FrameVR Presentations

Creating VR spaces for students to showcase their learning.

BC Curriculum Connection: Applied Design, Skills and Technology Grade 6

- Techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure

- Influences of digital media for the purpose of communication and self-expression

Learning Goal: Students will collaboratively develop a showcase of their learning for learning conferences with parents and guardians.

Classroom Set-up: Remote Learning: Students, parents, and guardians can log in using mobile, desktop, or a HMD such as HTC Vive or Cosmos

Application: FRAME (framevr.io)

Before Going into FrameVR

Students have been exploring and developing virtual presentations to represent their learning of our solar system and the universe. In collaborative groups, they have been working to design digital posters, videos, and 3D models. They will be building spaces in FrameVR which will be made open to parents and guardians to listen to their presentations and to showcase their learning for student conferences. Each student will be permitted up to 2 attendees. FrameVR will act as our virtual classroom for these presentations.

To set up your classroom and safely prepare students, refer to the Get Ready section of our website.

Suggested Schedule:

Session	Player	Groups
18:00-18:20	Participants sign in at 18:00 and are given 5 minutes to build their avatar and learn controls. Presentations begin at 18:05 - 18:15 Questions and Comments from 18:15-18:20	Group 1: 5 students
Transition (10 mins)		
18:30	Participants sign in at 18:30 and are given 5 minutes to build their avatar and learn controls. Presentations begin at 18:35 - 18:45 Questions and Comments from 18:45-18:50	Group 2: 5 students
Transition (10 mins)		

19:00	Participants sign in at 19:00 and are given 5 minutes to build their avatar and learn controls. Presentations begin at 19:05 - 19:15 Questions and Comments from 19:15-19:20	Group 3: 5 students
Transition (10 mins)		
19:30	Participants sign in at 19:30 and are given 5 minutes to build their avatar and learn controls. Presentations begin at 19:35 - 19:45 Questions and Comments from 19:45-19:50	Group 4: 5 students
Transition (10 mins)		
20:00	Participants sign in at 20:00 and are given 5 minutes to build their avatar and learn controls. Presentations begin at 20:05 - 20:15 Questions and Comments from 20:15-20:20	Group 5: 5 students

🥽 Immersive Experience

Step 1: Provide a tutorial on how to use FrameVR with students during instructional time. Educator will use the following site to help students learn how to navigate the platform: [Frame - Immersive Meetings, Classes, Events (framevr.io)](). Students can join via mobile, desktop, and VR, however desktop is recommended for editing purposes. VR and mobile are recommended for presenting.

Step 2: In collaborative groups, one will build a user account in FrameVR and select one member to be the "editor" of the space. The students will meet virtually in the space after the completion of their digital artifacts for their presentation, to set-up the space and to practice for presentations.

Step 3: Students will distribute their VR Frame link with the teacher ahead of time. The teacher will send out the schedule with the associated links to parents and guardians to join students to celebrate their learning.

Step 4: The educator will meet with each group two days before the presentations to ensure the space is ready to go. Each group will need to do a demonstration of their presentation and will receive feedback to improve the space and their presentation.

Step 5: The educator will join each space with participants at the start of the scheduled time and supervise as necessary. The educator will assess during presentations. There are 10 minutes of transition time to help any student who is having difficulties and to switch rooms and greet new parents and guardians.

Step 6: Students will complete their presentations during their scheduled time then self-evaluate the quality of their presentations based on the rubric attached for assessment purposes.

After VR Experience

Assessment for Students' Post-Experience

Rubric for Student Learning

Note for Educators: This rubric is following the new BC curriculum assessment plan:

> **Extending**: The student can advocate for how they have surpassed the learning expectations with extensions or work quality above grade level
> **Proficient:** The student can successfully accomplish the task independently at grade level
> **Approaching**: The student can successfully accomplish the task with some support at grade level
> **Developing:** The student requires significant support to accomplish the task

Note for Student: If you believe your learning is *Extending*, fill in the column with how you went beyond the expectations of this assignment.

Criteria	Developing	Approaching	Proficient	Extending
Use of digital tools to convey learning in a collaborative setting	I needed a lot of support to utilize digital tools to communicate my information	I needed some support to utilize images, sounds, or text to communicate my information	I utilized images, sounds, and text to communicate my information	
Collaboratively created a space where learning was showcased	Students needed a lot of support to collaborate and build the virtual space	Most students contributed an artifact and they are demonstrated in the space	The space is well structured and each student has contributed one artifact	
This space demonstrates who I am as a learner	I had difficulty expressing myself through this virtual space and it does not fully reflect who I am as a learner	Some of my personal self-expression is visible amongst the projects	My self-expression is visible in the project	

Learning Experience Reflection

Student Self-Reflection

- Engage students in a discussion to explore their experiences and learning from this activity. Ask some of the following questions:

    - What were some of the design challenges you faced? How easy was the platform to navigate and manipulate?
    - What are you most proud of in your design and presentation?
    - How did you build self-expression in the digital space?

- Teachers can ask students to reflect on their VR experience by completing a student questionnaire.

Teacher Self- Reflection

- Teachers are encouraged to answer teacher self-reflection questions that they feel are relevant to their learning goals. To help build our community, teachers can share their self-reflection by leaving a comment on the different sections found on our Discussion page.
- Teachers are encouraged to share their experience and perspectives of this program by commenting on the application post for FrameVR.