LESSONS LEARNT FROM PILOTING AND DEPLOYING VR APPLICATIONS FOR CAREER GUIDANCE

1. How did we conduct the piloting?

2. Key takeaway points
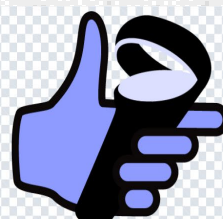
VR4VET

HOW DID WE CONDUCT THE PILOTING?

- 8 schools with students of varying ages and educational level- Four secondary schools, and four upper secondary schools (both foundational level certificate and vocational qualification)

- Notes and survey

ENERGETIC

- Active and practical learning

- Focused intently on learning controller mechanics

- Completing tasks correctly

- Self-efficacy

- Students who were not usually involved in regular education were among the most engaging students

CURIOSITY

- Eager to learn

- Discover at their own pace and couldn't rush the experience due to lack of Knowledge

- Exploration

- Mastering tasks

- Gamification

- Discovering interesting elements, and curiosity to explore other occupations and educations matching these elements

COGNITIVE THINKING / PROBLEM SOLVING

- Reasoning, questioning things they saw, heard, and figuring out how to accomplish given tasks.

- If students tried other apps after learning one, we observed that they learned subsequent apps faster as well
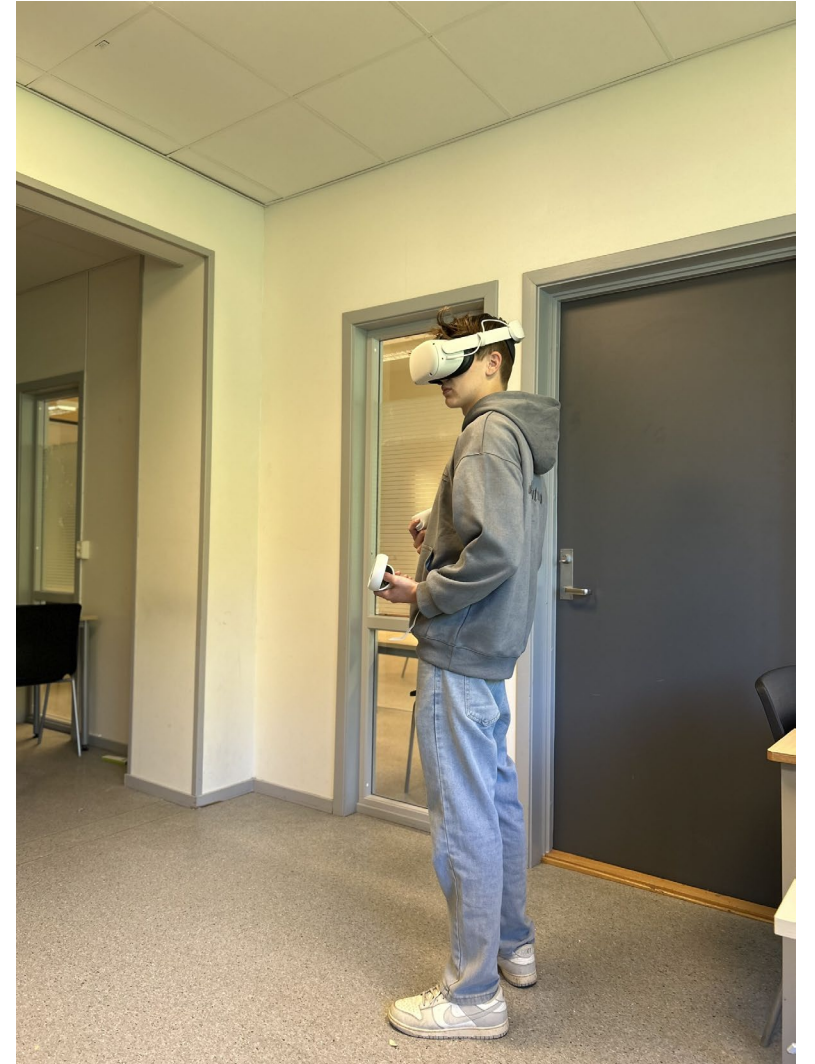
TRANSFER OF LEARNING

- By getting exposed to information, they can recognize similar situations they meet in the future

- For example, the different tools used in an occupation, and which situations they use them.

- Learning their language, and instead of reading a "game manual", they get to play the "game"

HAVE A BETTER UNDERSTANDING OF BLUE SECTOR AFTER USING THE VR4VET MODULES

Quantitative

- Had a forms where we got 52% respond rate (N=84)

- KPI 75%: "Have a better understanding of the industry professions after using the VR4VET modules". See forms

QUESTIONS FOR PARTICIPANTS

1. Which app(s) did you test?

2. To what extent do you think that VR can be appropriate for testing professions and work tasks?

3. To what extent did you experience that the VR applications you tested gave a real insight into the work tasks?

4. To what extent would you recommend others to use VR in exploring professions and work tasks?

5. To what extent did the apps make you more curious about what different professions and educations offer?

6. How did you experience the user-friendliness of the applications?

7. What did you think was good about the applications?

8. Was there anything in the applications that you think could have been better?

9. To what extent did you learn something new about the professions you tested out?

10. Is there anything you'd like to share about the VR apps that we haven't asked?

SOME SELECTED FEEDBACK FROM FORMS:

What did you think was good about the applications?

- "I got a better insight into their professions and tasks than if you e.g., just read about them"

- "That what I did, looked in a way like it was me who did it".

- "That they gave you an opportunity to try the professions without education nor experience to see if you like it or not".

- "That we could learn a lot about professions".

- "Fun way to learn".

Qualitative

- Our overall impression is that the majority of students learned something about the blue sector, but it was hard to pinpoint procentage wise because of the conversations and behaviour has to be looked at as a whole.

Questions for students:

- 1. What do you think are important [characteristics etc.] to do this type of job?

- 2. Do you think this profession could have been something for you? Why or why not? (Tries to come up with a rationale, and the rationale will indicate to a certain extent whether they have understood what the profession is all about)

- 3. How did you feel about trying professions instead of reading about them?

- 4. What could make the experience with the apps/using VR better?