

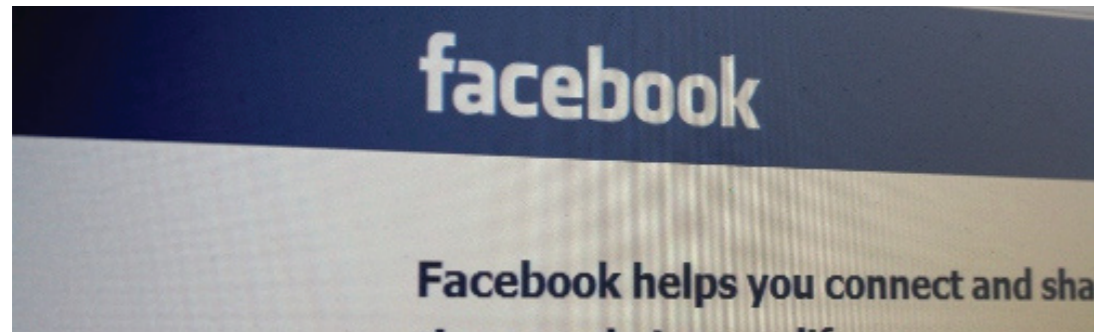
Initial Thoughts

Investigation into 3D perception : [How do we percieve 3D?](#)

- Conduct interviews, test and look at studies
- Draw insights from these and develop concepts



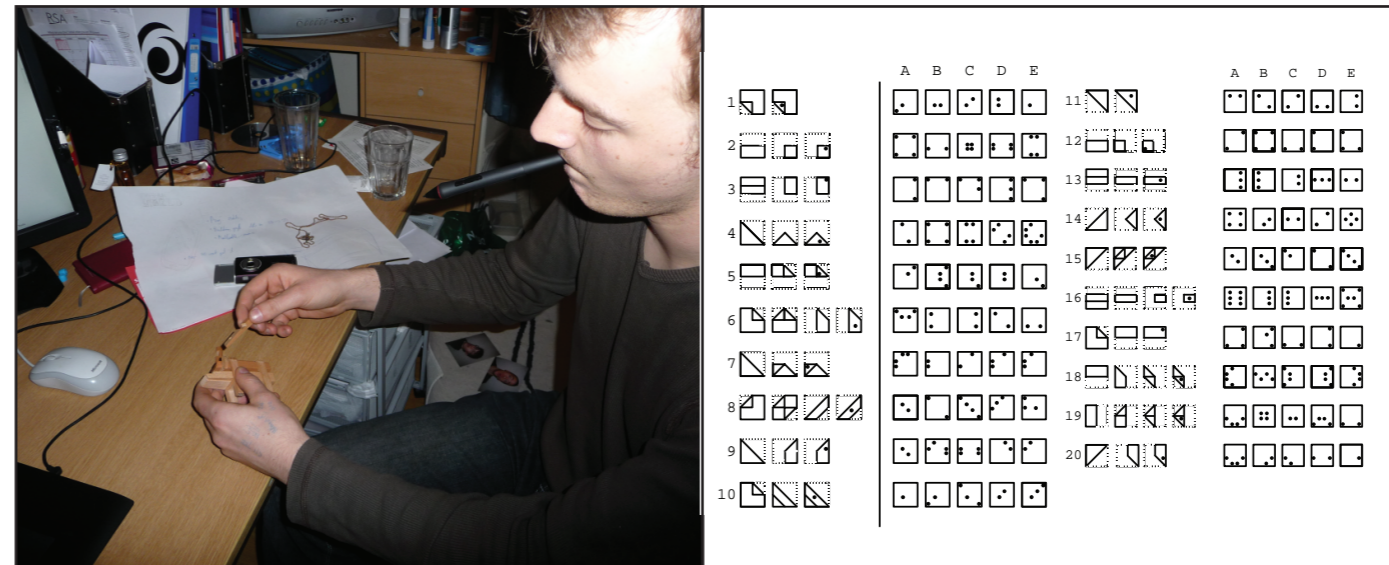
Football is a great example of 3D awareness, however not all teenagers are interested in sport.



Much of what we know and learn comes from screen based interaction - [How does this affect our 3D perception?](#)

- How does approach to 3D differ depending on background?
- What triggers teenage interest in 3D form? What puts them off?
- What opportunities for 3D learning exist outwith the classroom?
- What gives us our sense of control over 3D objects?
Fear/hesitation - Why?

Testing/Observation



By putting our classmates to the test on a paper based spatial awareness test, and a toy based 3D awareness test we could observe and generate related insights.



Key Observations
 Dives straight into tests
 Confident
 No Fear
 Evidence of planning
 Time for Puzzle - 1min 31sec

Insights:

[The fear of being wrong can often obscure the ability to pereive 3D](#)

[Giving teenagers the platform to be confident can greatly enhance learning](#)

[Make the product intuitive enough that all that remains is a creative platform](#)



Key Observations
 Nervous
 Afraid of being wrong
 No planning evident
 Non-instinctive/over thinking
 Time for Puzzle - 8min 55sec

