

Navigating Immersive Education

A Two-Year Exploration of VR and
Immersive Room Integration
(2023-2025)

Kylie Boon (kylie.boon@uwtsd.ac.uk)





Facilities designed to provide UWTSD staff and students with a state-of-the-art teaching and learning environment. Specially designed rooms, leveraging technology to provide an **immersive and interactive educational experience.**

The Spark of Curiosity

In what ways can immersive technology support the teaching and learning of applied research methods in art and design research education?



Traditional Methods

Lecture-based, passive learning

Immersive Classes

Experiential, interactive engagement

Project Overview

Two-Year Exploration (2023-2025)

Collaboration with the Digital Experience & Engagement team. How can we streamline the process of academics working with DE&E?

Four Case Study Lessons

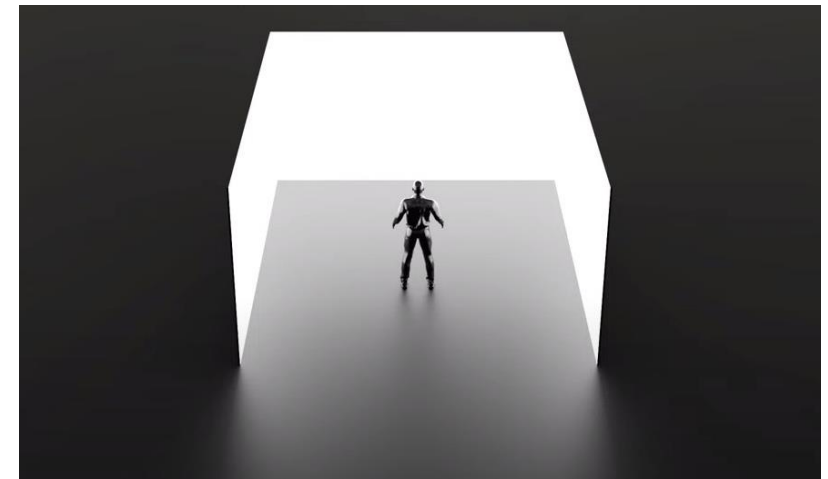
Phenomenology, Narrative Inquiry, Rhythm Analysis, Ethnography. Can these sessions be transformed into immersive lessons?

High-Tech & Low-Tech Approaches

Experimenting with different approaches and asset creation. Can we manage time constraints?

Immersive Nexus Framework

Is it possible to identify a model that helps lecturers transform existing lesson content into immersive lessons?



Key Influences



Kiili et al. (2014)

Flow Framework

Balancing engagement with educational effectiveness

Using gamification to create 'flow' states where learning feels engaging and motivating.

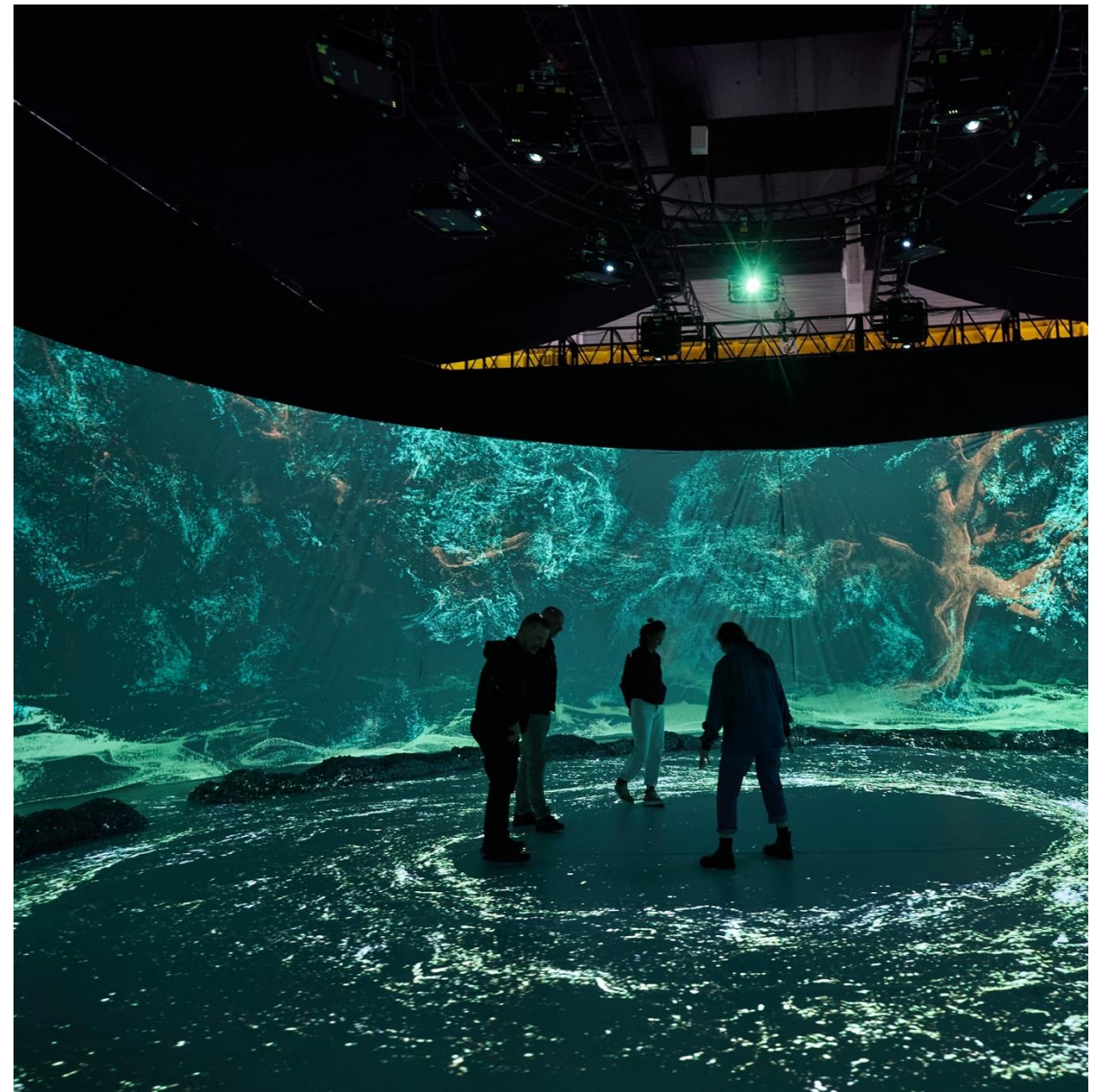
Hickman (2016)

Hyper-Reality Design

Mimetic (showing) vs. diegetic (telling) approaches

Designing lessons where students are 'shown' rather than 'told'. Combat 'media apathy'.

These influences bridged theory to practice, inspiring my shift from traditional lectures to experiential, game/narrative-driven sessions.



‘Decentralized attention’
Hickman (2016)

Design Considerations

Immersive technologies fundamentally change how stories are experienced. Stories in immersive environments are experienced differently.

Immersive storytelling requires different approaches, such as spatial storytelling and user interaction.



Mimesis vs. Diegesis



Diegesis

"Telling"

Explicit narration, traditional lectures/approaches

Can feel passive, leads to disengagement

Mimesis

"Showing"

Direct embodied experiences

Active participation, deeper understanding

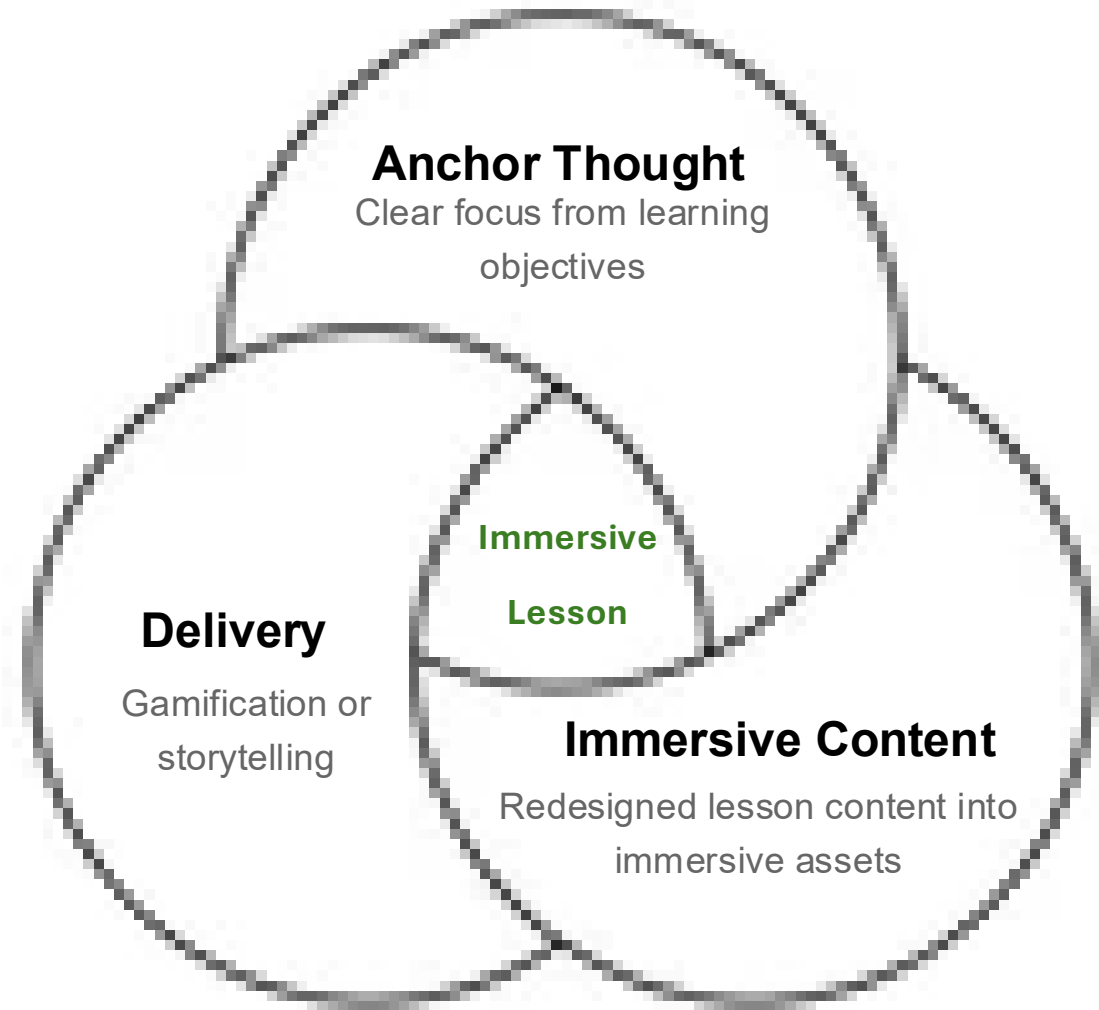


Immersive Nexus Framework

Three interconnected components
creating an immersive session.

Collaboration with the Digital
Experience and Engagement team
(DE&E)

DEE@uwtsd.ac.uk



All three parts work together for coherent learning,
and addresses decentralized attention in immersive
learning

Case Study 1: Phenomenology

Anchor Thought

"What did you imagine?"

Practice phenomenology. Understand researcher bias.

Immersive Content: High-Tech VR

Bespoke VR asset

Delivery

Gamified: Secret messages before VR



There is someone in the space with you.
Do you see them?

There is something in the space with you.
Do you see it?

You are alone in the space.

Students wrote narratives post-VR, generating data while highlighting bias risks

Case Study 2: Narrative Inquiry

Anchor Thought

"Who is the main character?"

Practice narrative inquiry. Understand data analysis and interpretation.



Immersive Content: Immersive Room. Separate Three Screens

YouTube video / Bespoke Asset

AI content

Text

Delivery

Gamified storytelling

Students pieced together fragmented data from non-linear exploration



How can we use this space?



Case Studies 3 and 4

Rhythm Analysis

Anchor Thought

Decode hidden patterns/disturbances in the city.

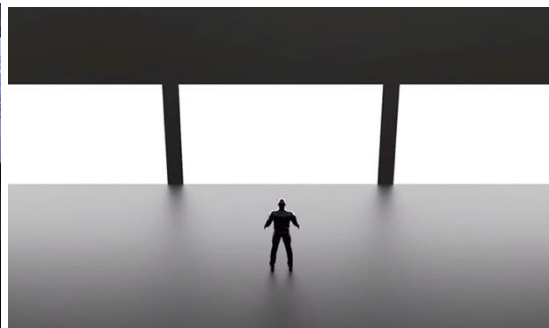
Practice rhythm analysis. Observation skills.

Immersive Content: Low-Tech

Three independent screens. Three manipulated Youtube videos

Delivery

Gamified mission. Group work.



Ethnography

Anchor Thought

Individual Secret Instructions

Practice ethnography, Observation skills.

Immersive content: Low-Tech

360° Youtube video and props

Delivery

Gamified Individual.



Time-effective YouTube-based content creation, could also consider AI.

Key Findings

1. Heightened Engagement

Active exploration, excitement, sustained concentration

2. Enhanced Understanding

Hands-on simulations enabled deeper comprehension

3. Skill Development

Improved analysis, observation, pattern recognition



Findings align with literature on VR/AR improving engagement and critical thinking

Roadmap

1. Apply Framework to Planning

Anchor Thought, Immersive Content, Delivery

2. Collaborate with DE&E Team

Partner for asset development (Digital Experience & Engagement Team DEE@uwtsd.ac.uk)

3. Mix High and Low-Tech Approaches

Select the appropriate immersive approach (VR/immersive room). Bespoke assets or YouTube/youtube360 / AI.

4. Embrace Mimetic Design in Delivery

"Show" not "tell"

5. Iterate and Adapt

Think beyond your usual approach, embrace experimentation.

Wider Applications - Can Others Use the Immersive Nexus Framework?

Adaptable framework for other discipline areas/class content?

Fundamental shift in mindset needed

Immersive tech + AI require reimagining our approach to lesson creation and preparation.

AI Integration

AI as co-author (Sharifzadeh, 2024)

Accelerated development, personalised learning

Barriers

Resistance to change (Aldoseri et al., 2024)

Faculty training, flexible design

Critical Question:

"Are we prepared to reinvent our teaching practices?"

Thank You

Kylie Boon: kylie.boon@uwtsd.ac.uk

Digital Experience & Engagement team: DEE@uwtsd.ac.uk



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Chen, J., Fu, Z., Liu, H. and Wang, J. (2024) 'Effectiveness of virtual reality on learning engagement: a meta-analysis', *International Journal of Web-Based Learning and Teaching Technologies*, 19(1), pp. 1–16. doi: 10.4018/IJWLTT.334849.

Hickman, C. (2016) *Hyper-reality: the art of designing impossible experiences*. Salt Lake City: The VOID.

Kiili, K., Lainema, T., de Freitas, S. and Arnab, S. (2014) 'Flow framework for analyzing the quality of educational games', *Entertainment Computing*, 5(4), pp. 367–377. doi: 10.1016/j.entcom.2014.08.002.

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