The 9 Step Implementation Plan For Self-Directed Learning Modules with the AVR Platform

Step 1: Identify lecturers in your institution who have undergone the Level 1 training to define where the AVR platform can integrated into a current lesson plan

Step 2: Identify 3000 students or more in undertaking the courses under the teacher's instruction to enroll for an AVR platform account

Step 3. EON Reality will host a series of workshops and provide various resources including videos for students to learn how to create content on the AVR platform

1. Create content on the AVR platform on mobile devices

2. And the desktop and key components of a quality lesson.

3. They will also have to read the Lesson Creation Guide for the Mobile

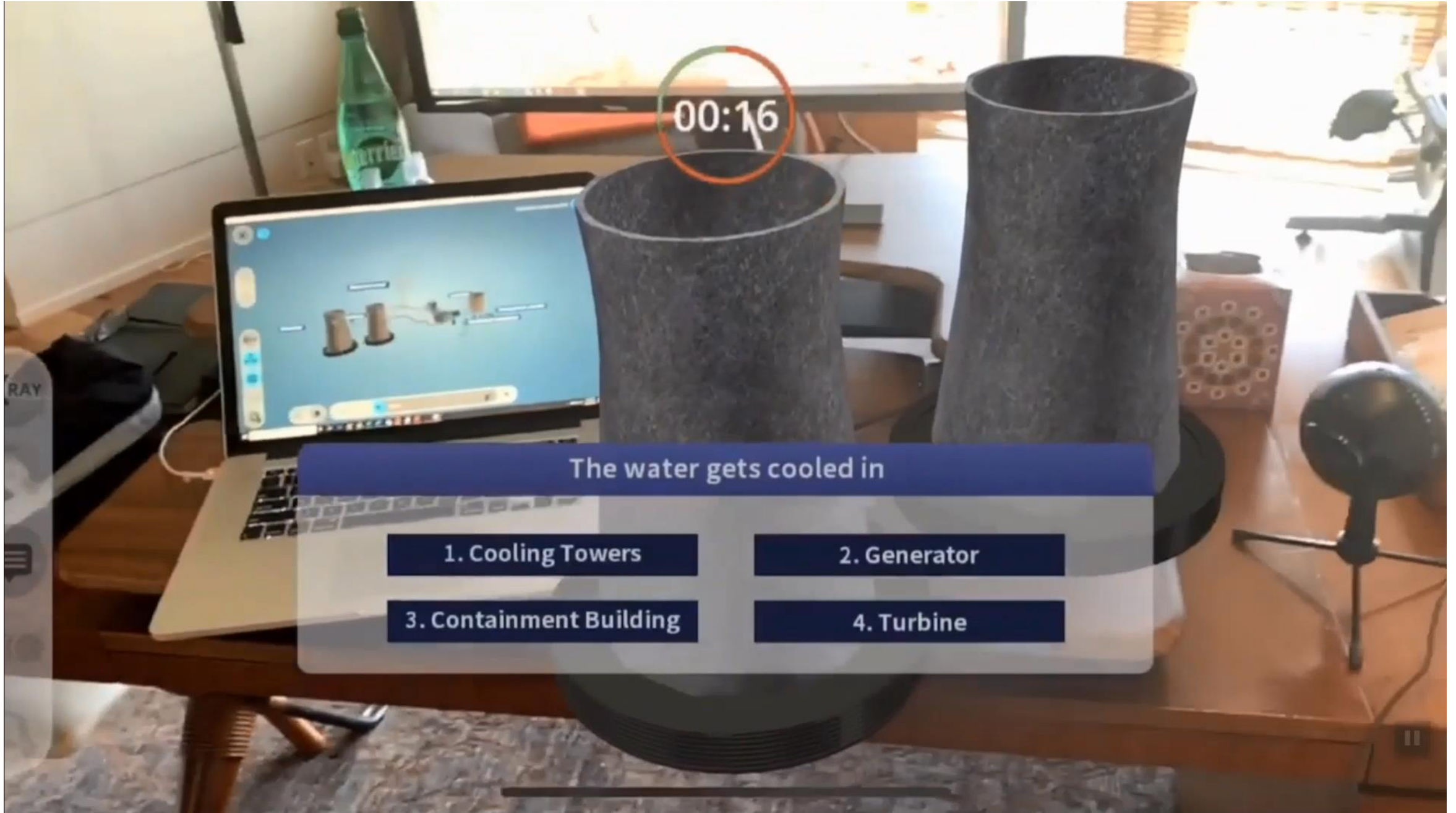4. The Lesson Creation Guide for the Desktop.

Create Content On The AVR Platform On Mobile Devices

Create Content On The AVR Platform On Desktop

Lesson Creation Guide For The Mobile

Lesson Creation Guide For The Desktop

Remote AVR - Safe and Secure Remote Knowledge Transfer Solutions

Self-Directed Learning

- The AVR Platform's intuitive **user-friendly interface** requires **no coding or programming knowledge**, which provides both students and teachers with **the ease and ability to create on-the-go lessons** to demonstrate key learning concepts.
- The lessons can be **recorded and shared across the student cohort** and can empower students with peer-designed lessons.
- **Students** can be compelled to learn the material better by being entrusted with the responsibility of being the expert when **creating their own lessons.**
- As we experiment with online teaching methods in a time of crisis, shouldn't we take this opportunity to **help students become more invested in their learning?**
- Whether it is in a time of planned circumstances or emergency, being prepared for virtual learning will not only **reduce our vulnerability in a difficult period** of forced school closures, but also pave the way to **more effective online learning methods** in the future.

EON's augmented virtual reality collaborative platform enables large groups to gather, interact and learn without any risk of physical exposure


Multi user Remote Pre-training
Sales Training

Remote Procedure Practice
Remote Training
Remote Virtual Certification

Remote Expert Assistance
Real Time Distance Data Display

Step 4: Teachers to outline the learning outcomes and assign each student to create 10 lessons on identified specific topics within a defined timeline of 30 days

Guidelines:

- Set a relatively **open-ended topic** for the subject.

- **For example**, if students need to learn about the circulatory system, the instruction could be "The goal is to construct a lesson that demonstrates how blood gets around the body."

- It is then **up to the students to choose** the right model, videos, explanatory memos, and so on.
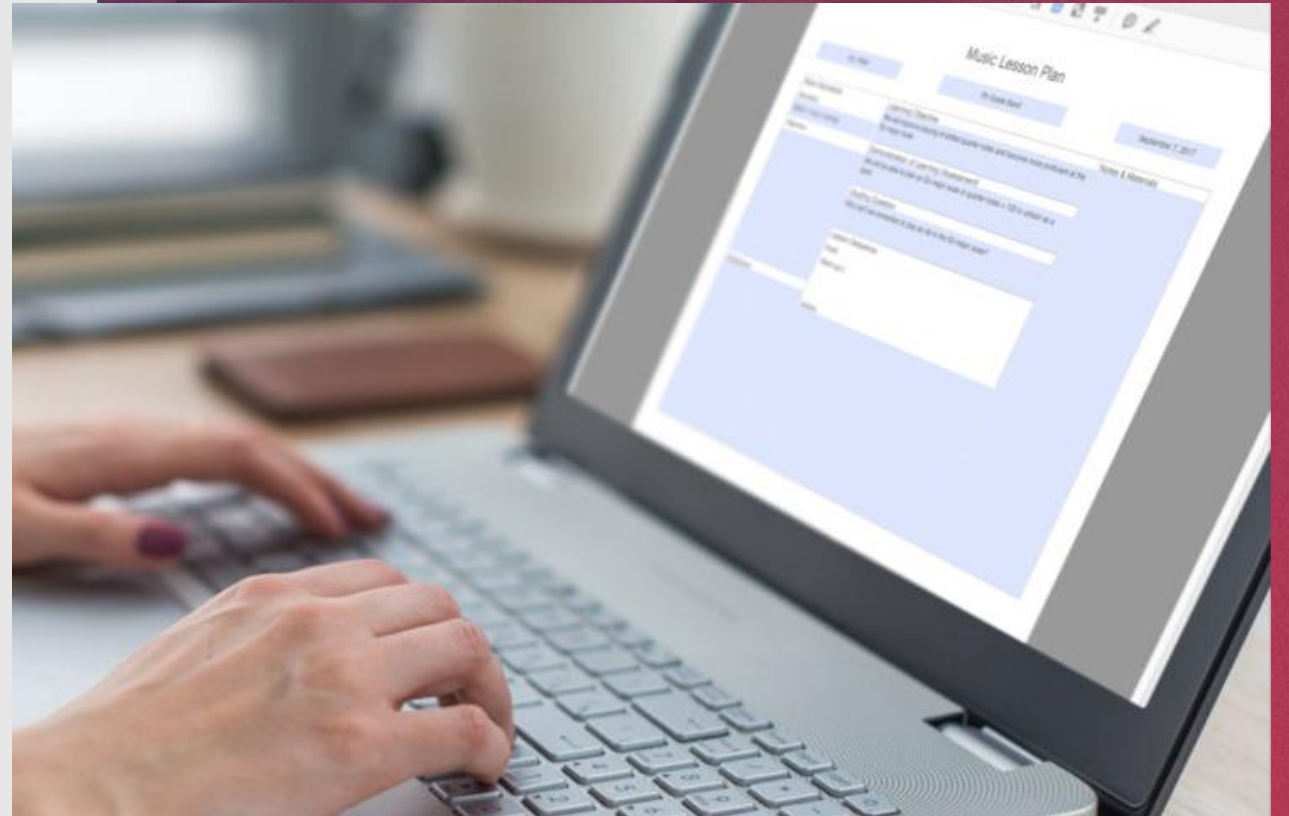
Step 5a: Teachers to set criteria that are appropriate to the self-directed learning task with support from EON Reality's Chief Learning Officer, Dr. Peter Looker

Qualitative Guidelines:

- For example, students should **connect components of the event** with memos and use text-to-speech (rather than their own audio).

- They should include only **videos that they can connect** directly to the **context.**

- **Quizzes should be used for concepts**, not the naming of parts, and so on.

- In other words, students are to be encouraged to **think in terms of analysis, synthesis and logic** rather than in a random cut-and-paste way. (The labelling of parts is proven to be a very poor way for students to learn and does not transfer to everyday problems, so it should be avoided unless it is explicitly tied to conceptual thinking.)

Step 5b: Teachers to set criteria that are appropriate to the self-directed learning task
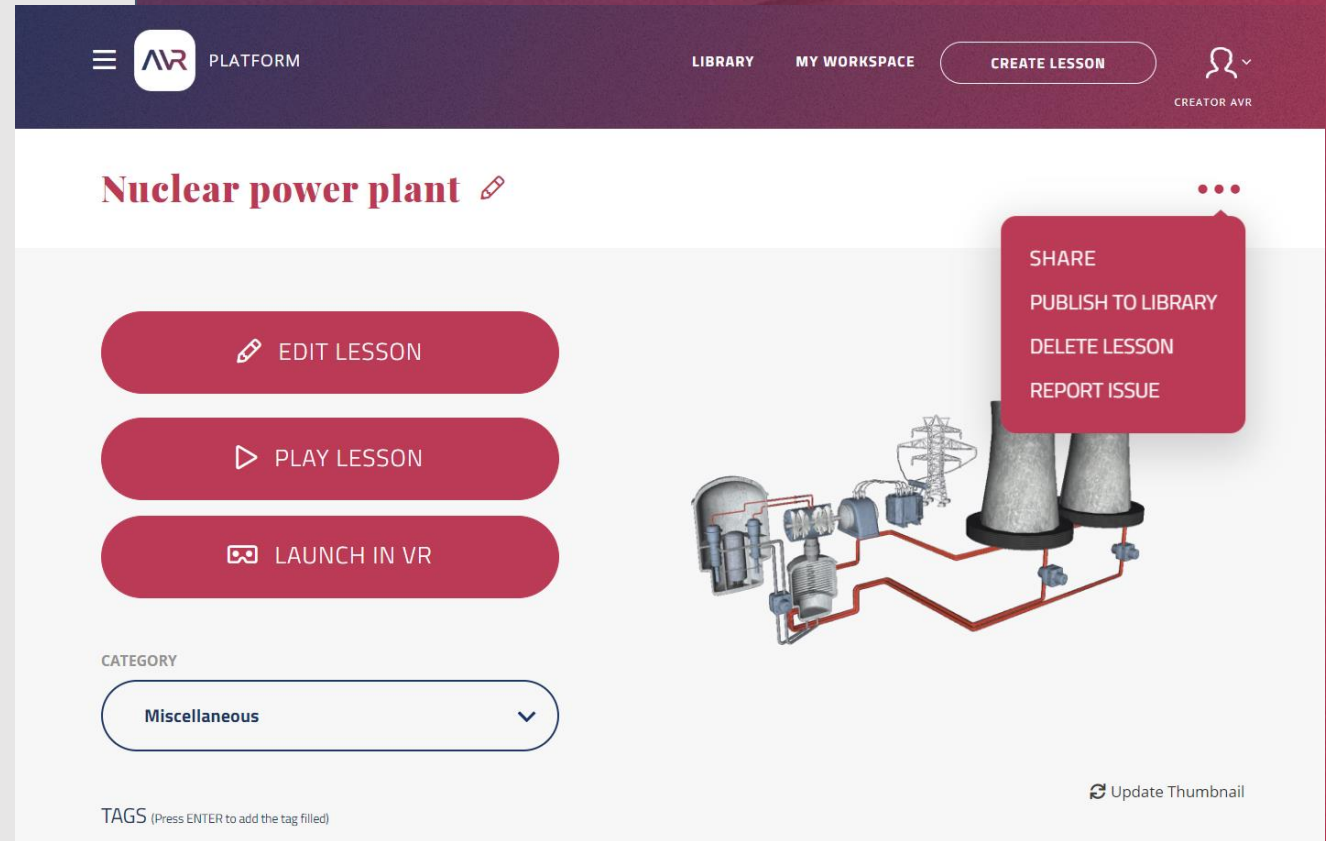
Quantitative Guidelines:

- **Introduction with 1 x Audio Narration & 1 video** (1 min in length for each voice-over, either text to speech or voice recording)

- **2 x Contextual Information points (**Memos) – (Either editing the current annotations or to add new ones, to allow the lesson to be more relevant and contextual)

- **1 x Audio Narration** (1 min in length for each voice-over, either text to speech or voice recording)

- **3 x Activities** (Choose any suitable 3 out of the 4 types of activities possible. The choice must be made so the activity becomes meaningful and at the right challenge level. Not too easy and not too difficult)

- **1 x Additional supporting media** - YouTube video (Choose a suitable section or sub-section where this video would add value to the 3D lesson.)

- **1 x 3D Recording o**f a lesson focus on process such as a step by step procedure (Ensure recording is clear with clear voice and good step-by-step explanation)

Step 6: Students to publish/share the lessons created in the defined institution with teachers and fellow students

- **Teacher assessment:** Teachers students will be able to see in the when the student have created the lesson and who has created the lesson and has the ability to review it

- **Peer assessment:** Teacher will also assign each students to review at least 10 lessons created by other students to achieve peer review and the students

- **Statistics on Assessment of Learners**: Teacher will also assign Students to play a lesson to aseess their own skills in the topic

Step 7: Evaluating the lessons.

- In order to ensure high quality, the **criteria** against which they are to be judged should be **clear and encourage deep learning and coherence**.
- **Each component** of the session — whether it be a memo, x-ray, on-screen recording, or something else — **should have meaning** as part of the whole.
- **Videos** should be chosen not in a cut-and-paste way because they mention the topic, but because they have **intellectual quality and depth.**

Step 8: Guiding the students to self and peer evaluation on the effectiveness of the lesson

- After they have created their lesson, ask **students to explain what they were trying to achieve** and how successful they were.
- Alternatively, **peers can be asked to say how successful the lesson is** for learning.
- This can be done **remotely on the AVR Collaborative Classroom Feature** or any video conferencing tool
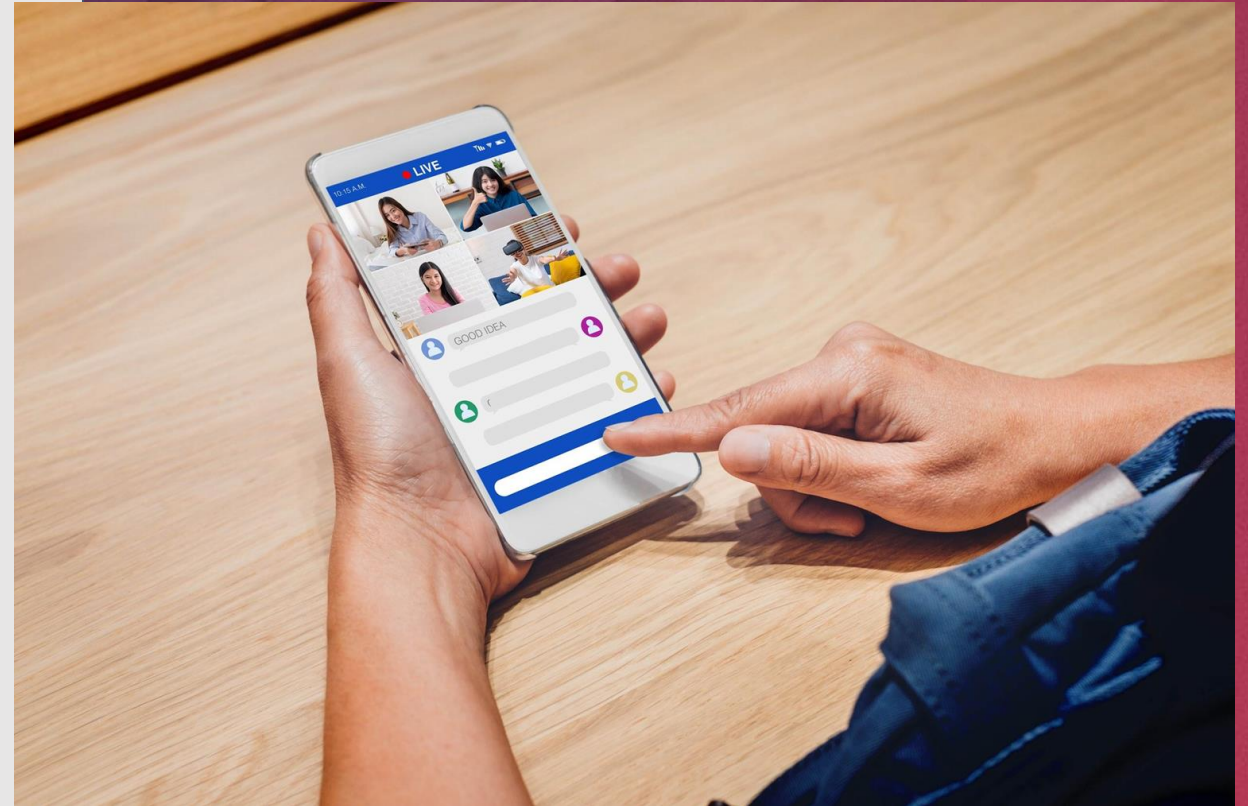
Step 9: Incorporating the top student created lessons as part of the standard learning curriculum and continue the model for future student intakes
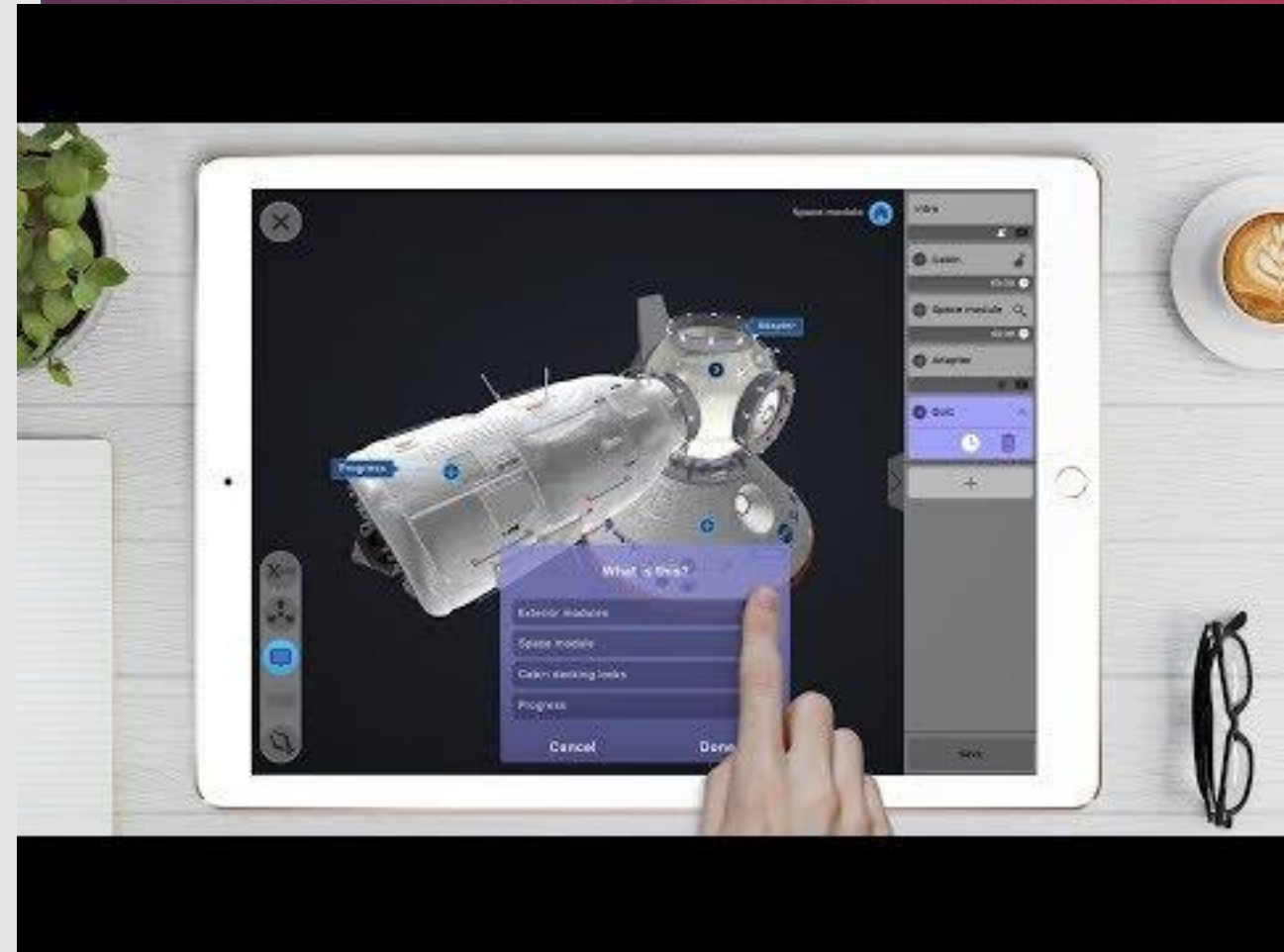
How is the AVR Platform uniquely suited for Self-Directed Learning?

- Can be **used anywhere and anytime** on mobile, tablet, desktop, or VR headset.

- Requires **students to learn contextually** by seeing, analyzing, and manipulating the content in 3D
  .

- The **multi-user remote features motivate students to share** and undertake **peer learning.** There is a greater likelihood of peer review, as **students can show one another** what they have created and get feedback.

- A key feature for student learning is the **on-screen Immersive recording**, which requires a degree of effort and discipline to manipulate the model and discuss it in a meaningful way. Using the **text-to-speech feature in 28 languages** also disallows cut and paste plagiarism

- Allows the **easy creation of multimedia learning activities** and experiences with voice recordings, videos, text. This means **students need to develop their skills** at using different elements to create a coherent and meaningful product.
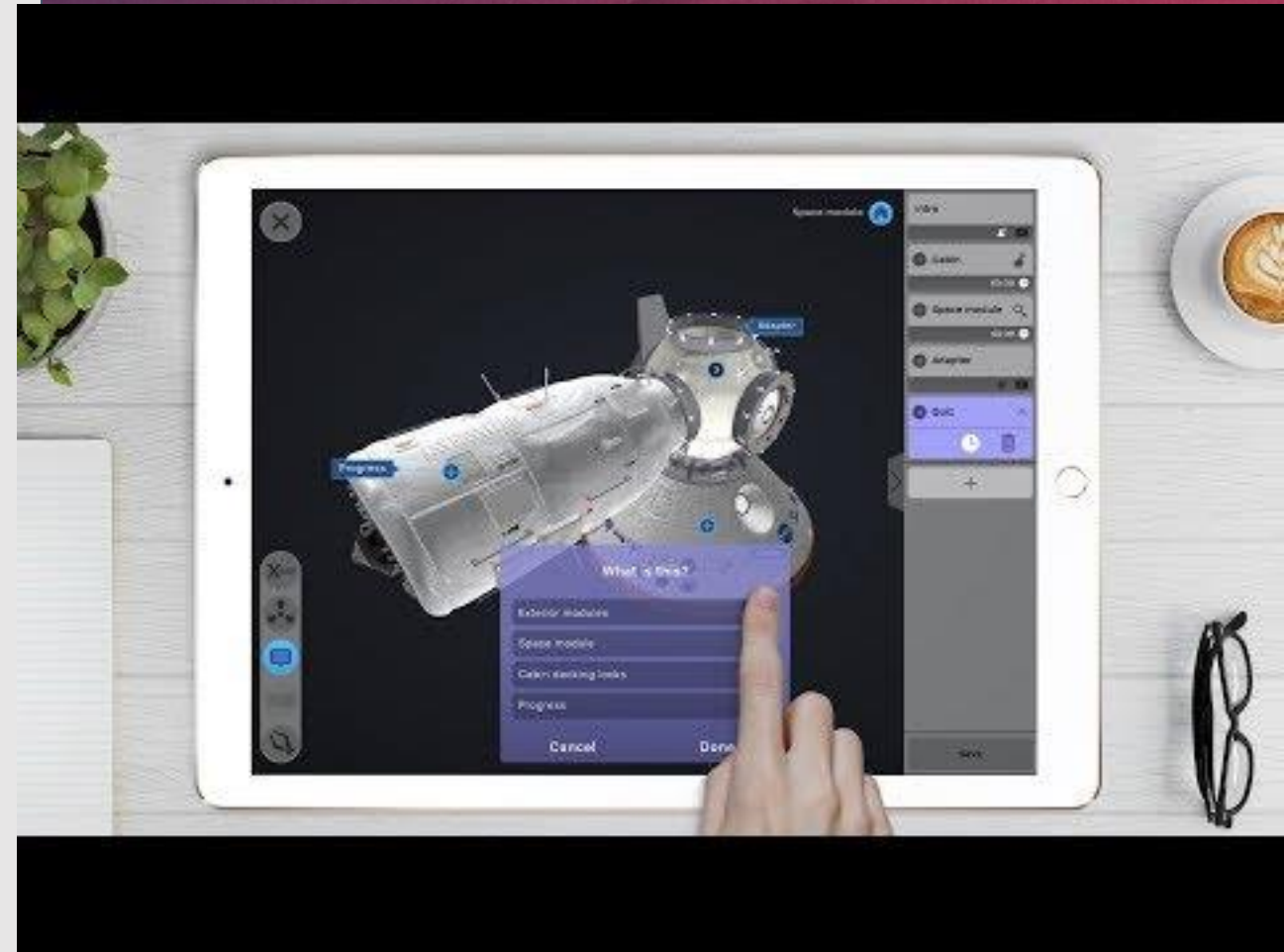
Reference Materials

- [news release](#)
- [Safe Knowledge Transfer Solution for Schools, Governments, and Enterprises video](#).
- "[Safe and Secure Knowledge Transfer for Schools, Governments and Enterprise](#)" next Monday, 30th March by clicking this [registration link](#).
- **Comprehensive PowerPoint presentation of the Remote AVR packages**
  [PDF version](#)
  Full [PPT](#) version
- **Client Outreach**
  [Generic Letter](#)
- **Some examples of social media messaging, I encourage you to follow my [LinkedIn profile](#) for the latest updates)**
- https://www.linkedin.com/posts/danlejerskar_ar-vr-remotelearning-activity-6648634961194688512-nzko
- https://www.linkedin.com/posts/danlejerskar_eon-reality-releases-new-remote-ar-and-vr-activity-6648331631423827968-kc34
- https://www.linkedin.com/posts/danlejerskar_how-to-save-lives-defibrillator-activity-6648278256460148736-GZWo
- https://www.linkedin.com/posts/danlejerskar_coronavirus-and-the-rise-of-the-edtech-industry-activity-6648205863549046784-Ht7f
- https://www.linkedin.com/posts/danlejerskar_5-creative-ways-teachers-can-use-the-avr-activity-6647860289050157056-ZMtC
- **Blog and articles published by EON Reality in relation to remote learning and training:**
- EON Reality Release New Remote AR and VR Packages for Education, Government and Industry
  https://eonreality.com/ar-vr-remote-packages-covid-pandemic/
- 5 Creative Ways Teachers Can Use The AVR Platform To Teach At Home
  https://eonreality.com/5-creative-ways-teachers-can-use-the-avr-platform-to-teach-at-home/
- Delivering Safe and Secure AR/VR Knowledge Transfer Solutions for Schools, Governments and Enteprises
  https://eonreality.com/delivering-safe-and-secure-ar-vr-knowledge-transfer-solutions-for-schools-governments-and-enterprises/
- How can AR and VR Help In A Pandemic
  https://eonreality.com/vr-ar-remote-learning-working-coronavirus/

Thank You