Remote Learning: Virtual Field Trips

If you are a remote learning teacher, but you would like to integrate virtual reality experiences without necessarily having HMDs for every student, there are still many options available to you! This section outlines procedures for integrating students into VR without every student having access to a HMD.

We do not recommend remote learning VR opportunities for students under the age of 12 due to safety requirements of HMDs. If they are completing a simulation from home, ensure they have a parent or supervisor at home who can monitor their safety during gameplay.

Procedure for Virtual Field Trips

Technology

Choose a program which is accessible for collaboration via mobile, HMD, and computer. Follow the guidelines and set-up procedures outlined by this program. Ensure the program meets the needs for your curricular connections.

Troubleshooting Technology

Login to the program yourself before sending this out to any student to learn the program mechanics. Some students may require additional assistance logging into an experience. Have students all login and create their avatar a day or two before you are expecting them to join you in a virtual space. This will help them learn how to navigate in the program and will inform you of any technical difficulties they may encounter beforehand.

Student Behavior Expectations

Working with students in collaborative environments in VR is similar to pedagogical practices in the classroom. Setting behavior expectations with your students before will help to manage them within the virtual environment. In some programs, the educator can control voice options of students, limiting their voices, and modify their own voice options for broadcasting to all users or just speaking within specific zones. When students are collaborating and sharing, they need to be aware of their digital citizenship and online safety. Some public spaces are not restricted and you may encounter other individuals in the space. Having a conversation about this ahead of time could help to mitigate any issues beforehand.

Execute

As if on a field trip, guide your students through the learning experience, allow them to explore in collaborative groups, or independently. Gather everyone back to discuss their learning in the environment and the connections they have made to the curricular objectives.

Reflect

Engage your students in reflective practices about the experience. Take time to review your own practice as well to ensure the technology is meeting your pedagogical needs alongside the curricular objectives of your students. We have provided [examples for student reflection alongside questions to reflect on your own pedagogical practice.](#)