

My journey in Europe – VEGA Teaching Scenario



The scenario in a nutshell:

Students make an imaginary trip around Europe and do research about a minimum of three different countries and a maximum of 5 countries. The students plan and write about their trip, facts about the countries and cities.

During the weeks the students are working on this they will have the opportunity to visit different countries and places in VR.

Topic: Europe

Subject(s): Geography and English

Age / Grade: 11 + / 5

Short description of the game:

Google Earth in VR Explores the world from totally new perspectives. Stroll the streets of Tokyo, soar over Yosemite, or teleport across the globe.

Wander From the comfort of your living room you can teleport almost anywhere in the world - whether you wish to walk across the London Bridge, stroll the gardens of the Taj Mahal, or witness the enormity of the Great Pyramids of Egypt - unlimited exploration awaits!

Introduction to the scenario (*incl. possible applications, alternatives, risks, and possible challenges*):

Let your students do an amazing journey across Europe. The students create a fictional journey through Europe and get to deepen their knowledge by visiting exciting places in Vr. This is more of a project than traditional lessons, the active one is the student.

Learning outcomes for this scenario:

- Learn to find out relevant and credible facts about Europe's countries in a versatile way from several different sources.
- Learn to use digital tools and make a nice and interesting presentation.
- Develop investigative and problem-solving ways of working.
- Deepen work independently while, if necessary, collaborate and share the experiences with other peers (consolidates what I have learned).
- Learn how to use source references and to critically examine my sources.
- Plan, distribute and carry out my work in a responsible way.
- Develop my writing and learn new concepts and words.
- Evaluating my and my friend's work continues to develop and improve the result.
- Deepen and consolidate the learning of the cities and countries visited in the VR.

Selection of learning outcomes from the Finnish Curriculum:

- arouses and maintains the student's interest in the environment and the teaching of environmental science and helps the student to realize that all subject areas in environmental science are important to him. (G1)
- encourage the student to formulate questions about different subject areas and to use them as a starting point for research and other activities (G4)
- offer the student opportunities to practice working in a group by participating in different roles and social situations, inspire the student to express themselves and listen to others and support the student's ability to identify, express, and regulate their emotions (G10)
guide the student to observe the environment, human activities, and phenomena related to them with the help of concepts in environmental science and to develop their concept constructions from consisting of different preconceptions so that they better correspond to the exact use of the concepts (G12)
- guide the student to understand, use and create different models with the help of which one can interpret and explain people, the environment, and related phenomena (G13)
- guide the student to search for reliable information, express different points of view and motivate them as well as interpret and critically assess information sources and points of view (G14)
- guide the student in geographical thinking and to observe their surroundings and the whole world as well as to learn to use maps and other geometries (G16)

[Formative assessment](#)

Number of students: Duration (estimated time/number of lessons): one class eg. 16 students

Prerequisites (necessary materials and online resources):

- Computers for every student
- Google classroom or corresponding
- Valve index with Google Earth installed
- Oculus quest with Wander installed
- Laptop to which students cast from the goggles

Before the program begins (preparatory work for teacher):

- Divide the group in evaluation peers (two students)
- Share the instructions, checklist, and assessment matrix (both peer assessment and final assessment)
- Share a task in eg. google classroom with all instructions and a new document for each student to work and write in.

The main part of the scenario (number of lessons):

In this scenario, we will not describe every lesson separately. Instead, we have divided it into different parts.

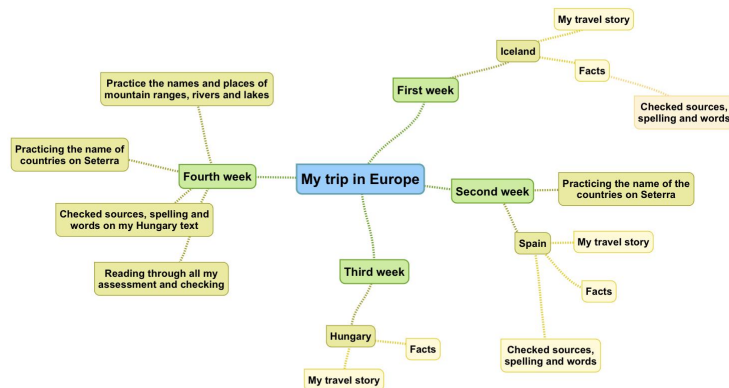
- Here are the instructions for the project: [INSTRUCTIONS](#) (appendix 1)
- Here are the students' checklist: [CHECKLIST](#) (appendix 2)
- Here is the assessment matrix: [ASSESSMENT MATRIX](#) (appendix 3)
- Here are some support material for the peer assessment: [PEER ASSESSMENT](#) (appendix 4)
- Here is a manual on how to work with Google Earth with Valveindex controllers: [GOOGLE EARTH CONTROLLERS – VALVE INDEX](#) (appendix 5)
- Here is an overview of the VR expeditions (in total three): [SUMMARY OF THE VR VISITS](#) (appendix 6)

All appendixes are also found at the end of this document.

Part one (lesson 1-4)

Introduction to the project

- Before you start the introduction let the student fill in a form about their prior knowledge. E.G this one: [Link to a google form example.](#) (lesson 1)
- Start by going through the instructions and the assessment matrix. (lesson 2)
- Let the student start to work on their journeys, and tell the teacher which countries they aim to visit. (lesson 2–3)
- Student plans their work eg. in a mind map.



Prior knowledge about Europe

Follow the instructions in the form and answer the questions to the best of your ability.

We will fill in the same form at the end of the sequence and then it will be visible how much you have learned.

anna.nylund@edu-korsholm.net (Delas inte) [Byt konto](#)

Name

Ditt svar _____

How many countries are there in Europe

Ditt svar _____

- The teacher comments on the work and guides the students. (lesson 2-3)
- At the end of this part, the students read their peer's text and comment on it. Instruct the students on what to do and how to give feedback. Use the tips for peer assessment.
- Remember to instruct the students to work at home. Help them to organize what they work on.

Part two (lesson, 5-8)

In the middle of the project, students continue to work on their journey

- The student starts by receiving feedback and taking it into consideration.
- Depending on how many goggles you have available students have the opportunity to visit their first place.
 - *The student can choose a city he moves around in, the student tells his couple what he sees and what is typical of the city. They change.*
- The rest of the students continue to work on their journeys on the computer.
- If the students need a short break, instruct them to play a little bit on Seterra.
- The teacher reads continuously the students' work and comments on it both in speech and writing.
- At the end of this part, the students read their peer's text and comment on it. Instruct the students on what to do and how to give feedback. Use the tips for peer assessment.

Part three (lesson, 9-12)

In the middle of the project, students continue to work on their journey

- The student starts by receiving feedback and taking it into consideration.
- Depending on how many goggles you have available students have the opportunity to visit their second place.
 - *The student who has written about the city has summarized facts about the country and the city in advance and found out the facts and guides his evaluation couple around VR.*
- The rest of the students continue to work on their journeys on the computer.
- If the students need a short break, instruct them to play a little bit on Seterra.
- The teacher reads continuously the student's work and comments on it both in speech and writing.
- At the end of this part, the students read their peer's text and comment on it. Instruct the students on what to do and how to give feedback. Use the tips for peer assessment.

Part four (lesson, 13-18)

At the ending of the project, students continue to work on their journey and finalize all work. The deadline is approaching.

- The student starts by receiving feedback and taking it into consideration.
- Depending on how many goggles you have available students have the opportunity to visit their second place.
 - *The student visits the third place and at the same time tells his / her couple what they see and why they have chosen to produce precisely these parts.*

- The rest of the students continue to work on their journeys on the computer. They check the checklist and finalize and make the last changes.
- The student fills in the same form as in the beginning and will be given a comparison of how they have developed their knowledge about Europe. At the end of the form, there are some new questions evaluating the student's work. [The evaluation form](#).
- Teacher grades the student's work originating from the assessment matrix.

Tips on how to present the students' work for each other.

- The students make a trailer in Imovie, presenting their work with a couple of sentences in their own words.
- Let the students read each other's journeys by uploading them as PDFs to a common folder/ platform.

Go more: how to integrate into other subjects and tips for more apps etc.

- **Music** composers, artists and Eurovision song contest
- **Art** European painters, different tours around in VR ex. Gaudi in Valve index world
- **Sports:** famous sportswomen and -men.
- **AR** ex. Quiver vision, show Colosseum eg.

Appendix 1.

My journey in Europe

Learning outcomes

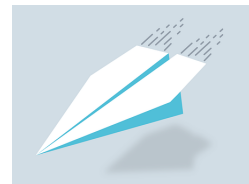
- Learn how to **find out relevant and credible facts** about Europe's countries in a versatile way from several different sources.
- Learn how to use **digital tools** and make a nice and **interesting presentation**.
- Learn how to do **investigative** and **problem-solving** ways of working.
- Learn how to work independently while, if necessary, I collaborate and share my experiences with other peers (consolidates what I have learned).
- Learn how to **use source references** and to **critically examine** my sources.
- Learn how to **distribute and carry out my work in a responsible way**.
- **Develop my writing** and learn new concepts and words.
- Learn how to **evaluate my and my classmates' work** and continue to develop and improve the result.
- Deepen and consolidate the **learning of the cities** and **countries visited in the VR**.

Time required

- 4 weeks
- Approx. 6 hours/week + homework (environmental science, social studies, and native language)
- including time spent on planning my work and set a deadline

Extent

- Travel story about at least 3, max 5 countries.
- You must travel in Europe, but not in the Nordic countries (treated in year 4) or the United Kingdom (treated in English). You have to move to a fairly wide area in different parts of Europe.
- In addition to your travelogue, which includes:
 - how you travel,
 - where you spend the night and
 - what you do



- you must tell briefly about:
 - the country's population and state
 - Capital
 - natural geography, location, and neighboring countries
 - natural resources (export & import), industry
 - culture (music and art) and sports
- During the journey, you will also be able to visit both pre-selected but also according to your own wishes different places around Europe. You should include these experiences in your travel story.
- In addition to this, you should also before you start, practice on Seterra the name of:
 - European countries, capitals, mountains, floods, and lakes.
 - During the project, you will practice these and see how you learn more and more all the time.

How to keep everything organized

- Fill in the prior knowledge form
- Plan your work in a separate document or in your environmental learning booklet or in a mindmap.
- Use the checklist. Get help from it if you do not know what to do next.

Preparations before you get started

- Read about the country in your Expedition book and in other available textbooks, use the map book, and study thematic maps.
- Pick out relevant facts and write them down in your planning booklet and document.
- Create a document in the task in the Google Classroom (or any other platform), name the document My Journey in Europe and your name.

Sources and critical thinking

- Write about your journey, link to your sources, upload appropriate YouTube clips, photos, and cropped screenshots.
- If you copied text straight off, this must be indicated by quotation marks. You can only copy a couple of sentences if you can not write about it in your own words.
- Only insert facts that you yourself understand. If you come across concepts that you do not know, you should find out the meaning and feel free to write an explanation next to it.

Cooperation

- You will be assigned an evaluation pair and you will continuously read through each other's work and help each other with constructive feedback. Share your document with your evaluation pair

Assessment

- When you finished and checked your work, fill in the same form as you filled in at the beginning. Find out how much you have improved your knowledge.
- The final product is graded and replaces a summative test.
- The assessment follows an assessment matrix that the teacher goes through together with the students before the work starts.
- Your work is also continuously evaluated by your teacher and your evaluation peer.

Remember to always ask for help when needed!

GOOD LUCK ON YOUR JOURNEY!

Appendix 2.

Checklist - My Journey in Europe			
1	2	3	The travel story, I have:
			visited at least three countries
			travel story belonging to all countries and cities I've visited
			described how and with what I travel
			told where I spend the night
			described what I do
1	2	3	Facts about the countries, I have with:
			population
			state
			capital
			natural geography
			location and neighboring countries
			natural resources (export & import)
			industry
			culture (music and art)
			sports
1	2	3	I have used:
			sources for all facts

		own words or used quotation marks
		writing rules with paragraph division
		a capital letter at the beginning of a sentence and point at the end
		words that I understand and I've explained difficult words.

Appendix 3.

Assessment matrix

	5	6	7	8	9	10
Activity and commitment	The Student has had challenges getting the job done. The student has not shown	The student has only occasionally shown interest in the work and has had difficulty finding motivation.	The student has mostly shown interest in the work both at home and at school.	The student has shown interest and commitment to the work both at home and at school. The	The student has shown great interest and commitment both in lessons and at home.	The student has shown great interest, responsibility and commitment both in lessons and at

	commitment either in school or at home.			student		home.
The whole of the work, all parts are with.	The student misses several parts of his work and several points are not checked in the list.	The student lacks several parts of the checklist in his work.	The student lacks certain parts of the checklist, but it is largely complete.	The student has done all the parts on the checklist.	The student has done all the parts on the checklist and they can see that the student has made an effort to include all the parts.	The student has done every single part on the checklist and it can be seen that the student has processed the content.
Text structure, spelling, and layout of text.	The text lacks structure and the student has not bothered to follow the spelling rules. The student has deficient language and the word choice lacks variation.	The student has challenges with paragraph division and lacks headings. The student uses a limited number of words and the variation is not great. The student needs support to complete the task in view of the digital competence required. The task is full of spelling and language errors.	The student mostly masters the division into paragraphs. In most places, the student has a heading where the task so requires. The student has certain shortcomings in the digital skills that the task requires. The student has several places of carelessness and not corrected spelling errors.	The student masters paragraph division and heading and can reflect on his word choices. The student has the digital skills that schoolwork requires, knows the norms for basic spelling and the structures of written language, and can use them in text production.	The student masters paragraph division and has creative headings and can reflect on their word choices in many ways. The student has the digital skills that the task requires. The student knows the norms of basic spelling and the structures of written language and can use them in a versatile way in text production.	The student proves with his or her text that he or she masters the pre-principles of piece singling and has put his or her text together in a versatile way. The student uses versatile language and varies his words. The student knows the norms of basic spelling and the structures of written language and can use them in a versatile way

						in text production.
Facts about the countries	Several parts of the facts about the different countries are missing, or facts about whole countries are missing.	The student has not made an effort to search for facts and has large gaps in his text.	The student has a limited number of sources and has only searched for facts online. The student has concerns about what is reliable	The student has searched for information from various information sources and chosen some reliable information sources. The student uses different media and text environments as well as appropriate strategies when searching for information and can to some extent assess the reliability of sources.	The student has searched for information from various sources of information and most sources of information are reliable.	The student has searched for information in a versatile way from different sources of information and selected several reliable sources of information.
Travel story	The student has barely written anything at all and it is difficult to get a context for the story.	The student has shortcomings in his stories and there is no common thread to follow.	The student's travel story is sometimes choppy, but on the whole, it is good to follow what the student wants to	The student has written a travel story that follows a common thread and it is easy to follow as	The student has written a clear and easily illustrated travel story, as a reader you get a clear idea of what	The student has in a versatile way written a story in which he explains clearly and structured the

			convey.	a reader.	the student has wanted to convey.	journey. It is easy to follow the student's way of thinking.
Peer response	The student did not give a peer response and did not take into account what the evaluation pair gave in response.	The student gave peer feedback without following the instructions. The student did not take into account the response given by the evaluation couple.	The student received and gave feedback from his evaluation pair almost always according to the instructions. The response was mostly constructive.	The student received and gave feedback from his evaluation pair. The response was constructive.	The student gave a versatile response and took the response he received from his evaluation pair into account.	The student made an effort to formulate himself in a constructive and valuable way for the task in order to help his evaluation pair further in their work. The student received a response from his / her evaluation pair and took this into account in his or her own work.
Pictures and captions	The student lacks pictures.	The student has few pictures and no caption.	The student has pictures but no captions.	The student has pictures with accompanying text.	The student has several pictures and descriptive captions.	The student has versatile pictures and descriptive and explanatory text.

Sources and source reference	The student has written straight off without referring to several places and lacks sources. The student has used unreliable sources.	The student has written straight off without referring. The student also lacks some sources. The student has challenges with what is a reliable source.	The student lacks some sources and to some extent, it is difficult to connect the sources with the text. The student has had some challenges with what is a reliable source.	The student has sources for all their texts and it is easy to connect them to which part of the text they touch.	The student has sources and has marked the sources in a clear way.	The student has clearly marked which source belongs to which part. The student has also used the quotation mark correctly if such have been used.
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Appendix 4.

SUPPORT MATERIAL FOR PEER ASSESSMENT

I LIKE ...

- I like your introduction. It interests me!
- I like the facts. You have produced interesting facts!
- I like that you

I WILL BE CURIOUS ...

- I will be curious about where you will go next.
- I'm curious what more interesting facts you can find.
- I'm curious about what else you will do in city X.

I WONDER ...

- I wonder what would happen if you had not chosen that restaurant.
- I wonder why country X celebrates its national day on that particular day.

- I wonder how long X has been in power.

YOU COULD ...

- You could tell more about country x.
- You could remove/replace these words with a word that is a little easier to understand.
- You could post a picture or video here

HERE IT SHOULD ...

- Here it should be / not be the point.
- Here it should be / not be a capital letter.
- Here there should be two M.

**REMEMBER TO ALWAYS THANK YOUR PEER FOR
READING THE TEXT!**

- Thank you for reading through the text!

Appendix 5.

Manual – How to handle Google Earth with Valve index

Valve Index controllers do not look like Google Earth's. That means what you see inside the headset is not the same as the controllers in your hands.

This manual is for you to read in advance to ease you for getting started. We suggest you try it out in advance, to get to know the controllers. The best way is to try and figure it out by yourself.

This is what the view looks like when first logging in, **inside the headset**.

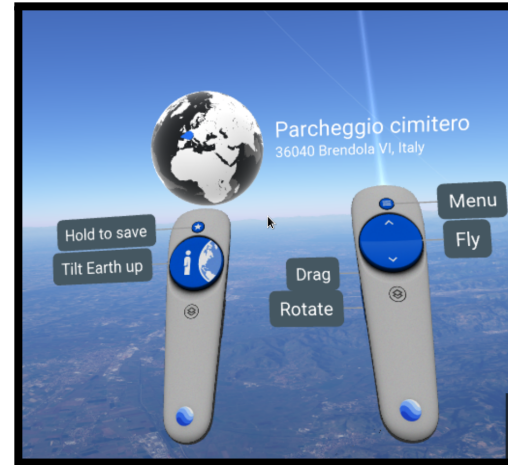


This is what it looks like when you are ready to explore.

Valve index controllers



1. A, No function
2. B, Menu
3. fly and move
4. joystick, move
5. trigger, select



Appendix 6.

Summary of the visits in VR

The teachers always suggest and decide together beforehand with the student where he or she is going.

Visit 1 in VR

The student chooses a city he moves around in, the student tells his couple what he sees and what is typical of the city. The one sitting beside

Visit 2 in VR

The student who has written about the city has summarized facts about the country and the city in advance and found out the facts and guides his evaluation couple around VR.

Visit 3 in VR

The student visits the third place and at the same time tells his or her couple what they see and why they have chosen to produce precisely these parts.