



MAVR Newsletter Volume 3, Issue 2 (August 2019)

Message from the Officers

It has been an extremely busy but rewarding seven months for us. Some of our officers, past and present, have just obtained their PhD titles. Congratulations Mehrasa and Parisa! Some of us have just started a new milestone in our studies and career. However, we are still working hard to share exciting bits of information in the world of MAVR.

We are extremely happy to welcome our publicity chair, Adam Stone. We hope that everyone will support him as he spreads the news about our events and the cool stuff that we are and will be discovering this year.

In this issue, we will share news about awards received by members who have been recognized by international organizations for their excellence and passion in the field. We will look back at past events and what we have learned from them and share what is in store for us in the coming months. Furthermore, we will share some useful articles on MAVR and education as well as pieces of research that our members have published. We hope that you'll find this issue entertaining and helpful.

Best wishes from the MAVR Team,
Eric Hawkinson, Coordinator
Chris Hastings, Program Chair
Josh Brunotte, Membership Chair
Roberto Figueroa, Publications Chair
Mehrassa Alizadeh, Treasurer
Adam Stone, Publicity Chair

IN THIS ISSUE

Message from the Officers	1
MAVR News	3
Special Recognition	3
Past Events	4
MAVR SIG Forum at PanSIG2019	4
The Virtual Reality Language Learning Lab at MAVR X JALT Kyoto	5
Upcoming Events	7
AR/VR Zone at Open Campus	7
Brunei National Education Conference	7
MAVR SIG Forum at JALT2019	8
Articles	9
Augmented Tourist Information Poster Projects	9
Problems with the Oculus Go and Quest for Education - Anonymous	12
Preface	12
Anonymous Editorial - 14 Issues I Cannot Get Around	13
Podcast	17
Top Research Picks	18
Must Read Research	19

Articles

Augmented Tourist Information Poster Projects

Matthew W. Turner

Toyo University

For students learning second languages and tourism, the use of mixed reality, such as augmented reality (AR) as both a pedagogical tool and a topic of class content, may be worthwhile to introduce. Not only is AR gaining an emergent role in the tourism industry, but it also represents the broader technological paradigm shifts and changes with regard to education. This short report will briefly summarize how AR was used in a project-based tourism English course to create augmented tourist information posters for international inbound visitors to Japan. AR's position in the tourism industry will first be explored, before a description of the procedure of practically creating augmented tourist information posters in an English language class is provided.

AR and Tourism

AR technology is currently being used for a number of different purposes in the tourism industry. Areas such as marketing and promotion, research, and tourist experiences have adopted AR as a tool over the last few decades. Thanks to developments in mobile technology, the way that tourists interact with the locations around them and access information has undergone various revolutions. Within the context of Japan, AR is beginning to be used across different key tourism destinations in order to appeal to and meet the needs of the increasing numbers of inbound international tourists visiting the country. There are numerous examples, with some including the *Seven Bank, Ltd.'s Japan ATM Navigation* service, which offers directions to the closest ATM by superimposing the route on images of the real-world surroundings on users' smartphone screens. In addition, the *Japan National Tourism Organization* (JNTO) has created an interactive billboard in which passers-by can try wearing traditional garments such kimono and yukata virtually, by overlaying the costumes on their real-world clothing. Both in Japan and elsewhere, AR is steadily establishing itself as a key resource to be engaged with, both in the area of tourism studies and in the tourism industry.

The Course and Procedure

This augmented tourist information poster project was undertaken with groups of second year undergraduate learners studying in a compulsory English language course in an international tourism faculty, at a university in central Tokyo. This project followed a

five-lesson cycle from start to finish, consisting of three content input lessons, one poster preparation lesson, and a final demonstration lesson.

In the first class, learners were introduced to the concept of AR. By way of a warm-up to the class, learners were asked to consider and talk about how they thought mobile technology, such as smartphones, had impacted upon modern tourism. Learners were also encouraged to think about how their own smartphones could be used to support themselves as tourists, so as to provide the learners with different perspectives on mobile technology's role in tourism. Following this, the learners were introduced to the concept of AR through a short reading passage, with vocabulary such as *enhance*, *capabilities*, *interactive*, *overlaid*, *unified*, and *combines* being selected for focus. Learners were then encouraged to use these words to support their own discussions about AR.

In the second class, learners considered the links between AR and tourism, through being introduced to AR tourism application examples. Learners shared their own homework research reports with one another, before taking part in a group reading exercise of a published report, detailing ten AR usage examples in the tourism industry. Following this, learners discussed how AR could be introduced to public places where international tourists might require support and help when visiting Japan, such as in restaurants, train stations, sightseeing attractions, and shops. Learners then began to compose proposals for their poster projects, before being asked to explain and justify the type of support they would like to offer tourists with their posters, what information will be shown with the use of AR, and what experiences AR could offer tourists.

In the third class of the project cycle, learners were offered the chance to familiarise themselves with some AR technology. The *HP Reveal* app, which allows smartphone users to create images or videos to be superimposed on real-world views on screens, was selected for use owing to the application's relative simplicity. In order to practice using the application, learners were tasked with making mini annotated posters, giving instructions about how to make different origami objects. Learners practiced linking their AR videos with trigger images on paper to practice creating interactive posters. Having had a chance to experience the AR technology and understand more about the possibilities and limitations, the lesson culminated in the groups of learners presenting their final proposals for their tourist information posters. In lesson four, learners independently worked on creating their posters, and in lesson five, the learners exhibited their creations with one another.

AR Tourist Information Posters

The purposes of the poster creations were diverse, ranging from designs offering information to inbound tourists about the Tokyo train network, how to behave and act when visiting temples and shrines, to giving information about specific tourist attractions. In one example, poster users were shown images of station signs, with instructions for users to scan the signs using with their smartphone. When the trigger image was scanned, a short video giving more information about the train station's location and surrounding points of interest was revealed and superimposed. This tourist information poster offered chances for

users to get dynamic information that may otherwise be difficult to convey succinctly and clearly on a static poster. In this case, AR supported users by offering more meaningful, memorable, and realistic information that could be readily acted upon. This AR enhanced poster also gave users an added sense of agency as to which particular details they would like to use their smartphones for to find out about further.

In another example, gamification was used to help tourists receive and learn about local information, through the creation of an interactive board game. Users were provided with clues, and through smartphone screens, were tasked with finding the corresponding and correct information around the posters. This use of AR shows how tourist information posters could be made more memorable, interactive, and appealing. Through creating information posters or leaflets requiring users to act upon place specific information prompts, potential tourists could be more likely to visit attractions, with these places being able to develop a positive and dynamic image.

Conclusion

Through introducing and using AR with learners, groups were able to act collaboratively throughout the project cycle and create informative, interactive, and engaging tourist posters for their peers to experience. In the same way that AR is being adopted as a way to enhance tourism resources, AR also has the potential to enliven language learning situations. When applied to their own field of tourism, learners reflected that AR affords the ability, and opens up possibilities to realistically represent important points that visitors to Japan need to know, such as essential behaviours, actions, and information.

*The full report of this study can be accessed at <http://id.nii.ac.jp/1060/00010521/>.

Turner, M.W. (2019). Augmented Tourist Information Poster Projects in an English Language Learning Class, *Journal of Tourism Studies*, 18, pp. 69-81.

Must Read Research

Every issue we try and pull out some of the most important research that has been released that is useful and relevant to our readers. These are handpicked by our community and curated by our editorial staff.

(Hawkinson, 2019) (Southgate & Smith, 2017) (Makransky, Terkildsen, & Mayer, 2019)

Hawkinson, E. (2019). Augmented Tourism: Definitions and Design Principles.

Researchgate.net. Retrieved from

https://www.researchgate.net/profile/Eric_Hawkinson2/publication/327644501_Augmented_Tourism_Definitions_and_Design_Principles/links/5b9b434245851574f7c6ca8b/Augmented-Tourism-Definitions-and-Design-Principles.pdf

Makransky, G., Terkildsen, T. S., & Mayer, R. E. (2019). Adding immersive virtual reality to a science lab simulation causes more presence but less learning. *Learning and Instruction*, Vol. 60, pp. 225–236. <https://doi.org/10.1016/j.learninstruc.2017.12.007>

Southgate, E., & Smith, S. P. (2017). Designing and conducting research using immersive

technologies in schools: Seven observations. *2017 IEEE Virtual Reality Workshop on K-12 Embodied Learning through Virtual & Augmented Reality (KELVAR)*, 1–3. IEEE.

Turner, M.W. (2019). Augmented Tourist Information Poster Projects in an English

Language Learning Class, *Journal of Tourism Studies*, 18, pp. 69-81.