Virtual Reality as a Learning Tool: How and Where to Start with Immersive Teaching

# Details

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## Sample

We used purposeful sampling and invited 12 teachers (whom we had previously established collaboration with) to participate in this research. The selected teachers met two required criteria: (a) demonstrated a passion for innovative teaching and (b) already used VR as a teaching tool in the classroom. six teachers (from six different public schools in the Republic of Serbia).

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

proper preparation and training for pre- and in-service teachers should be organized.

# Abstract

Innovations in the field of educational technology are very prominent. The application of immersive virtual reality (VR) in teaching and learning is currently in the focus of interest of researchers dealing with education. Numerous studies indicated that there are significant potential benefits of using this technology to
improve learning outcomes and students’ motivation, overcome school-based and test anxiety, influence empathy, and ensure students focus on teaching content.
However, there is still an issue of economic justification of investment in headmounted displays (HMDs) and VR software for school use. Additionally, the key
questions that arise from using VR in the classroom are on what theoretical basis to build immersive teaching and how to choose relevant content. The purpose of this chapter is to present a literature review of VR applications in education (with emphasis on both technological and pedagogical aspects, integration, and evaluation criteria), as well as to show the results of a small qualitative study conducted with teachers and an educational media specialist (all familiar with using VR as a teaching tool) in the Republic of Serbia.

# Outcome

"Four main themes in the participants’ statements were support, integration, perceived impact and benefits, and barriers and limitations. Support was one of the key factors related to the use of immersive technologies in educational settings. All dimensions of support (student-teacher, teacher-teacher, teacher-media specialist, teacher-principal, teacher-parent, and teacher-community) were indicated. Also, the teachers reported the lack of formal training opportunities
in the area of the use of VR in education." (Stojšić, Ivkov-Džigurski, Maričić, 2019, p. 365)