University of Huddersfield Repository

Taylor, Andrew

Thinking, Drawing & 3D Technologies: Preparing Learners For The Future.

Original Citation


This version is available at http://eprints.hud.ac.uk/22166/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
Andrew Taylor is a senior lecturer, designer and researcher at the School of Art, Design & Architecture, University of Huddersfield.

Andrew’s research is integral to his design practice, and his current work is focused on applying experimental approaches by using traditional & digital 2D and 3D virtual interactive tools to develop innovative methods in art and design production.

:2D, digital, 3D, CG and CAD, virtual 3D interactive technologies:
Thinking, drawing & 3D technologies
Preparing learners for the future?

- The following research questions can explored:
  - What value can 3D GIS software and virtual technologies add to your own or local subject methods and what evidence exists to support their use in this context and production of the future?
  - What resources and teaching and learning approaches are needed for the best use of 3D GIS and virtual technologies?
  - What evidence exists to support such approaches in your educational experience and/or professional practice?
  - What frameworks and innovative methods can be developed to support effective, engaging and transformative usage of 3D technologies in your teaching.
Thinking, drawing & 3D technologies
Preparing learners for the future?

Andrew Taylor
Senior Lecturer
School of Art, Design & Architecture
University of Huddersfield
andrew.taylor@hud.ac.uk

JISC E-Learning Conference 2011.
'Preparing Learners for the Future'
The Rose Bowl, Leeds Metropolitan University
Extraordinary 3D Research Materials project:
Extraordinary 3D Research Materials project:
BA(Hons) Surface Design Student final year research group. Learning 3D modelling for the first time in Term 2.
Extraordinary 3D Research Materials project: BA(Hons) Surface Design Student final year.
Extraordinary 3D Research Materials project: BA(Hons) Surface Design Student final year.
Extraordinary 3D Research Materials project:
3D model created by Dr. Ertu Unver during 3D research workshop demonstration
http://extraordinary-3d
materials.blogspot.com/2011_02_12_archive.html
HEFCE funded research studentship at MMU, Department of Clothing Design & Technology. 1998 - 2000
Taylor, A. 1999, Screen grab during research evaluation of PAD System 3D Visualisation software. HEFCE funded research studentship at MMU, Department of Clothing Design & Technology.
PAD System Haute Couture 3D, powered by Syflex, 3D garment visualisation software. Haute Couture provides digital tools to 'sew' your patterns, simulate them on any 3D model or dress form and apply cloth properties, colour and textiles swatches. [http://www.padsystem.com - screen image sourced 2004]
PDI/Dreamworks was able to do much more with cloth simulation in Shrek the Third both due to software and processing improvements. ClothNew wardrobe and advancements in Cloth simulation technology make it possible for main characters to be build with more layered decorative costumes utilizing Maya Cloth. (Sourced, 2011. from http://www.fxguide.com)
Clothing software for game development:

Havok Cloth was introduced to add cloth simulation capabilities (both character clothing and environmental cloth) in 2008 to the original Havok Physics suite. Cloth can be authored via Havok Cloth Tools plug-ins for popular modelling packages and is optimized for PC, Mac, Xbox 360, PS3 and Wii platforms.

Final Fantasy XIII Cutscene Process
Simulating cloth using flex modifier tool in 3D Studio Max

Taylor, A. 2003. Cloth simulation experiments using Reactor physics and modifiers in 3DSMax
Virtual learning spaces:
FE fashion collaboration 2004


FE BTEC ND Fashion courses: London College of Fashion, Chesterfield College, Batley School of Art & Design

This video shows University of Huddersfield, Creative Arts Building interactive game environment development for a single user operating as virtual character and driving around campus in a Car. Huddersfield 3D ADA researchers modelled the buildings from architect plans and satellite maps in 3DS Max. Using 3DVIA Virtools technology the team added movement and single user game functionality for the character, sliding doors, lift moving up to floor above and a drivable car with a camera.

This University of Huddersfield T&L funded research has developed interactive real-time applications for future educational multiuser teaching and learning game environments. This collaborative interdisciplinary project includes real-time complex interactivity, character operation and 'live' environmental physics effects within a online grealistic game experience for teaching, learning, research and marketing.

Please visit www.huddersfield3d.co.uk. For further interactive and 3D research projects.
University research funded project developed an interactive multi-user online Virtual 3D Workshop. The Huddersfield 3D researchers from ADA developed this interactive real-time educational game, modelling buildings, rooms, and machines exactly from plans and photos recorded in the real-life workshops, and modelled using 3DS Max and adding interactivity in game engine development software Virtools. This project aimed to enhance the students, technical staff and academics experience of learning and remembering real 'live' health and safety workshop information through participating online in collaborative game-based activities.
Image of Ay Taov from inside Second Life - Andrew Taylor's Second Life research avatar. Ay Taov explored Second Life extensively and was 'virtual researcher' on several research projects aimed at investigating the potential for fashion students and academics in using 3D virtual worlds for teaching and learning in fashion education.

The Clik links to two research papers on Fashion design research in virtual environments. Experiential experiments were adopted and develop methods for real time design business gaming using a 3D online tools for sharing ideas and co-changing the appearance of the avatar, designing clothing and buying, merchandising and retail branding in Second Life.
The following research questions can be explored:

- What value can 3D CG software and virtual technologies add to your new or traditional subject methods and what evidence exists to support their use in the concept and production of the future?

- What resources and teaching and learning approaches are needed to make the best use of 3D and virtual technologies?

- What evidence exists to support such approaches in your educational experience and/or professional practice?

- What frameworks and innovative methods can be developed to support effective, engaging and transformative usage of 3D technologies in your specialism?
| Learn: Analysis the information you’ve collected to identify patterns and insights. |
| Look: Observe people to discover what they do rather than what they say they do. |
| Ask: Enlist people’s participation to elicit information relevant to your project. |
| Try: Create simulations to help empathize with people and to evaluate proposed designs. |

- Activity Analysis
- Affinity Diagrams
- Anthropometric Analysis
- Character Profiles
- Cognitive Task Analysis
- Competitive Product Survey
- Cross-Cultural Comparisons
- Error Analysis
- Flow Analysis
- Historical Analysis
- Long-Range Forecast
- Secondary Research
- A Day in the Life
- Behavioral Archaeology
- Behavioral Mapping
- Fly on the Wall
- Guided Tours
- Personal Inventory
- Rapid Ethnography
- Shadowing
- Social Network Mapping
- Still-Photo Survey
- Time-Lapse Video
- Camera Journal
- Card Sort
- Cognitive Maps
- Collage
- Conceptual Landscape
- Cultural Probes
- Draw the Experience
- Extreme User Interview
- Five Whys
- Foreign Correspondents
- Narration
- Survey & Questionnaires
- Word-Concept Association
- Unfocus Group
- Behavior Sampling
- Be Your Customer
- Bodystorming
- Empathy Tools
- Experience Prototype
- Informance
- Paper Prototyping
- Predict Next Year’s Headline
- Quick-and-Dirty Prototyping
- Role-Playing
- Scale Modeling
- Scenarios
- Scenario Testing
- Try It Yourself
inverse group of 
shop to use a materials and 
are relevant to

think, creative, and 
sns from potential 
sions, and opens

fetishist, an artist, a works, and others to work 
cepts for a new
Draw the Experience

HOW: Ask participants to visualize an experience through drawings and diagrams.

WHY: This can be a good way to debunk assumptions and reveal how people conceive of and order their experiences or activities.

By asking people to "draw your money," the IDEO team designing an online bank was able to discern people's attitudes towards their finances.
VACATION MEMORABILIA

IN NERD OF
FURTHER IMPROVERS
AND SCAPING

THE BILL BASKET
Cognitive Maps

HOW: Ask participants to map an existing or virtual space and show how they navigate it.

WHY: This is a useful way to discover the significant elements, pathways, and other spatial behavior associated with a real or virtual environment.

Mapping how they occupy or pass through different zones of the city, the IDEO team asked bike messengers to indicate where water oases are located and how they reach them.