EZone 4D Learning Environment

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What's your research question?	What are the effects of integrating the EZone 4D learning environment within collaborative and cross-disciplinary cohorts?
Main point of your idea…	Developing strategies to maintain and enrich inquiry by students in collaborative and cross-disciplinary groups in the immersive platform of 4D / 360 degree timelapse photos.
Importance of your idea…	Bringing together diverse student cohorts to use the rich 4D learning environment of the EZone project. Importantly to give equitable and 'armchair' access to a construction site over all its stages, as an authentic simulation of construction site visits.
What is the context?	Cross disciplinary virtual teaching and learning environment, termed "onsite and online" with students analysing the developing structure and services of the new EZone building at UWA within curriculum of the Master of Professional Engineering (specialisations – Mechanical, Electrical and Electronic, Civil), Master of Architecture, Bachelors –Majoring in Engineering Science.
Does it require a methodology? If yes, what is it?	Landorf *et al*, developed and trialled the 4D Learning Environment as an OLT Grant 2014-2016, UWA is joining this "online and onsite" platform through the detailed recording of the construction of the EZone Engineering building. Following a collaborative action research methodology the team will be trialling assessment tasks within this environment, measuring the efficacy of social interaction in learning in the immersive environment and analysing aspects of the cross-disciplinary teaching and learning.
What (if any) are the meta issues?	Comparison with the trialled and case study learning activities using the original 4D Learning Environment. WIL and scaleability meta issues in regard to accessibility of the platform, simulation of authentic scenarios and longevity of the content over time.
What are the implications for SoTL?	The reciprocal nature of teaching and learning in this project is between current and future cohorts, as well as cross-disciplinary cohorts. Methods of structuring exploratory learning and measuring engagement, comprehension and cross-disciplinary collaboration will be advancing this project from the original OLT project 2014-2016 (UQ, UniNewcastle, UniSA)
Is there a professional practice outcome and is it applicable across disciplines?	The virtual learning environment is applicable across a wide range of disciplines, the cross-disciplinarity of the current proposal is across five cohorts. The imbedding of Work Integrated Learning (WIL) is of significance in this project, as a realistic context simulating questions or problems. The applicability of such an "online" resource in regard to WIL is applicable across other disciplines

What is your key question to or insight sought from the 'critical friends'?	Development of a multitude of assessment tasks, involving simulated problems, tackled collaboratively using the same content. Alongside this structuring of assessment tasks, are methods to connect the cross-disciplinary and potentially cross-University cohorts.