom, you can work with 3D modeling and 3D printing even with children 5 years of age. Their ability to learn new methods of work and encountering the problems openly is the basis of success of the project. It also highlights the commitment of teachers to learn a new way of working and new technological tools.

Finally, we describe the critical points encountered and how they were resolved by the fruitful collaboration between researchers and teachers.

Augmented Reality as an Interaction with Children for Extending the Game of Waste Recycling

S. Keller Fuchter¹, T. Pham², M. S. Schlichting¹

Affiliations:

¹ Central State University of the South (Centro Universitário Estacio de Sá) in Santa Catarina, Brazil.

² Center of Research in Information Technology at the University of Talca in Talca, Chile.

This paper presents the learning experience made with augmented reality as a technique of disclosure, interaction, and communication with the children.

The scope of the learning experience is to promote the concept of recycling and sustainability of the environment. It is believed that learning the concept of social responsibility at an early age has a more profound impact on the memory of a person. Therefore, 100 children of ages from 6 to 12 years old were selected to play the game designed to introduce the concept of recycling. Their understanding of the concept of recycling was evaluated through the administering of a brief questionnaire immediately after the game asking about the memorization and understanding of the concept of recycling.

The data of the responses was collected and analyzed, showing that the game was enjoyable, the learning effective, and the memorization of key concepts achieved.

'Good or Bad?': an Augmented Reality Game to Engage Users in Active Music Listening Tasks.

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Affiliations:

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In this paper the active listening “Good or Bad?” game is presented. The game is based on an augmented reality active floor which lies in the range of a motion tracking system. When users enter the interactive landmarks disposed on the floor surface, the system responds with graphical and audio output.

This immersive environment is employed in a game which aims at engaging users in active listening tasks, where a reference piece is recomposed track by track by two players. A gamification approach with players role definition, assignment evaluation and points achievement, helps users immersion and task accomplishment.

Learning and Teaching English in Virtual Worlds: EdMondo, a Case Study from Italy

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Affiliations:

¹INDIRE – Italy

²let's talk online sprl – Belgium

This paper presents the state of the art of an ongoing immersive training experience based on virtual worlds currently held at INDIRE, the National Research Institute of the Italian Ministry of Education and Research. The virtual world created by INDIRE is called “EdMondo” and is used for different learning and training projects both for students and teachers.

This paper illustrates a project planned and carried out in Italy with a group of teachers engaged in training paths to improve their language competences in English and their methodological competences related to the use of immersive game-based technologies at school.

The difficulty and the challenges for teachers to build, design, script communication games in a virtual world will be highlighted. The international and national background of this initiative is also briefly depicted.

Using Web3D based Information Visualization Tools as Cognitive Technologies for Stimulating Computational and Transdisciplinary Thinking Skills at K-12 and Beyond: a Use Case Analysis

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²Ernani Silva Bruno Primary School.

Cognitive technologies have been recognized as any medium that helps to transcend the limitations of the mind. In this paper a use case analysis related to using Web3D-based information visualization and multimedia tools as cognitive technologies has been presented. It has showed that through utilizing a combination between advanced digital tools referent to computer science and computer graphics principles including instruments with sciences' concepts form K-12 levels' curriculum is possible to stimulate individuals' computational and transdisciplinary thinking skills and lifelong learning attitudes.

Analyzed data referent to these experimental learning and collaborative activities processes will be presented in this paper Use cases examples and analysis are presented that relate to using advanced Web3D information visualization tools as cognitive technologies, which have enabled stimulating individuals' computational and transdisciplinary thinking skills.

A Multidisciplinary Approach On Time Using Alice 3D

A. D'Ambrosio¹

Affiliations:

¹IIS Cattaneo Mattei, Monselice (PD)

This paper presents an inquiry-based learning project that was developed using Alice 2, a free 3D programming environment. The aim of the project was to create a gamified telling of a story about time in science. Students invented a 7-level game based on time: changes over time/evolution in biology and special relativity in physics.

We are reporting here an after school project, consisting of 20 class hours, with 16 students, 14-18 years old, coming from different high schools. Students were divided into groups of four. Each student was assigned a role: leader, recorder, checker, press secretary. They were of mixed ages and digital and scientific skills (the high schools were a lyceum and an agricultural technical institute). Each group was then subdivided in a subgroup of two students (pair programming). Students were free to move inside the classroom, download materials, search on the web, and use their device.

This paper presents an overview of the Alice 3D programming environment and reports on the findings of this work.

From Immersion to Emersion of the Digital Children.

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²Chukyo University, Dept. of International Liberal Studies, Japan

The aim of this work is to provide children with a mixed reality where they can freely play and interact as if it were part of their everyday life. It is well-known that the visualization of virtual content through head-mounted devices, such as *Oculus Rift*, often makes the user feel uncomfortable after a few minutes. Therefore, we developed a different system using sensors and projectors to have an endless digital experience.

With this system the users can interact directly with the digital content as if it were part of their surroundings. This natural and direct approach enables the children to develop their own way to play with the digital images as something “natural” and as part of their everyday world. We used *Kinect*, *Wii Balance Board* and ultra-short focus projectors to achieve this result. We developed games which progressively aim to make the digital content emerge from the cyberspace and become part of the environment where children live.

We are walking the path which leads to the emersion of the digital content in our world.

The Narrative Language of Virtual Reality

Aimone Bodini¹

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Today Virtual Reality seems to be just a 'cutting edge technology'. But if we want to make it a 'medium' with good communicative value to tell stories and convey emotions, we need to be aware of the medium itself.

To do so, the only way to go is to understand what makes VR different from the other medium, what makes it unique, which is its own "language", which are those techniques and tools content creators can use to exploit their VR experiences. These VR contents creators have a crucial and fundamental goal today: elevate VR from just a new technological discovery to a medium like cinema, painting and theatre.

What has been explored here is a first step in decoding the narrative language in Virtual Reality, which just scraped the tip of the iceberg. This is an important step in encouraging other researchers and scholars to demystify this area.

Overall, this research is proof that VR has a language of its own and demonstrates that the knowledge of this language is fundamental to convey the correct emotions and to fully immerse the user in Virtual Reality.

Interactive Tutorials and Live Holograms in Continuing Medical Education: Case Studies from the e-REAL® Experience

Fernando Salvetti¹, Barbara Bertagni²

Affiliations:

¹ LKN-Logosnet Research Center, Turin, Italy & Logos Knowledge Network, Lugano, Switzerland

e-REAL - which stands for Enhanced Reality Lab - is a solution like no other, at the forefront by design, developed since 2011 in order to evolve from the old CAVE environments (too rigid, difficult to be managed and expensive) to an easy, user-centered and cost-effective solution. So simple that 2 buttons are enough to manage all.

e-REAL offers a unique combination of immersive training programs based on visual communication and a direct interaction with the contents. With both portable and permanent fixtures available, the e-REAL lab immerses people in an entirely interactive and immersive ecosystem: advanced medical simulation reaches its best thanks to 3D, holographic and interactive visualization.

By a number of tools, e-REAL enables not only face-to-face but also e-learning and remote communication across the globe.

Immersive Learning Environments in Finnish Healthcare Education

Anna-Kaisa Sjölund¹

Affiliations:

¹University of Turku, Finland

This paper presents how the Finnish Universities of Applied Sciences in the health sector have been introduced immersive learning environments. The paper presents the Turku University of Applied Sciences Health Care virtual training and simulation training tablet devices as well as taking advantage of Lapland University of Applied Science built by ENVI Welfare Sectors virtual and simulation center. The paper focuses on the Finnish healthcare education to the policies adopted immersive learning environments as well as students and teachers' experiences in learning environments through sensory ethnography

The results of this study present the idea that the interaction of the senses and information dynamics affect strongly to humans' experiences. Information dynamics and multimodality offers an interdisciplinary approach to understanding, that communication and representation in immersive education are always strongly embedded in and performed by social infrastructures.

DEMOS

Father.IO: Massive Multiplayer Virtual Laser Tag

F. Ferrazzino¹

Affiliations:

¹Father.IO, USA

Father.IO is the world's first real-life, massive multiplayer, first person shooter. Experience the adrenaline, tactics and strategies of gaming in your everyday life. Combining real time geo-localized strategy and first person shooter battles, Father.IO brings a virtual world into your backyard.





Creating Virtual Reality (VR) Tours for the Web and VR Devices

M. Nicolodi and M. Contrafatto

Please note that the abstract for this demonstration is currently pending.

OUTLIERS

Emerging Immersive Augmented Reality in the Student's Fingertips

M. E. Pires

Augmented Reality has been taking interesting developments on the way to becoming more appealing, accessible and easier to implement and use. This outlier proposes the use of Augmented Reality technologies in the classes, challenging the students and teachers to work together towards a more interactive and dynamic teaching environment. The proposed approach involves promoting the integration of students with their own knowledge, developing interesting materials about class studying subjects, and the support and collaboration of all involved.

The technique presented uses the ARToolkit open source libraries, together with Flash ActionScript code. This technique, known as FLARToolkit, is presented in a simple but also challenging way that requires some specialized skills (such as 3D development of the prototypes and some coding) but which can result in amazing achievements that can be realized with great sense of accomplishment.

Narrative Language of Virtual Reality

Aimone Bodini¹

Affiliations: ¹SAE Institute Milano, Milan, Italy

Abstract: Today Virtual Reality seems to be just a ‘cutting edge technology’. But if we want to make it a ‘medium’ with good communicative value to tell stories and convey emotions, we need to be aware of the medium itself. To do so, the only way to go is to understand what makes VR different from the other medium, what makes it unique, which is its own "language", which are those techniques and tools content creators can use to exploit their VR experiences. These VR contents creators have a crucial and fundamental goal today: elevate VR from just a new technological discovery to a medium like cinema, painting and theatre. What has been explored here is a first step in decoding the narrative language in Virtual Reality, which just scraped the tip of the iceberg. This is an important step in encouraging other researchers and scholars to demystify this area.



WORKSHOPS

Virtual Reality (VR) in Venice

Early Registration Period is Open

[DETAILS](#)

[REGISTER](#)

Create your own VR on the canals of Venice!

Located minutes away from Venice, Università degli Studi di Padova will host the international conference and exhibition June 21-23.

The event, which is open to the public, will feature a unique hands-on Virtual Reality (VR) workshop conducted **while attendees ride the world-famous Venice canal gondolas.**



[Keynotes, Presentations, Workshops, Papers, Posters, Demos and Exhibits!](#)

Augmented Reality (AR) Workshop

Early Registration Period is Open

DETAILS

REGISTER

Augment your own Reality!

Learn how to create your own Augmented Reality (AR) scenes and experiences using only your mobile phone and your imagination.



On Day 3 (Thursday June 23) attendees are invited to attend a **unique hands-on Augmented Reality workshop** that extends into the "on-your-own" lunch period, giving you plenty of social time to explore your new skills over lunch with your new colleagues and friends.

Keynotes, Presentations, Workshops, Papers, Posters, Demos and Exhibits!

EXHIBITS

"IMMERSIVE MEAL" Social and Networking Event *Friday Afternoon Special Lunch Social & Networking Event*

Friday 22 June (June 22nd) afternoon

[DETAILS](#)

[REGISTER](#)



Join the experts, meet new colleagues and make new friends from around the world during this unique social and networking lunch event.

As you dine and socialize you'll have the unique opportunity to experience a wide variety of immersive experiences.

Hands-on: This special afternoon lunch social and networking event provides attendees with the opportunity to experience a variety of immersive experiences and technologies "hands-on".

Bring-your-own: Attendees are encouraged to bring their own technologies to share with others during this activity.

[Keynotes, Presentations, Workshops, Papers, Posters, Demos and Exhibits!](#)



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