Virtual reality immersion experience user guide

The virtual reality (VR) immersion experiences showcase learning and teaching in action across six different Innovative Learning Environments. They were produced with cutting-edge technology to enable viewers to immerse themselves in a dynamic learning setting 'as though it were live'.

Learning modes

Viewers, particularly teachers, are encouraged to familiarize themselves with the eight learning modes as these form the structure of the pedagogies that are showcased in each VR experience.

Collaboration
A place to learn with others

Discussion
A place to learn about learning

Guided
A place to learn with an expert

Feedback & Reflection
A place to learn about my learning

Explicit
A place to from an expert

Demonstration
A place to present learning

Experiential
A place to make, explore and investigate

Independent
A place to learn by myself

Learning Modes

Collaboration

A place to learn with others

Areas that support quick breakout and can accommodate small groups as well as a variety of tasks

- Writeable surfaces help to promote creativity and sharing of ideas
- Lightweight furniture that can be moved apart or connected to create group spaces of varied size
- Mobile furniture enables groups to be structured for task and technology requirements

Discussion

A place to talk about and share my ideas

Areas that enable private discussion spaces to accommodate groups of varying size

- Round tables help to facilitate inclusive discussion
- Lightweight furniture can create comfortable talking spaces anywhere at anytime
- Breakout spaces can enable small groups to gather in visible privacy

Feedback & Reflection

A place to learn about my learning

Areas that enable students to reflect and refine in a quiet, comfortable space of their choice

- Mobile technology, including headphones to enable individual reflection anywhere
- Furniture that is easily configured to create informal meeting spaces
- Lightweight tables and seating choice to activate working space

Guided

A place to learn with an expert

Spaces where groups of different sizes can gather with an expert

- Glassed breakout spaces to enable small groups to operate within the main space
- Curved surfaces enable intimate grouping
- Standing benches for easy gathering

Explicit

A place to learn from an expert

Audience seating arranged in tiers with a central focal point

- Flexible features to create explicit learning zones
- Furniture and technology on wheels to create flexible focal points
- Curved seating arrangements increase front row vantage points

Demonstration

A place to present my learning

Areas that support an audience, such as tiered seating with technology for presenting

- Mobile screen solutions (COW's) enable flexible focal points for demonstration
- Lightweight furniture that can be moved away to provide a performance space
- Modular pieces that come together and break apart as required

Experiential

A place to make, explore and investigate

Workspaces for sitting and standing with stools, standing pads and soft seating

- Shared spaces that support hands-on activities
- Makerspace trolleys and technology on wheels to enable connected spaces
- Purpose built spaces supported with on-hand technology and resources

Independent

A place to learn by myself

Choice in spaces to suit different learning styles and tasks

- Utilising outdoor areas to extend space and choice
- Mobile furniture and technology to support learning anywhere, anytime
- Soft furnishing for comfortable learning spaces

How to orientate and navigate the experiences

Each VR experience will commence with an introduction from the school Principal (**_Principal's Introduction_**). The experience then progresses through the following scenes in chronological order:

- Teacher planning
- Classwork
- Self reflection.

Each scene begins with a visual signpost that alerts the viewer to the learning modes they will observe in practice. The learning mode icons 'pop up' throughout the experience to indicate when the learning modes are taking place.
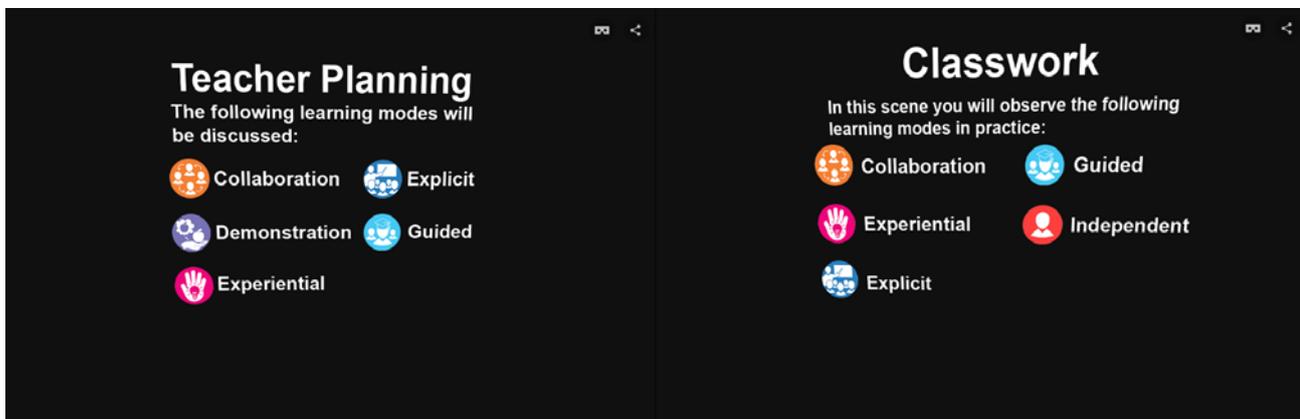
TIP: To gain a different camera perspective during the scene, or to jump into a focus group with students, click on the **white eye icon** as pictured below:

To navigate between scenes, click the 'NEXT' and 'PREVIOUS' buttons as pictured below:
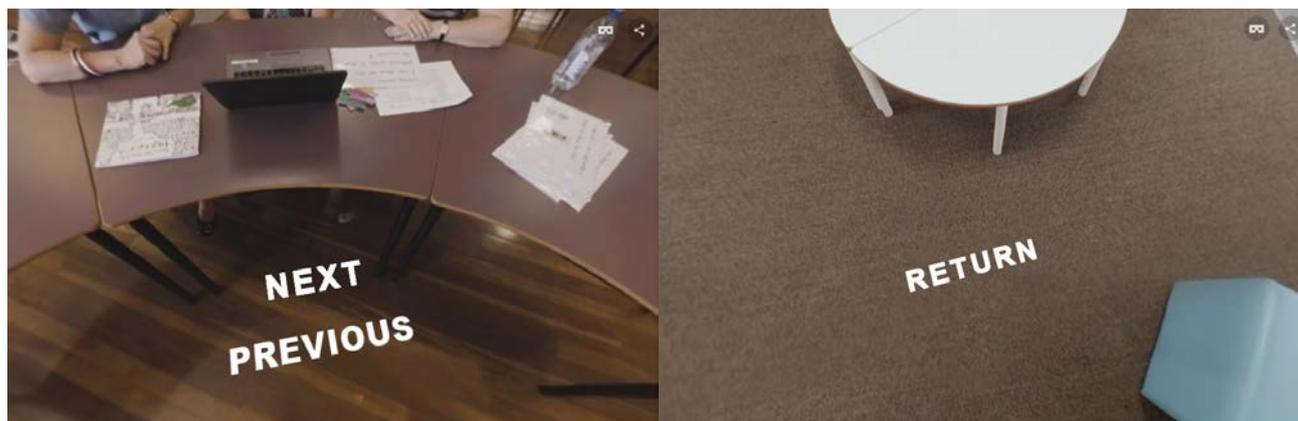
TIP: Use the 'return' button to bring the experience back to the central pivot shot. This allows viewers to transition to another student focus group, or utilise the 'NEXT' and 'PREVIOUS' options. You will need look towards the ground to see them.

Getting started with technology

Smartphone or tablet

For the best viewing experience we recommend you install the Wonda VR player app on a mobile device (smartphone or tablet).

TIP: You can do this by emailing the VR link to your mobile device and follow the instructions to install the app.

To install the Wonda app on your mobile device the minimum requirements are - iPhone 5s+ with iOS 9+ and Android 5.0+

Computer

To view the VR experience, you must use the latest desktop versions of:

- **Microsoft Edge, Firefox or Chrome** on **PC**; or
- **Firefox** on **Mac OSX**.

TIP: Firefox provides the most consistent experience on both **PC** and **Mac OSX**.

Note:

- The experiences are not supported on **Internet Explorer.**
- Most performance issues when playing the VR immersion experiences on a desktop will relate to wi-fi connections.
- Make sure your browser is up-to-date.
- Teachers can download Chrome on their PC without being logged in as the computer administrator.
- All Windows 10 devices have Microsoft Edge preinstalled.

More information

Get the most out of your viewing

- Smartphones use gyroscopic sensors in your mobile device. Find a place where you are free to move and rotate safely. Swivel chairs are perfect for this.
- You are able to change camera angles. Click on the eye marker within the space, rotate your phone's position to focus the cursor on the marker, and simply wait for one or two seconds.
- Although a VR viewer is not required, the 3D feature can only be experienced when using one such as Google Cardboard.

Safety

It is recommended that you are seated while viewing the immersion experience with your VR viewer. A swivel chair will help as they minimise you from stretching your neck to look around.

VR viewers may cause nausea or dizziness while viewing. Not everybody is affected by this. If you find yourself particularly sensitive, consider viewing the immersion experience without a VR viewer.

Audio

Bear in mind that the audio content of some conversations were affected by the location of the microphones when the immersion experiences were captured. When viewing the experiences, increase the volume if you find that the conversations are at times faint or inaudible. If this is not possible, watch the interactions of the staff and students.

Web player

- Use the school's wi-fi or wired network. The immersion experience will be streamed from a cloud based server.
- The immersion experience cannot be saved to a computer prior, but they can be saved on a smartphone using the Wonda VR app.
- Consider network usage across the school, including the number of users downloading the immersion experience at the same time. It is not recommended that schools rely on this method as there will be an impact on the user's experience.
- The web player will not work on your mobile device. You will need to install the Wonda VR app for each device.

Smartphone

- Consider the impact of your mobile phone data limits. It is recommended that immersion experiences are downloaded to a smartphone using **wi-fi** prior to using the resource.
- Your smartphone will be limited to the amount of free space available on the device.
- If you are watching the immersion experience with a group, then consider mirroring the resource onto a large external display. You may need additional resources for this such as mirroring software or a hardware solution. See the [Lynda.com video on connecting an iPad to an external display](#) (staff only).
- Consider how you are going to allow all users to hear the audio.
- Ensure your devices are fully charged or keep them on charge as you watch.

Virtual reality download file size

The VR files are large and considerations need to be made as to how you are going to stream them:

- Anzac Park Public School – download file size 9.57Gb
- Bonnyrigg High School – download file size 13.96Gb
- Campbelltown Performing Arts High School – download file size 7.30Gb
- Harbord Public School – download file size 9.57Gb
- Lithgow Public School – download file size 9.30Gb
- Rooty Hill High School – download file size 21.88Gb

Virtual reality devices

Consider the following when using VR headsets or viewers:

- Place the headset firmly against your head in a comfortable position.
- To receive the clearest possible focus, adjust the focal point of the lenses on the VR device.
- If you wear eyeglasses, then they will be required when viewing the immersion experience with a VR viewer.

Wonda player FAQs

If you are having difficulties viewing the VR immersion experience, seek further support via [Wonda's frequently asked questions.](#)

Department support

If you encounter any technical difficulties, please log a ticket via the EDConnect online form. EDConnect can help with – access, permissions, internet, telephony, equipment, devices, software, services.

1300 32 32 32 https://bit.ly/1Ka3d6f

For any other questions, the Futures Learning discussion group on Yammer is a great place to start.

Facilitator viewing guide to the VR immersion experience

Questions have been provided on our website for each VR immersion experience to initiate rich discussion as part of a group professional learning experience. Opportunities for extended reading on key aspects of learning and teaching in innovative learning environments (ILEs) are also provided.

Viewing the VR immersion experience is most effective with a small group of colleagues. To do this, one device connected to a screen is recommended.

Teachers will also need to understand what the eight learning modes are.

Information to consider before commencing the experience

As a group discuss how lesson intentions will determine how students will be grouped and seated in different learning modes.

Before you begin an experience, review the school information and **lesson overview** provided. Consider the space, communication, learning modes, and the role of the teacher(s) and students. What do you think the learning in this VR immersion experience will look like?

During the experience

While the immersion experiences are playing, reflect on the questions for each school.

The VR innovation immersion experiences are linked from our website.

A downloadable facilitator and activity booklet is coming soon!

Feedback

Futures learning are interested in hearing how your use of the VR immersion tours went. If you have recommendations to improve the user experience, please contact Futures Learning on FuturesLearning@det.nsw.edu.au, alternatively complete the VR immersion experience online feedback form.

Thank you