



Australian Government
Australian Research Council

OzGrav

ARC Centre of Excellence for Gravitational Wave Discovery

USE OF VR FOR TEACHING EINSTEINIAN PHYSICS

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Teaching Einsteinian Physics in Schools



OUTLINE FOR TODAY

Introductions

VR Overview

VR as an Educational Tool

Mission Gravity: A Case Study



INTRODUCTION

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- Background:
 - Physics Teaching
 - Curriculum Design – Project Based Learning and Modelling
 - Technology in Education
 - Teacher Mentoring
 - Accessibility in STEM

* Now a Practitioner



ARC Centre of Excellence for Gravitational Wave Discovery

IMMERSION

The ability to spatially insert a learner in an environment allows for situated, multisensory learning that can move the audience away from the passive consumption of information toward engaged and active participation.

AN OPPORTUNITY WITH VR

A way to immerse people in science.

Potential to increase engagement and learning outcomes in STEM classrooms.

The added advantage of using cutting-edge tech.



WHAT IS YOUR EXPERIENCE WITH VR?



WHAT ARE SOME POSSIBLE BENEFITS
OF USING VR IN THE CLASSROOM?

WHAT ARE SOME POSSIBLE
DRAWBACKS OF USING VR IN THE
CLASSROOM?





CHALLENGE: BUILDING THE OZGRAV SCHOOLS PROGRAM



Existing OzGrav Strengths

- World Class Scientists
- Existing interactive VR and MR content
- Skilled VR and Digital media specialists
- Commitment to build a schools experience

Existing Education and Curriculum Strength

- Years of curriculum design with tech focus
- Distance and face-to-face teaching
- Scientist and educator training
- Model Building Pedagogies



VR AS AN EDUCATIONAL TOOL

- ***Modeling Curriculum:*** The Modeling Instruction Framework is a student-centered instructional design focusing on letting students be the scientist with the teacher prepared to guide, clarify, and address student misconceptions



SCIENTIFIC EXPLANATIONS

CLAIM

Statement about the results of an investigation

- A one-sentence answer to the question you investigated.
- It answers, **what can you conclude?**
- It should not start with **yes** or **no**.
- It should describe the relationship between **dependent** and **independent** variables.

EVIDENCE

Scientific data used to support the claim

Evidence must be:

- **Sufficient** — Use enough evidence to support the claim.
- **Appropriate** — Use data that support your claim. Leave out information that doesn't support the claim.
- **Qualitative** — (Using the senses), or **Quantitative** (numerical), or a combination of both.

REASONING

Ties together the claim and the evidence

- Shows **how** or **why** the data count as evidence to support the claim.
- Provides the justification for why **this** evidence is important to **this** claim.
- Includes one or more **scientific principles** that are important to the claim and evidence.

*Remember: Read what you've written to be sure it makes sense as a whole explanation.

- Engage students in understanding the physical world by *constructing and using scientific models* to describe, explain, predict and control physical phenomena.
- Provide students with *basic conceptual tools* for modeling physical objects and processes, especially mathematical, graphical and diagrammatic representations.
- Familiarize students with a small set of basic models as the *content core* of science, technology, engineering, and mathematics (STEM).
- Develop insight into the *structure* of scientific knowledge by examining how models fit into theories.
- Show how scientific knowledge is *validated* by engaging students in evaluating scientific models through comparison with empirical data.
- Develop skill in all aspects of modeling as the *procedural core* of scientific knowledge.

<https://www.modelinginstruction.org/sample-page/synopsis-of-modeling-instruction/>

VR AS AN EDUCATIONAL TOOL



- **Modeling Curriculum:** The Modeling Instruction Framework is a student-centered instructional design focusing on letting students be the scientist with the teacher prepared to guide, clarify, and address student misconceptions
- **SAMR Model:** Serves as a lens through which to evaluate technology and its meaningful use in the classroom, focusing on the relevant incorporation of technology for learning

SAMR MODEL (PUENTEDURA)

Transformation

REDEFINITION

Tech allows for the creation of new tasks, previously inconceivable

MODIFICATION

Tech allows for significant task redesign

Enhancement

AUGMENTATION

Tech acts as a direct tool substitute, with functional improvement

SUBSTITUTION

Tech acts as a direct tool substitute, with no functional change

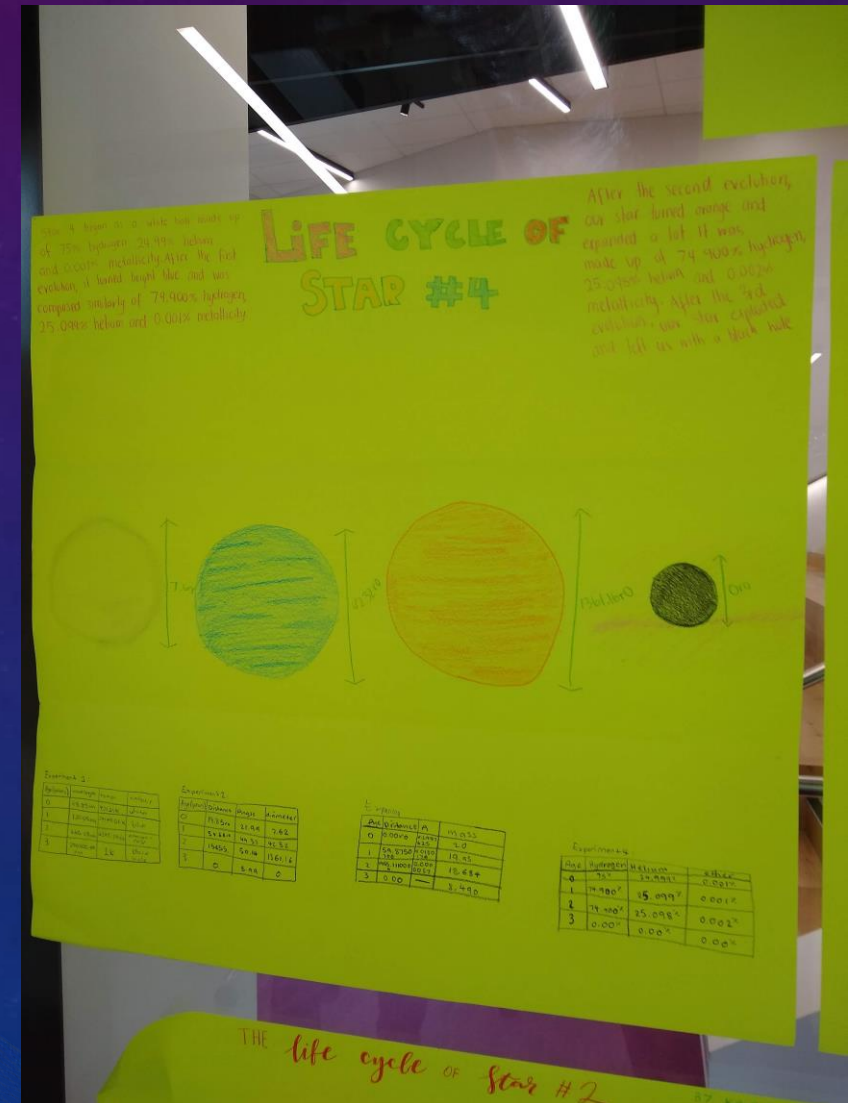
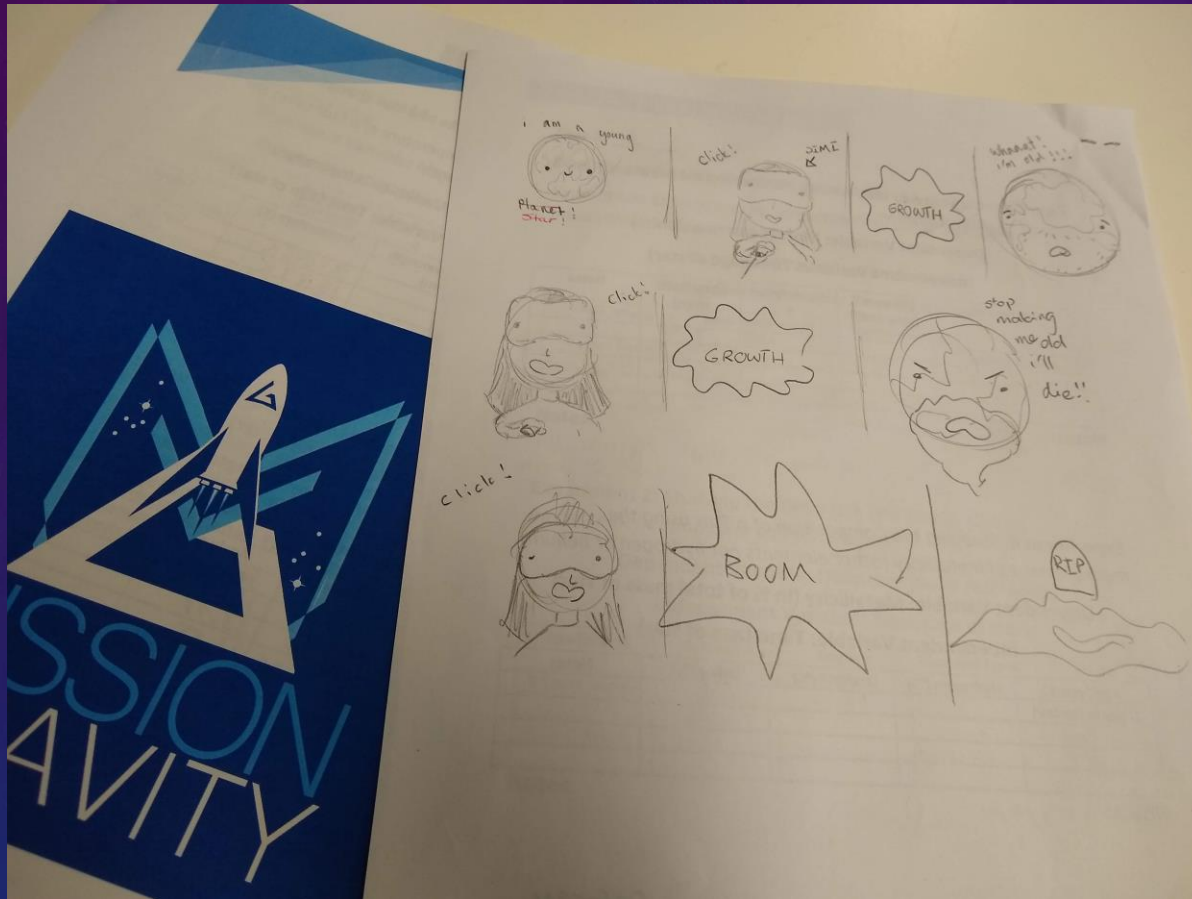


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LESSON PLANS

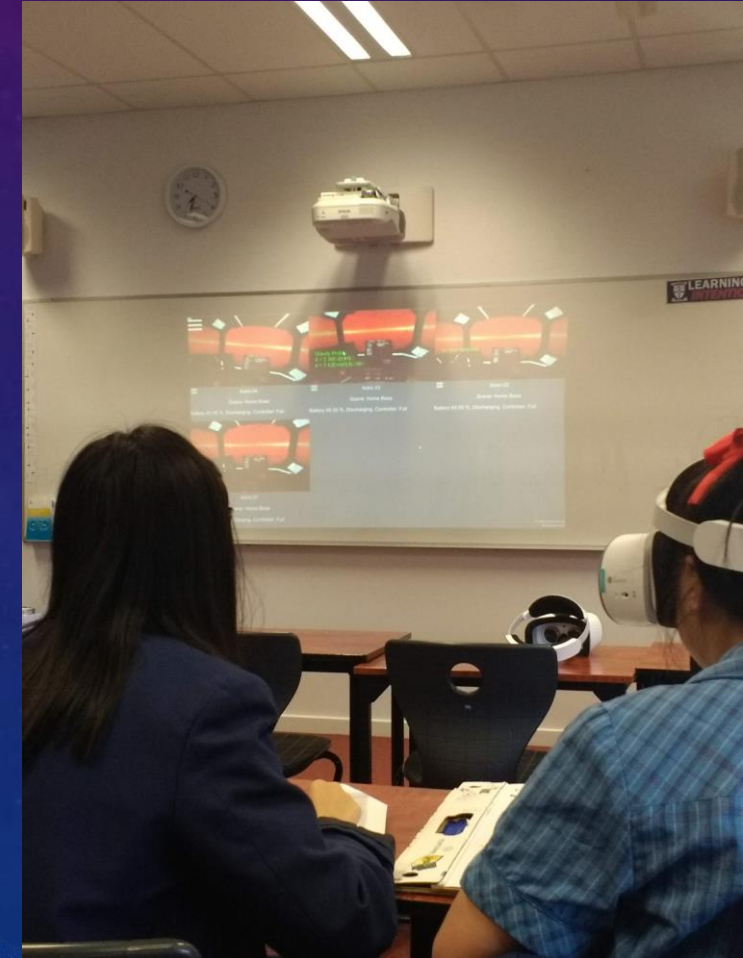
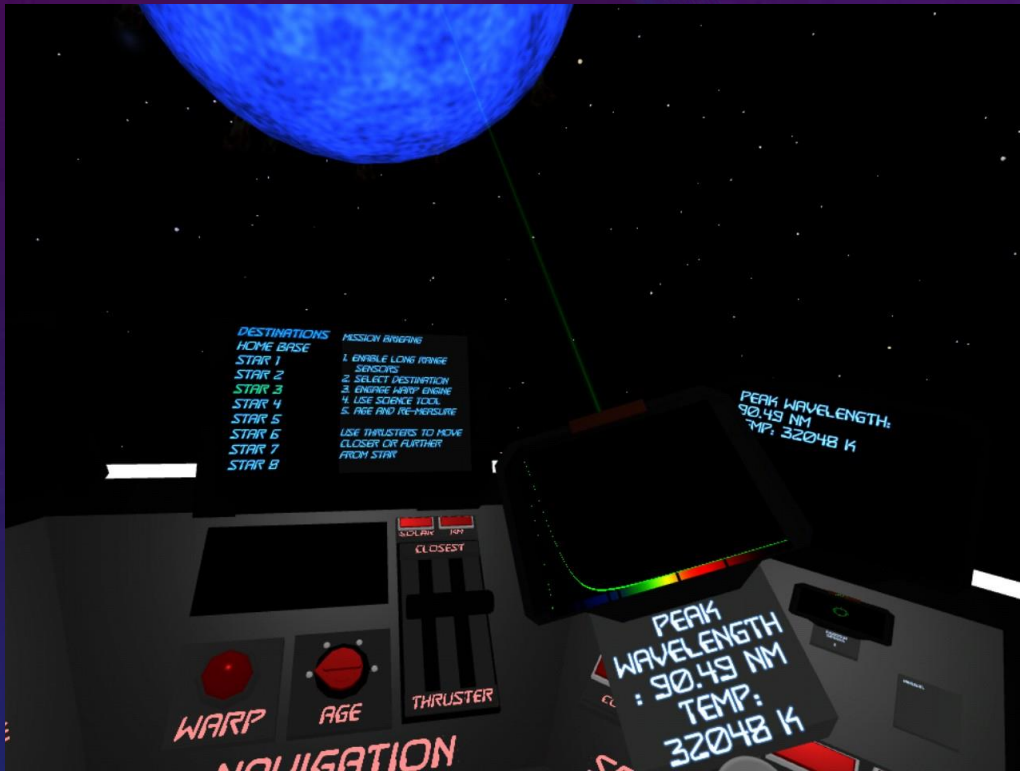


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INTERACTIVE AND COLLABORATIVE SOFTWARE



VR AS AN EDUCATIONAL TOOL

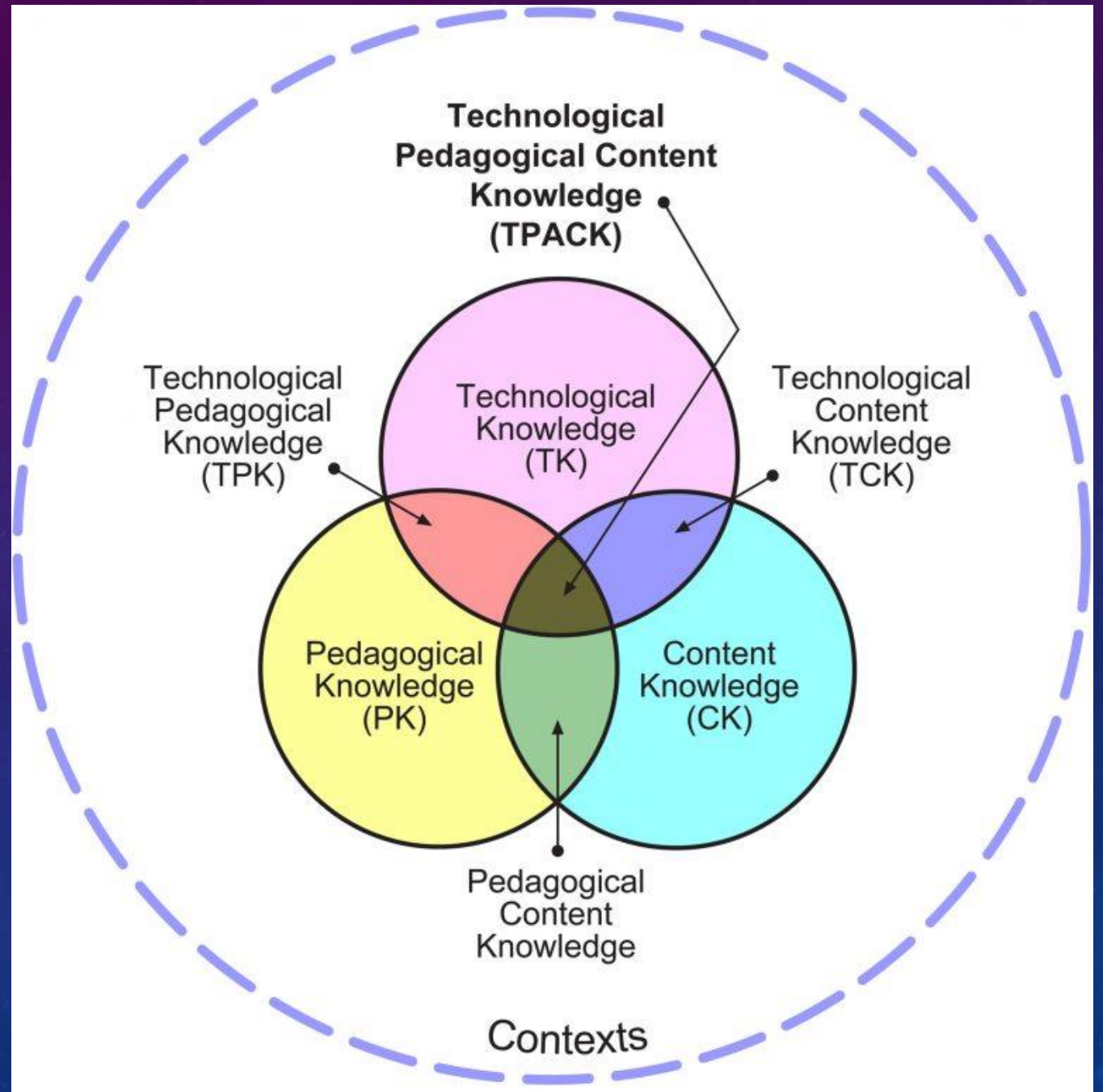


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- **Technology Choices:** Equipment chosen due to classroom, bandwidth, & cost constrictions while optimizing experience

TECHNOLOGY CHOICES



TPACK FRAMEWORK



MISSION GRAVITY

Classic scientific modelling and Immersive virtual reality.

Incursion Options / Lesson Plans

Mission Gravity

Life of Stars

Gravitation; BB Radiation; etc.

Students will

Collaborate in teams to create a model of stellar evolution with specific roles

Collect and analysing data from a virtual trip to nearby stars

Use the laws of physics and the freedom of virtual reality to learn about how stars change over time

Use scientific tools to study stars



OzGrav has developed:

- VR App: able to be scaled and easily updated by OzGrav VR developers
- Lesson Plans and Incursion Slides: provides structure for educators over multiple year levels
- Learning Outcomes and curriculum Links: Provides alignment with schools curricula
- Teacher PD Options: Workshops and Training
- Web Based version – *beta*
- Primary School – *early to mid 2020*
- Assessment - *ongoing*

MISSION GRAVITY FEEDBACK

'It was a most helpful, relevant, engaging and well-run lesson. The students engaged strongly with the interactive activity.'

Students expressed their appreciation of being able to 'create' their knowledge of Wien's law through the interactive exercise.'

'The mechanics and software were impressively flawless. You were well-prepared and experienced. The ability to cast vision of all head-sets onto the front-screen is exceptionally helpful.'

'Aside from using the virtual reality goggles, the best part of the excursion was seeing how Physics concepts learnt in the classroom can be applied in science inquiries.'

'The virtual reality component of it was engaging and enjoyable. It was really easy to understand the concepts that were discussed by having a visual representation. We got so much out of it and I was able to understand ideas that I previously struggled with.'

OZGRAV EDUCATION



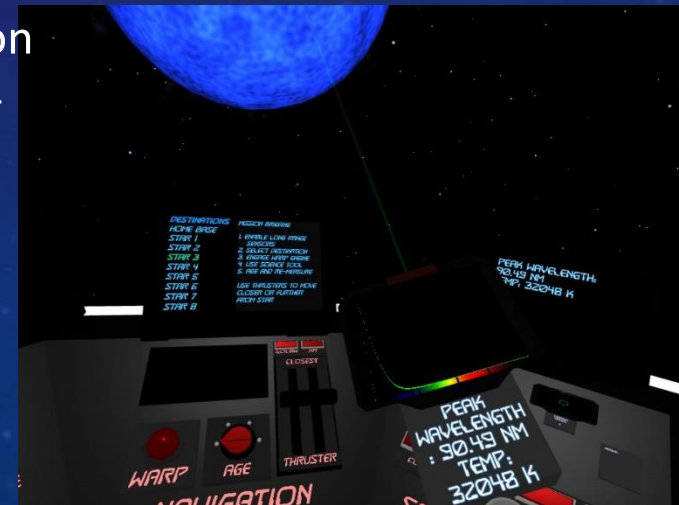
Current Relevant Programs and Projects

1. Mission Gravity Schools program using visualisation in VR as an environment for studying the physical properties of stellar evolution and stellar remnants
2. Development of multiple lessons scaled to a variety of year levels
3. Collaborative research project pilot with Monash Uni Astronomy on efficacy of interactive VR



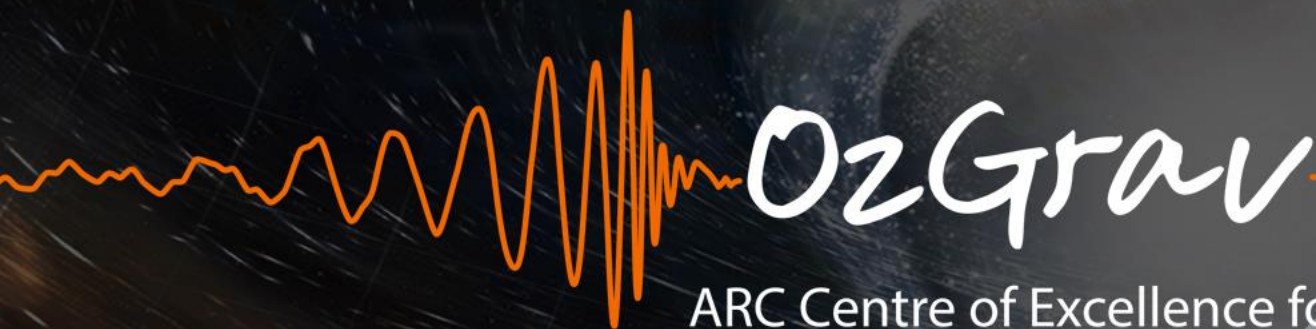
Upcoming Relevant Programs and Projects

1. New VR environment ('Gravity Explorer') to allow interaction with varied gravitational fields in conjunction with Einstein-First; New lesson plans to align with these and Aus curriculum
2. Collaboration with Victoria-based school for piloting and assessing current and new programs
3. More teacher PD programs and development of educator's portal to house all OzGrav developed education materials



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SCIVR LINKS: WWW.SCIVR.COM.AU

SciVR Website



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