Virtual Tours/ Virtual Reality Assessment Tasks

The following assessment tasks can be used as assessment for, as, and/or of learning.

Add Context to Learning

1) Have students design their preferred work environment modelled after VT/VR examples in a given industry. Students explain why they choose the layout, design elements, features, etc. and how their desired work environment may influence the career path they choose in the future.

2) Have students identify and describe scenarios where the career, service, skill, concept, etc., in the VT/VR experience may also help to solve a problem, or be of use in their own lives.

Provoke & Sustain Inquiry

1) Introduce students in a topic by exploring VT/VR experiences related to their inquiries. After identifying key words and concepts related to their inquiries, have students find their own VT/VR content to further provoke, sustain, and extend their learning.

2) Have students design their own inquiry project inspired by a VT/VR experience. Students set their own learning goals, identify success criteria, and choose their process and products of learning within co-constructed guidelines.

Learn by Doing

1) Have students identify cause and effect by providing ongoing feedback about how they are learning to navigate their VT/VR experience. For example, "When I do this, this happens".

2) Have students identify how they learn best when navigating their VT/VR experience.

    Questions to Consider:

    - Which types of multimedia did I use the most? Why?
        - Why is this type of multimedia an effective mode of learning for me?
        - Why is this type of multimedia an ineffective mode of learning for me?
    - How much time did I spend doing "x, y, and z" during the VT/VR experience?
        - How did this help me as a learner?
        - How did those choices slow me down as a learner?
    - What questions do I need to ask myself when engaging with a VT/VR experience to help me as a learner?

Connect Emotionally to Learning

1) Have students generate reflections pre- and post- VT/VR experience *(journals, blog posts, audio recordings, video, etc)*.

    Questions to consider:

    - Pre- VT/VR Experience
        - How do you feel about trying this new experience?
        - What do you know? What do you think you know? What do you want to learn?

    - Post- VT/VR Experience
        - How do you feel after trying this new experience?
        - Did you prove/ disprove what you thought you knew?
        - What did you learn?
        - Has your perspective changed?
        - What do you still want to know?
        - What problems can be solved with what you've learned?

Personalize Learning

1) Have students search for VT/VR experiences that enhance their own learning and understanding of a topic within a given unit of study. Students collaborate with the teacher to set individual learning goals and success criteria, determine their own process and products of learning, and co-design assessment tasks.

Learn Visually

1) Have students apply what they've learned and/ or explored in a VT/VR experience to create their own multimedia product to communicate their learning.

   Elements to Consider:

   - How could you use colour-codes, vocabulary words, and text?
   - How could you include diagrams, outlines, maps, and other visuals to help your audience navigate your multimedia experience? And remember it?
   - Did you include audio files and/or music? Why or why not?
   - Did you integrate video clips? Why or why not?
   - What other elements might you include to engage your audience?

   Questions to Consider:

   - What multimedia elements do you need to include to ensure you engage learners with different learning styles?
   - What elements do you need to include to provide learners with all of the information they need to understand your topic?
   - What next steps or calls to action will you provide for learners?

Inspire Creativity

1) Teach students how to evaluate a virtual tour. Work with students to apply what they have learned as users of VT/VR.

2) Engage students to become designers and/or creators of their own VT/VR experiences using an existing VT/VR as a model. Throughout this process, have students apply what they've learned to design, create, and iterate their own tours based on the following:

   a) A focus on the goals - What do you want your audience to learn?
   b) A focus on the topic/ brand
   c) Engaging and relevant content
   d) Engaging, relevant, and purposeful multimedia elements
   e) High-end 360 photography (preferred)
   f) Contributing to a positive and productive online presence
   g) A clear set of next steps to learn more or a call to action

Take Risks

1) Use one more more VT/VR experiences to build schema and make connections to new learning. Have students engage in metacognition and self-reflection while exploring a VT/VR experience, or by using a VT/VR experience as an inquiry prompt.

   Reflection Questions to Consider:

   ● What was your new learning today?
   ● How does this learning connect with what you already know?
   ● What did you find challenging?
   ● What do you wonder/ want to learn more about? What follow-up questions do you have?
   ● Why is this information important?
   ● What are your next steps for learning?

Metacognition Questions to Consider:

- Do I see patterns in what I did?
- Were the strategies and skills I used effective for this assignment?
- How did my mindset affect how I approached my work?
- Did I do an effective job of communicating with others before, during, or after learning?
- What have I learned about my strengths and my areas in need of improvement?
- How am I progressing as a learner?
- What can/should I do next?
- How can I best use my strengths to learn?
- What steps should I take or resources should I use to meet my challenges?
- How can my learning environment be improved?

Scale Learning Experiences

1) Provide students with a VT/VR experience that extends their learning beyond the walls of the classroom.

   a) Challenge students to identify and describe how their learning in the classroom was enriched by the extension of learning connected to new places and ideas from around the world.

   b) Connect with a dHL Expert in the industry represented by the VT/VR experience to learn more about the industry, and the potential career paths within it. Challenge students to identify and describe how their learning in the classroom was enriched by the extension of learning connected to new people and ideas from around the world.

Explore New Technology

1) Have students explore and assess VT/VR technology **as** a medium for exploration, communication, comprehension, presentation, modelling, experimentation, understanding differences, and/ or processes, etc.

   Questions to Consider:

   - What was your purpose for learning and how did the tech enhance your experience?
   - How do these kinds of experiences help you think and learn more deeply?
   - Did using this tech lead to non-productive struggle and frustration? If so, how? Why?
   - How would you describe your first experience using this tech?
   - How does this tech empower you to control your own learning?
   - Does this tech prevent great 'analog' thinking and learning? Why or why not?
   - How might you combine this tech with other tools to further your learning?
   - How might using this tech prepare you for the modern world?
   - How long do you think this tech will be relevant? Why?

Notes Re: Assessment For, As, and Of Learning

Assessment for Learning:
Formative → Process → Students understand exactly what they need to learn, what is expected of them and are given feedback and advice on how to improve their work *(What do students know, what can they already do, what confusions, preconceptions, or gaps they might have?)*

Assessment as Learning:
Formative → Process → Students are able to learn about themselves as learners and become aware of how they learn *(How will you co-create opportunities with students for them to develop metacognitive skills through self-reflection?)*

Assessment of Learning:
Summative → Products → Students demonstrate their learning (What will you accept as evidence of learning? How will you triangulate assessment data: conversations, observations, products to determine final statements about how students are learning?)