The ILI had three main aims:

1. To introduce a constructivism approach based on flipped classroom and blended learning model with adaptive eLearning.
2. To encourage students to reflect on their learning through active learning activities in small groups.
3. To help visualisation of the services and immerse students in the building environment.

The following are the outcomes of the ILI project:

- Overall satisfaction with the course: 5.27 (Faculty average = 4.77)
- My experience data:
  - Dr Philip Oldfield: p.oldfield@unsw.edu.au
  - Further Information:

The course selected was Industrial and Infrastructure Construction, the primary aim of the course is to inform and inspire students to create construction projects that are sustainable, comfortable, and contextually appropriate. The cohort consists of a diverse group of individuals, including international students.

VR modules give a profound understanding of different aspects of the construction process including the equipment involved. This feature allows a greater depth of knowledge and awareness of onsite factors. The findings show the importance of a VR tool by which enhance core disciplinary knowledge on the use of VR on student learning, and without experience, international individuals inclusive of students with local students.

Innovative features in this format are the utilisation of new applications of VR. The findings show the importance of a VR tool by which enhance core disciplinary knowledge on the use of VR on student learning, and without experience, international individuals inclusive of students with local students.

The primary aim of the course is to introduce a constructivism approach based on flipped classroom and blended learning model with adaptive eLearning. This project aims to utilize 360 videos and short video clips – for personalised learning, tutorials – for personalised learning, and VR modules give a profound understanding of different aspects of the construction process including the equipment involved. This feature allows a greater depth of knowledge and awareness of onsite factors. The findings show the importance of a VR tool by which enhance core disciplinary knowledge on the use of VR on student learning, and without experience, international individuals inclusive of students with local students.