

Broadening Participation in Informal STEM Learning for Autistic Learners and Others through Virtual Reality | 2005447

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<https://www.terc.edu/projects/univrsal-access/>

Project Description

Goal: To broaden participation in informal STEM learning by leveraging the unique affordances of VR for accessible and immersive science learning, co-designing *with* and *for* neurodivergent learners.

Key Achievements

- Co-designed the VR game *Europa Prime* and other VR assets with interns from Landmark College, a college exclusively for students who learn differently, including students with a learning disability (such as dyslexia), ADHD, autism, or executive function challenges.
- Researched VR design choices, looking at preference for and/or performance in different brightness levels, amounts of clutter, colors, and noise levels.

Audience & Settings

Audience: Neurodivergent players (age 13+) with sensory, attention, and/or social differences

Disciplinary Areas: Science Education, Accessibility & Technology, Inclusive Design, User-Centered Design

Learning Environment: Homes + Informal Learning Settings

Access and Inclusion

We co-designed with a neurodiverse team of designers, educators, learners, and researchers, designing *with*, not just *for*, players with sensory, attention, and/or social differences.

We embraced ‘Nothing about us, without us’ AND the idea that what brings a team member to the project is not everything they bring to the project.



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