

Welcome to the foundry10 Virtual Reality in Educational Settings study. For those of you returning for a second year, we are excited to have you back! For those joining us for the first time, welcome and we look forward to working with you!

We learned a lot during the first year of the study, mostly focused on implementation itself. As discussed, we will work with each of you to make sure you are set up and ready to roll with VR in your classrooms to the best of our ability.

There are a few concrete, very important things we learned last year that we feel are important to highlight, for the safety and comfort of all participants. As a teacher participant in this study, we ask that you follow the guidelines below.

- For eye health and safety, it is important that shared headsets be wiped down after each use using an antiseptic wipe (we recommend Alcohol Wipes, 70% Isopropyl Alcohol). We require that schools that share headsets utilize proper sanitization procedures.
- Although the more modern VR headsets have been engineered to minimize motion sickness, it is important to emphasize to students that if they feel dizzy or uncomfortable, that they immediately remove the headset and sit down. This is also important when students are creating their own content as too much external motion in a simulation or a reduced frame rate can also induce motion sickness. Teachers who have students creating content need to be aware of this risk and take steps to minimize the occurrence.
- Because Virtual Reality is immersive in a first-person environment there can be an intensity associated with that does not occur with other forms of media. Based on our work with students last year, we ask that teachers utilize the following guidelines when using VR content with students:
 - Teachers should not allow students to be immersed in a simulation they have not first experienced themselves.
 - Students must always be allowed to opt out of a virtual reality experience at any point in time.
 - Teachers must use an external monitor to display VR content when students are wearing the headset. This both allows other ways to engage with the content (for instance a computer monitor displayed to show the content without necessarily wearing the headset so as to minimize the “first person” experience) but also helps control the content being viewed.
 - **Students must be informed as to what the VR content entails *prior* to being immersed. Even seemingly innocuous experiences (e.g., seeing a big whale float by) can be jarring or unexpected in ways we might not expect. Students should be clearly told what the virtual experience involves so they can make a decision about whether or not they want to try it. In addition, there should be time set aside to debrief the experience with students afterwards (e.g., not run up right against the end of the class period without**

a chance to digest or share any questions they may have about the experience).

- VR experiences are not rated like video games or movies are. Teachers must use caution when selecting experiences to make sure the content is age appropriate and fits within the guidelines of their school environment.
- People who have sensitivities to light flashes or patterns may experience seizures from VR, much like they can from similar exposure to TV or video games, even though the rate of seizures is low (approximately 1 in 4000 people exhibit this type of light sensitivity), and it is not specific to VR, such seizures may occur, and may be slightly more common in children under 20. Anyone who has a history of seizures should not use the headset without prior consent of a doctor.

By signing below, you acknowledge that you have read and understand the precautionary steps outlined in this letter and agree to follow them when working with students in Virtual Reality. VR has the potential to be a really interesting mechanism for learning but like all new things, it is important to be thoughtful about its implementation into the educational environment.

Name

School

Date