*VR Simulation for Informed Practise with children*

*Course slated for November 2020*

*Stakeholder Meeting 23rd April 2019*

# Stakeholders:

Fiona Buchanan

Amy Cleland

Shepard Masocha

Additional Faculty Specialist

Designer: David McCann

**Question:** Can you have ‘Correct’ answers to students questions?

**Answers:**

Amenable to this suggestion. No other thoughts.

**Question:** Can the faculty provide a list of Jargon to assist future designers

**Answers:**

Some additional information can be provided in email at future date.

Since been supplied (stored in repository).

*Includes:*

Scottish protection framework

Breakdown of Strengths and Challenges

Transcript from the 1st focus group

*Clarification on Frameworks:* They are chosen and used by the faculty while building the curriculum, but they are not developed by the faculty.

Touched on the realities of VR:

When made aware of ‘detective’ mode, stakeholders showed a better understanding of some of the outcomes from their focus groups. Additionally showed an interest in the consequences of Detective mode on their students interaction with the focus group.

Simulation Delivery Points:

The University has access to many Samsung Gear VR. Additionally, needs a way to provide the functionality of the VR sim for students that are afflicted with VR sickness.

Assessing space frameworks:

There are no Doctrinal approaches to assessing a space for Social Workers. This means that there are no concrete methods for social workers to examine spaces that can be measured. This is brought up repeatedly through the interview with no movement made. It seems that the current stakeholders don’t see the value in assessing ‘how’ a student examines a space to help deconstruct the biases they use in that process.

Designers involved in ‘designing’ the space for the scenarios:

Its brought up repeatedly that a designer involved in the 360 recordings could better establish the ‘story’ of a scene. In so doing, testing and assessing a user’s behaviour in the space can be better refined. Additionally, a Designer in the space could reduce the amount of ‘out of place’ objects that cause users to go into Detective mode.

# Potential development forks

Graduated/Levelled scenarios

Introducing graduated distractions into the VR experience in order to gradate the students ability to deal with more real situations. Going from the basic, clientless scene into a busy space and finalising with an actor that is interacting with the scene and fussing with objects within it.

Potential Blockers:

The University has access to the Equipment to create these scenarios and a willing actor.

Creating the 3D pieces required for a fully interactive scene in a placement process will be difficult and requires planning around the realities of the work.

Mobile app version

Take what already exists, and then apply it to a mobile platform without VR. This allows the faculty to have a backup option for students who suffer from VR sickness. Original intent was to also allow for a ‘display’ version as well, where one student uses the app and other students and a lecturer could use them as an example.

Potential Blocker:

Time and programmer competence.