
**Information technology for learning,
education, and training — Human
factor guidelines for virtual reality
content —**

**Part 2:
Considerations when making VR
content**

*Technologies de l'information pour l'apprentissage, l'éducation et la
formation — Lignes directrices relatives aux facteurs humains pour
les contenus en réalité virtuelle —*

*Partie 2: Éléments à prendre en compte lors de la création de
contenus en réalité virtuelle*

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Foreword

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Introduction

As industries related to virtual reality (VR) have grown, attempts have been made to bring these technologies into the learning, education and training (LET) domain. VR technology is expected to be introduced into the world of primary and secondary education in the next two to three years.^[1] However, there are gaps in criteria between educational experts and content makers when it comes to developing VR content. For example, educational experts say that it is necessary for the learner to distinguish between the virtual world and reality. On the other hand, content makers try to enhance immersion by not distinguishing between the virtual world and reality. Requirements of devices, such as hardware specifications, currently cover only minimum levels for content making.

Many of the issues raised in this document are not limited to the LET domain and can be applied in any environment that uses VR contents.

[Annex A](#) provides an example of guidelines for users.

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