

The Stanley Rhetoric: A Procedural Analysis of VR Interactions in 3D Spatial Environments of Stanley Park, BC

Short Paper Presentation
DHN 2018 – Helsinki, Finland

Dr. Raluca Fratiloiu	Based on VR content developed by
Department of Communications	UBC's Emerging Media Lab
Okanagan College	and Metanaut VR
Kelowna, BC, Canada	Vancouver, BC, Canada

Purpose



Stanley Park Geography VR Field Trip:
Photosphere Pillar

A closer examination of the key reasons a VR experiential fieldtrip of Stanley Park, British Columbia developed by UBC's Emerging Media Lab in partnership with Metanaut VR is a rhetorically effective discourse.

Why?

Procedural rhetorical analysis in videogames has become a core methodological approach. Procedurality according to Bogost (2007) affects three areas: politics, advertising and learning. Several of these implications have already been investigated. Also, particular attention has been paid to how new media open new possibilities through play and how in turn this creates a renewed interest in digital rhetoric (Daniel-Wariya, 2016). At the same time, procedural rhetoric has been also investigated, at length, in connection to learning through games (Gee, 2007). Learning also has been central in a few studies on VR in education (Dalgarno, 2010).

However, there are no specific assessments of procedural rhetoric outcomes of particular VR educational projects.

Stanley Park Experiential Field Trip

- Key points about the project are [here](#).
- Case analysis:
 - Goals outlined by authors in proposals and interim reports (to understand the rhetorical situation)
 - Logs possible user interactions with the environment (to outline procedurality)
- Implications:
 - (1) VR field trips may help remove financial and logistic barriers
 - (2) VR field trips prompt audiences to experience and interact with educational content
 - (3) VR field trips can encourage free exploration and revisits

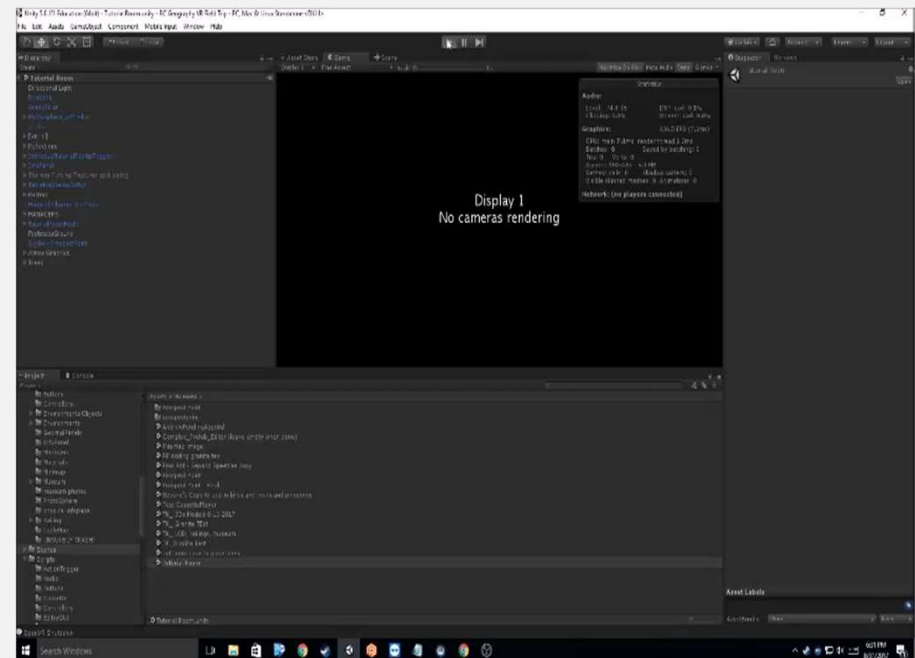


Types of interactions



Stanley Park Geography VR Field Trip:
Custom Controller Art

Walk/teleport
Hand interaction
Viewing a map
Watching 360 videos
Info panels
Photospheres
Cassette players



Excerpt from a UBC Geography VR project student demo video

Teaching aid & Conclusions

1. What do you think is the goal of this experience?
2. How does it feel to be in this virtual place?
3. How does the tutorial work for you? Rate its effectiveness:
1 (low)____5 (high)
4. Can you interact with the objects described in the tutorial? Rate your interactions:
1 (low)____5 (high)
5. What is your favourite action/interaction and why? What does each do? (*Specific examples like orbs, walking, teleporting can be added.*)
6. What are other complementary rhetorical devices (music, text, images, etc). Do they enhance or deter from the virtual experience? Explain why.
7. Do you need paratexts (lectures, online materials, etc) to make sense of the experience or does the VR experience make sense on its own? Explain what materials are useful/not useful.
8. What have you learnt from exploring this site?
9. What do you wish this experience did in addition to what it currently does?
10. Would you come back? Why or why not? Would you advise someone else to experience this fieldtrip?

- Need to examine rhetoric in VR with an educational goal
- VR experiences allow for a range of objects to be already embedded in the experience itself and contribute to learning
- Potential to lower cost barriers to field trips but also to lower cost barriers to creating VR educational content
- New possibilities for investigating how students/users derive meaning from interacting in these environments

Thank you

For questions about this paper, contact:

Raluca Fratiloiu, PhD

Department of Communications

Okanagan College

Email: rfratiloiu@okanagan.bc.ca

Twitter: [@RalucaFratiloiu](https://twitter.com/RalucaFratiloiu)

Personal website: ralucafrati.com

For questions about the VR project, contact:

Geography VR Project Team:

<http://eml.ubc.ca/projects/geography-vr/>

Arthur (Gill) Green, PhD

Department of Geography

University of British Columbia

Email: arthur.green@geog.ubc.ca

Twitter: [@greengeographer](https://twitter.com/greengeographer)

Personal website: greengeographer.ca

Open Education: open.geog.ubc.ca