

**Fostering  
Authentic  
Inclusion and  
Accessibility**

# IT'S AN IDEA (Inclusion, Diversity, Equity and Accessibility): USER GUIDE



**USER GUIDE  
for  
SIMULATIONS**

PRODUCED BY PROJECT PARTNERS: NIAGARA COLLEGE CANADA, BROCK UNIVERSITY AND XPERT VR  
THROUGH FUNDING PROVIDED BY ECAMPUS ONTARIO AND THE GOVERNMENT OF ONTARIO

## Project Partners

Niagara College Canada, Brock University and XpertVR.



# XPERTVR

## Project Funders

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Ontario

Ontario 

*Funded by the Government of Ontario and eCampusOntario.*

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<https://vls.ecampusontario.ca>.

# Fostering Authentic Inclusion and Accessibility

## IT'S AN IDEA

# User Guide for Simulations

## Summary

These immersive simulations give users a window into the lives of people with disabilities to raise awareness about ableist interactions, and to learn about appropriate responses and strategies for challenging ableism. The simulations highlight assumptions and systemic barriers that many individuals with disabilities encounter in their daily lives.

The simulations, designed in consultation with the Advisory Council for Brock-Niagara Centre of Excellence in Inclusive and Adaptive Physical Activity, depict real lived experiences of individuals with disabilities that happen on post-secondary campuses.

You will participate in 4 individual conversations that each discuss important topics about inclusion and accessibility on a post-secondary campus. In each of the scenarios, you will take on a different role. Scenario 1 will be an enrolled student with a concussion; Scenario 2, a professor working with a student with disabilities; Scenario 3, a Parking Administrator; and Scenario 4 will be from the perspective of Security Personnel.

**It is recommended that you play each scenario more than once, choosing different options to explore different outcomes.** These VR simulations provide a safe space to explore options (conversations) that you might not otherwise engage in. So, feel free to choose atypical responses.

Should you experience nausea, disorientation, eye strain or headache (these are common with [VR motion sickness](#)), we advise you take a break or switch to the PC version of these simulations.

## To Begin

Enter your name and school/ institutional email. A transcript of the conversation will be sent to this address. Adjust settings as needed, using the tab located in the top right corner of your screen. Then, select START to begin.

Settings

# Learning to Foster Authentic Inclusion and Accessibility

Name

Email

**START** **QUIT**

Special Thanks

## Settings for Accessibility

Under the setting tab located in the top right corner of your start screen, you will have the following options to choose from: Magnification Lens; Text Augmentation (options include bolded and text size); Text Colour; Text To Speech; Object Description; Object Recolouring; Master Volume; Voices Volume; and Sound Effects

Magnification Lens Magnification Level   OFF

Text Augmentation Bolted  ON Text Size     OFF

Text Colour Colour     OFF

Text to Speech  ON

Object Description  OFF

Object Recolouring  OFF

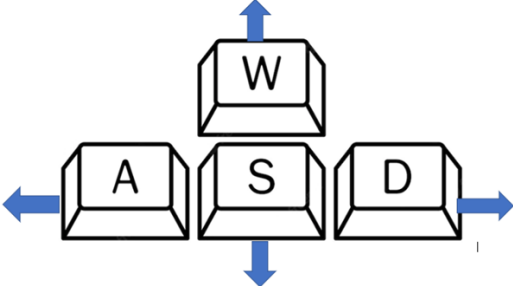
Master Volume

Voices Volume

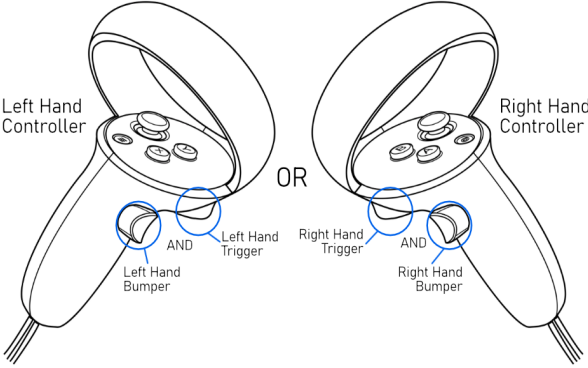
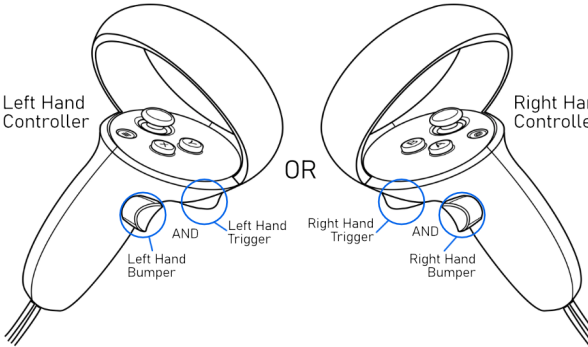
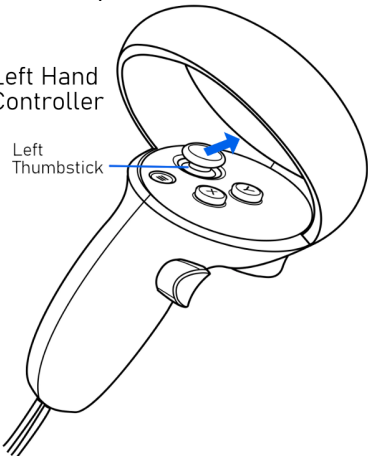
Sound Effects

# Controls

## SIMULATION CONTROLS FOR PC

ACTION	PC CONTROL
Interact (with object)	Left click on highlighted object
Interact (with User Interface buttons)	Left click on User Interface
Movement	<p><b>WASD</b>- Four keyboard keys that are used to interact with video games in lieu of arrow keys or a controller. W and S control forward and backward movement, while A and D are left and right.</p>  <p>The diagram shows four keyboard keys: W, A, S, and D. The W key is positioned above the S key. Blue arrows indicate movement directions: an upward arrow from the W key, a downward arrow from the S key, a leftward arrow from the A key, and a rightward arrow from the D key.</p>

## SIMULATION CONTROLS FOR VR

ACTION	VR CONTROL
Interact (with object)	<p>Tapping the Left-Hand or Right-hand bumper (middle finger) activates the laser pointer, hover over highlighted object.</p>  <p>The diagram illustrates two VR controllers side-by-side, labeled 'Left Hand Controller' and 'Right Hand Controller'. The word 'OR' is placed between them. On the left controller, blue circles highlight the 'Left Hand Trigger' and 'Left Hand Bumper'. On the right controller, blue circles highlight the 'Right Hand Trigger' and 'Right Hand Bumper'. A small 'AND' label is positioned between the trigger and bumper labels on each side.</p>
Interact (with User Interface buttons)	<p>Left-Hand or Right-hand trigger (index finger) on User Interface</p>  <p>The diagram illustrates two VR controllers side-by-side, labeled 'Left Hand Controller' and 'Right Hand Controller'. The word 'OR' is placed between them. On the left controller, blue circles highlight the 'Left Hand Trigger' and 'Left Hand Bumper'. On the right controller, blue circles highlight the 'Right Hand Trigger' and 'Right Hand Bumper'. A small 'AND' label is positioned between the trigger and bumper labels on each side.</p>
Movement	<p>Left-Hand or Right-hand Thumbstick up, and release when pleased with the indicator position</p>  <p>The diagram shows a single 'Left Hand Controller'. A blue arrow points upwards from the 'Left Thumbstick'.</p>

## Four Scenarios

**SCENARIO SELECTION:** There are 4 different scenarios and as the user, you can take on a different role in each of these. It is recommended that you play each scenario more than once, choosing different options to explore different outcomes. Select "ALL SCENARIOS" to do so, the next scenario will automatically begin when the previous one is finished. Selecting the circle on any scenario (you may choose more than one) will let you play the selected ones when you press the START button at the bottom.

**Scenario Selection**

Select All Scenarios

**Back** **Settings**

**Scenario 1**  **Completion Status**

Take the role of a student who has recently gotten a concussion during the first few weeks of their first semester. Participate in a conversation about what might be the next best steps in these circumstances

**Scenario 2**  **Completion Status**

Take the role of a professor on campus. Help a student with some accommodation concerns that they have.

**Scenario 3**  **Completion Status**

Take the role of an administrative assistant on campus. Help someone with a parking issue.

**Scenario 4**  **Completion Status**

Take the role of a security officer on campus. Help someone with a security complaint that was made against them

**START**

# Scenario Outlines

## SCENARIO 1

### Impact of Concussion on Continuing in a Course

#### OVERVIEW SCENARIO 1

You are in the position of someone who recently received a concussion diagnosis after a skiing accident. You are at the café with your friend Emma who had a similar concussive injury last year when you were in 1st year. You are in week 6 of a 14-week term in post-secondary education. Participate in a conversation about what might be the next best steps in these circumstances.



1. Enter the scenario and click "Begin" on the overview.
2. Complete the rest of the conversation with Emma as you see fit.
3. Emma appears for a debrief of the scenario after the conversation is complete.



## SCENARIO 2

### Letter of Accommodation Meeting with New Student

#### OVERVIEW SCENARIO 2

You are a professor at the college and a student is stopping by your office. The student, Alex, has a Letter of Accommodation that they want to discuss with you. Alex also has some questions about how best they can succeed in the course.



1. Enter the scenario and click "Begin" on the overview.
2. Complete the conversation with Alex as you see fit.
3. Alex appears for a debrief of the scenario after the conversation is complete.

## ARTIFACTS SCENARIO 2

There are two scenario artifacts in this simulation.

Artifact 1: The first is a student's Letter of Accommodation.

Artifact 2: The second is the student view of this letter of Accommodation.

### ARTIFACT 1: SCENARIO 2

#### MEMORANDUM

Health, Wellness and Accessibility Services

#### **Letter of Accommodation**

FROM: LOA Provider

**RE: Test - Letter of Accommodations**

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The above-named student is registered with the Health, Wellness and Accessibility Services office. Our office operates under the guidelines set both by the Accommodation Policy and the Human Rights Code.

Presently this student has the following special circumstances:

- Uses an FM system. This is a wireless amplification system that involves the instructor wearing a small microphone. The instructions are transmitted directly to the student's ear through a specially designed receiver.

**Based on our review of the student's documentation, the following accommodations are required: Classroom:**

- Advance notification of discussion questions.
- Advanced notification of discussion topics.
- Advance notification of reading requirements.
- Advance notification of topics for lecture presentations.
- Alternative format evaluations.
- Alternate-format writing expectations (point form).
- This student may be using Computerized Note Taking software in your class. To do this effectively, the student will require copies of overhead/PowerPoint presentations/notes shortly before class. These items can be shared with the student electronically via Blackboard or e-mail. The student will be recording the class using a computer. It is understood that recordings are for this student's personal use only and will not be shared or distributed. The student has signed an "Intellectual Property Agreement" to that effect.
- Copies of overhead/PowerPoint presentations: can be shared with the student shortly before class, electronically via Blackboard or e-mail or by providing photocopies.
- Emergency Action Plan
- Extra time for assignments when negotiated in advance.
- Extra work or assignments in lieu of presenting in front of the classroom.

- Extensions on assignment deadlines when arranged in advance.
- Student may require flexibility with assignment submissions.
- Oral presentation one-on-one with you to evaluate his/her knowledge.
- Other: (addition of non-standard accommodation is possible)

**Test/Exam/Practicum:**

- Use of the Test Centre to write Tests and Exams. The student will book in advance in the Test Centre. The student may decide not to use this accommodation for every assessment.
- Extra completion time when writing tests and exams; the student will book in advance in the Test Centre.:
  - 1.5x
- Extra time to complete essays; the student will book in advance in the Test Centre.: 1.5x
- Tests and exams written alone in a separate room – see attached Test Centre Memorandum.
- Use of a computer with spelling, grammar, and style-checking capabilities for test where writing is required; the student will book the Test Centre in advance.
- In the case where faculty feels that any of the accommodations recommended above will undermine the academic integrity of their course, a discussion between Faculty and the Accessibility Consultant is recommended.

Please note that there may be minor adjustments to the recommended exam or classroom accommodations based on further educational assessments that may occur during the course of the academic year.

Academic accommodations are meant to reduce or eliminate disadvantaging effects of students' disabilities for them to demonstrate their level of academic mastery of the course material. Academic accommodations are meant to reduce barriers and are NOT intended to undermine the academic integrity or core requirements of a course or program of study.

We have therefore asked that the student contact you to discuss this letter and discuss the accommodation plan. Please respect the student's right to privacy by not publicly identifying the student in class.

Thank you for helping to make an accessible educational environment for all students.

## ARTIFACT 2: SCENARIO 2

### MEMORANBUM

Health, Wellness and Accessibility Services

#### Letter of Accommodation

FROM: LOA provider

**RE: Test - Letter of Accommodations**

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The above-named student is registered with the Health, Wellness and Accessibility Services office. Our office operates under the guidelines set forth by the Accommodation Policy and the Human Rights Code.

Presently this student has the following special circumstances:

- Uses an FM system. This is a wireless amplification system that involves the instructor wearing a small microphone. The instructions are transmitted directly to the student's ear through a specially-designed receiver.

**Based on our review of the student's documentation, the following accommodations are required: Classroom:**

- Alternative format evaluations.
- Alternate-format writing expectations (broad form).
- This student may be using Computerized Note Taking software in your class. To both effectively, the student will require copies of overhead/powerpoint presentations/notes shortly before class. These items can be shared with the student electronically via Blackboard or e-mail. The student will be recording the class using a computer. It is understood that recordings are for this student's personal use only and will not be shared or distributed. The student has signed an "Intellectual Property Agreement" to that effect.
- Copies of overhead/powerpoint presentations: can be shared with the student shortly before class, electronically via Blackboard or e-mail or by providing photocopies.
- Extra time for assignments when negotiated in advance.
- Extensions on assignment deadlines when arranged in advance.
- Student may require flexibility with assignment submissions.
- Oral presentation one-on-one with you to evaluate the his/her knowledge.

**Test/Exam/Practicum:**

- Use of the Test Centre to write Tests and Exams. The student will book in advance in the Test Centre. The student may decide not to use this accommodation for every assessment.
- Extra completion time when writing tests and exams; the student will book in advance in the Test Centre.:
- 1.5x
- Extra time to complete essays; the student will book in advance in the Test Centre.: 1.5x
- Tests and exams written alone in a separate room – see attached Test Centre Memorandum.

- Use of a computer with spelling, grammar and style-checking capabilities for test where writing is required; the student will book the Test Centre in advance.
- In the case where faculty feels that any of the accommodations recommended above will undermine the academic integrity of their course, a discussion between Faculty and the Accessibility Consultant is recommended.

Please note that there may be minor adjustments to the recommended exam or classroom accommodations based on further educational assessments that may occur during the course of the academic year.

Academic accommodations are meant to reduce or eliminate disadvantageous effects of students' disabilities in order for them to demonstrate their level of academic mastery of the course material. Academic accommodations are meant to reduce barriers and are NOT intended to undermine the academic integrity or core requirements of a course or program of study.

We have therefore asked that the student contact you to discuss this letter and discuss the accommodation plan. Please respect the student's right to privacy by not publicly identifying the student in class.

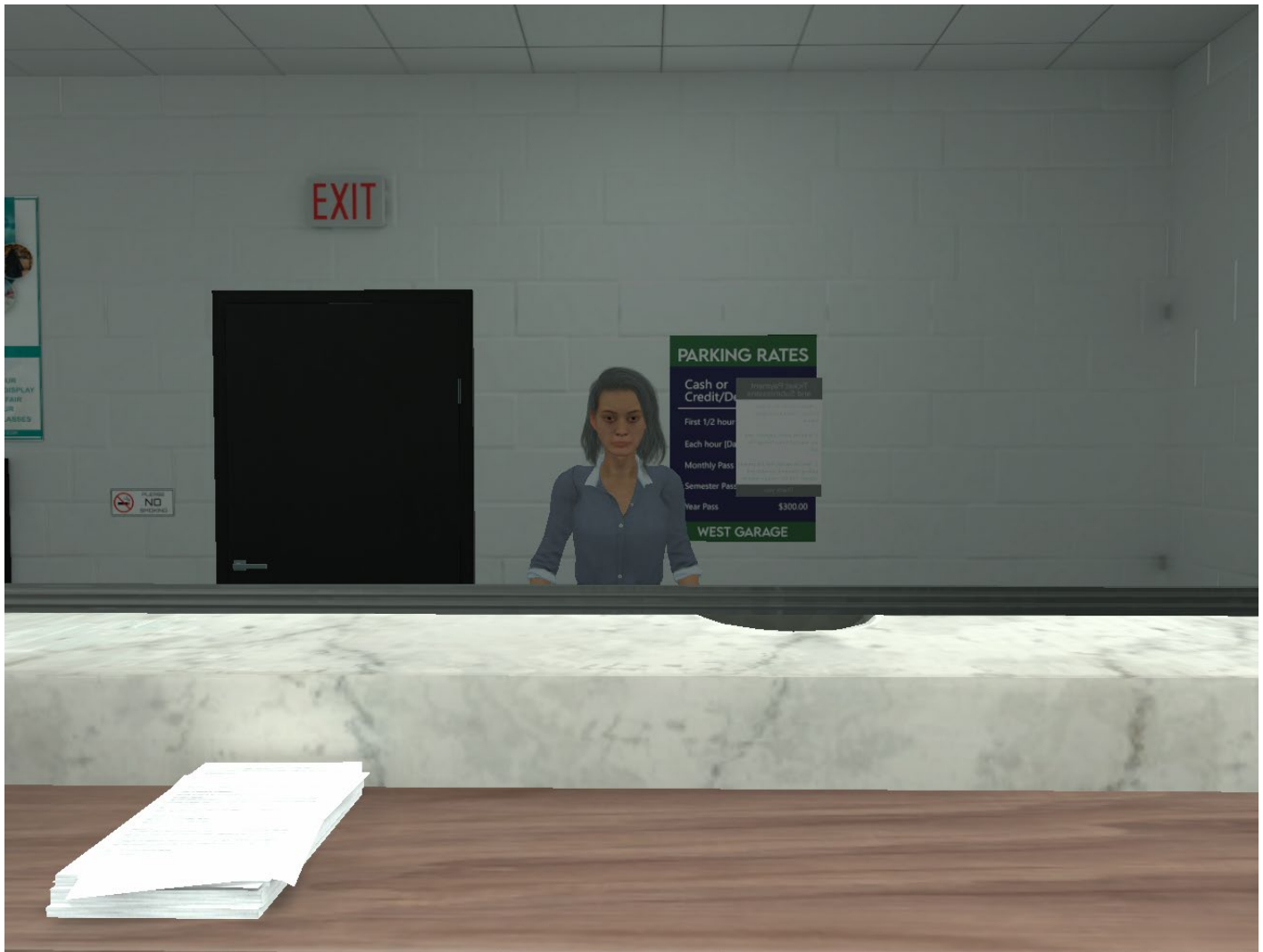
Thank you for helping to make an accessible educational environment for all students.

## SCENARIO 3

### Accessible Parking Challenges on Campus

#### OVERVIEW SCENARIO 3

You are the administrative assistant working at the on-campus parking office that issues parking passes but does not deal with parking enforcement. A student, Leyla, has approached the counter seeking assistance. Leyla has low vision and uses a walker for mobility. She has difficulty walking long distances. In this scenario, as the user, you will need to respond to the issues Leyla has with the parking ticket, the lack of accessible parking at each building entrance, access to make a complaint regarding services and access to make a complaint regarding a note left on her vehicle's windshield.



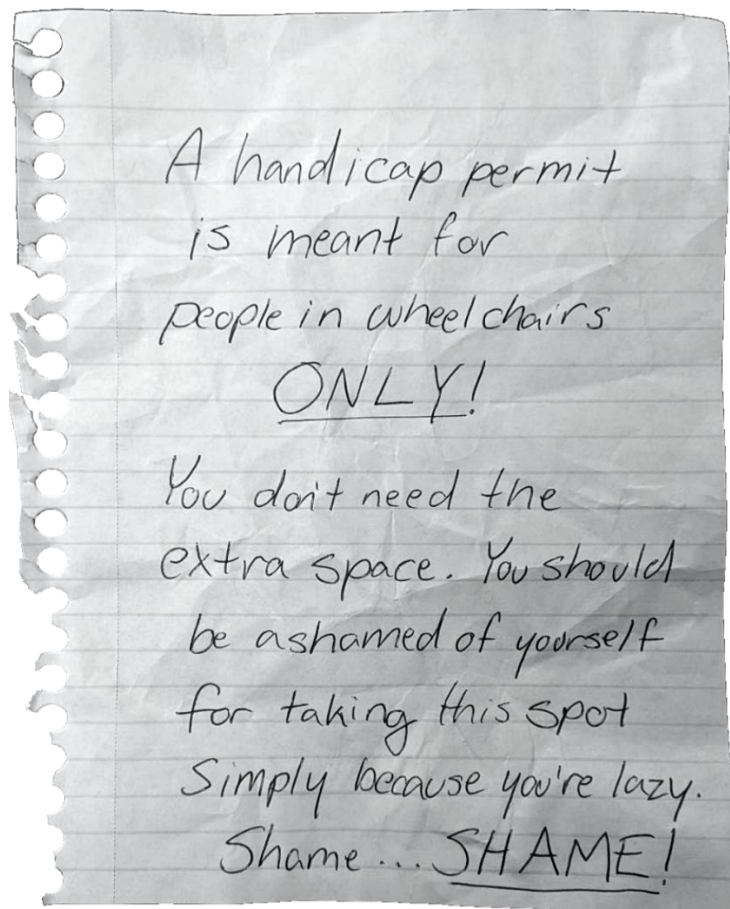
### INTERACTIONS SCENARIO 3

In scenario 3, the user will get the opportunity to select a few key elements in the scene that can be changed to better serve every member of the student and faculty body. The following objects in the simulation are interactable at certain points: Door; Campus Map; Glass Partition; Desk; Desk Speaker/Microphone; Sign on glass partition.

1. Enter the scenario and click "Begin" on the overview.
2. Complete the rest of the conversation with Leyla as you see fit.
3. Click "Continue" on the pop-up.
4. Go through the environment modification sequence (see [Controls](#)) and select the appropriate objects to update (in no order). Each object should highlight as you hover over it.
  - a. Door
  - b. Glass Partition
  - c. Desk
  - d. Desk Speaker/Microphone
  - e. Campus Map
  - f. Sign on glass partition
5. Click "Continue" on the pop-up.
6. Leyla appears for a debrief of the scenario after the scenario is complete.

### ARTIFACT SCENARIO 3

Here is the note that was left on Leyla's windshield while parked on campus.



## SCENARIO 4:

### ASSESSING ASSUMPTIONS AROUND WHEELCHAIR USAGE

#### OVERVIEW SCENARIO 4

You are a security guard working at the security office on campus. While on duty, Malik, a student who utilizes a wheelchair, comes in and is seeking assistance. Malik has received an email asking him to come to Campus Security to respond to a formal complaint made against him.

#### INTERACTIONS SCENARIO 4

In scenario 4, the user will get the opportunity to select a few key elements in the scene that can be changed to better serve every member of the student and faculty body. The following objects in the simulation are interactable at certain points: Malik's Wheelchair; Malik's Backpack; Privacy Walls; Doors; and Security Poster.





1. Enter the scenario and click "Begin" on the overview.
2. Complete the first interaction with Malik.
3. Interact with Malik's wheelchair OR interact with the backpack on the ground
4. Complete the rest of the conversation with Malik as you see fit.
5. Malik appears for a debrief of the scenario after the conversation is complete.
6. Click "Continue" on the pop-up.
7. Navigate (see [Controls](#)) through the environment modification sequence and select the appropriate objects to update (in no order). Each object should highlight as you hover over it.
  - a. Door A
  - b. Door B
  - c. Security poster
  - d. Privacy Wall
  - e. Chairs in front of desk
8. Click "Continue" on the pop-up.

## ARTIFACT SCENARIO 4

Here is the security report based on a complaint made against Malik.

### Security Incident Report

Celebrated College/Utopian University

<b>Person Making Report:</b> Officer Miller
<b>Contact Information:</b> mmiller12@C-Uedu.ca
<b>INCIDENT</b>
<b>Date:</b> September 14 <sup>th</sup>
<b>Time:</b> 2:30 PM
<b>Nature of complaint:</b> Sexual harassment
<b>Incident location:</b> Campus Entrance (South)
<b>Complaint against:</b> I've never met the person, but I have a video <b>(*Investigation results: Malik Markham)</b>
<b>Description of incident:</b> I was going to class, and I saw this guy in a wheelchair. He was obviously, being dropped off by his support worker. I didn't think anything of it until he pulled her towards him and started kissing her. I was so shocked that I took a video to prove it. I thought, this should be reported, so I did.  <b>Here's the video:</b> <a href="http://www.videoupload.com/334@430\$03432">www.videoupload.com/334@430\$03432</a>

For additional resources visit: <https://sites.google.com/view/vrsimulations/resources>

## Packing Up

When finished with the headset, please ensure the following are packed into each case:

- VR Headset
- 2 Controllers

On the Lid of the case:

- 2x USB-C cables
- USB-C Charger



## Project Partners

