



PROCEDURE GUIDE:

Virtual Reality as a Labour Market Information Tool

This document contains everything needed to administer
the Virtual Reality Simulations.

Post-Secondary Education, Training and Labour
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Process and Procedure Guide: Virtual Reality as a Labour Market Information Tool

CareerLabsVR Occupation Modules

Introduction

This project is intended to allow students to explore Virtual Reality (VR) as a Labour Market Information (LMI) tool. This document aims to establish a consistent process for all participants. We encourage involving as many participants as possible; there are no restrictions on who can participate. VR is an exciting way to bring LMI to life. Instead of reading statistics and facts about occupations, you are giving participants an opportunity to see the working environment and interact with it!

*****Please follow any COVID-19 protocols in-place.**

Process and Procedures

- Cleaning the VR equipment
 - Equipment must be sanitized between each use. Use surface sanitizer on the controllers, headband and face pad.
- Set up and Monitor
 - Brief your participant on using the equipment safely
 - Provide an overview/demonstration of the controls.
 - Open the CareerLabsVR platform
 - Have the participant put on the VR equipment:
 - Ensure the helmet fits; and
 - Ensure the participant is using the wrist straps on the controllers.
- VR Experience
 - Start up the module of their choice.
 - Walk the participant through the first few steps and remain close by to troubleshoot and assist as needed. It is important to be present in the event the participant appears to be having difficulty with the module/equipment.
 - Allow the participant sufficient time to explore the module (the length of time will likely differ for each participant).
 - The best practice is to allow the participant to use the equipment and explore the module for as long as they'd like; however, a time limit may be established to ensure all interested participants have an opportunity to experience an occupation via VR.
 - Once complete, ask the participant to carefully remove the equipment.
- Talk to the participant about their experience.
 - Find out what they liked/disliked about the VR experience.
 - Find out what they liked/disliked about the occupation they were exposed to.
 - Ask them what they learned about the occupation. This is an opportunity to explain that LMI is simply information about occupations and that the VR experience is a fun way to learn about that information. Ask about the specific tasks, skills, and work environment that they just experienced.

- Complete Survey
 - Have the participant answer all questions in the survey and advise you once this has been completed.
 - English Survey: <https://forms.office.com/r/VyTjekhumA>
 - French Survey: <https://forms.office.com/r/HmDf2gmyi2>
- Show the participant the resources on the webpage www.nbjobs.ca/vrlmi and encourage additional exploration of Labour Market Information as part of their session.

Experiential Learning Opportunities

If the participant shows interest in the occupation, this is a great opportunity to introduce them to related experiential learning opportunities (to help maximize their learning and gain meaningful connections with New Brunswick employers). The FutureNB movement helps you connect students to these valuable opportunities with guidance and support from a FutureNB Experiential Learning Coordinator (web site and contact information are included below). VR can be the exciting first step for a student's pathway to success, spark their interests and build the confidence they need to create future career opportunities.

For technical support, please contact:

Alex White (Alex.White@gnb.ca)

For Experiential Learning opportunities, please contact:

Anglophone Support: Ransford Lockhart (Ransford.Lockhart@gnb.ca)

Francophone Support: Patricia Bonneau (Patricia.Bonneau@gnb.ca)

Website:

www.futurenewbrunswick.ca (EN)

www.avenirnouveau Brunswick.ca (FR)