

Leveraging Generative AI for Immersive Learning

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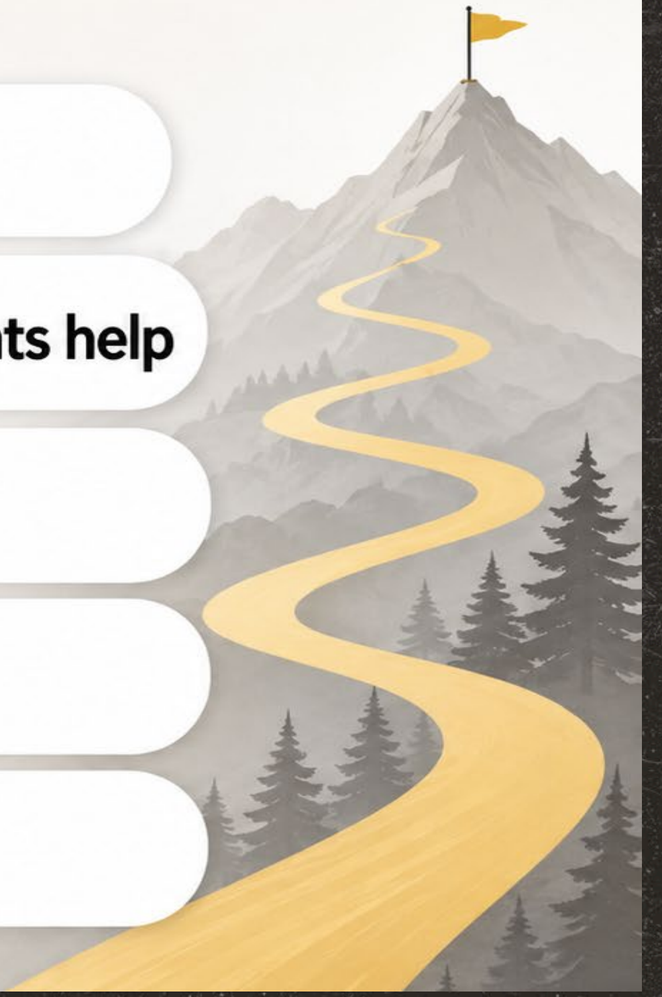
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Today’s Presentation Overview

1. The teaching problem
2. Why immersive fictional environments help
3. Two AI-generated VFT examples
4. Design principles for faculty
5. Invitation to pilot



The Teaching Problem

- Students begin with uneven prior knowledge and assumptions
- Traditional instruction often rewards memorization over inquiry
- Real-world learning experiences are limited by cost, access, and logistics
- Some topics are too abstract, distant, or complex to experience directly



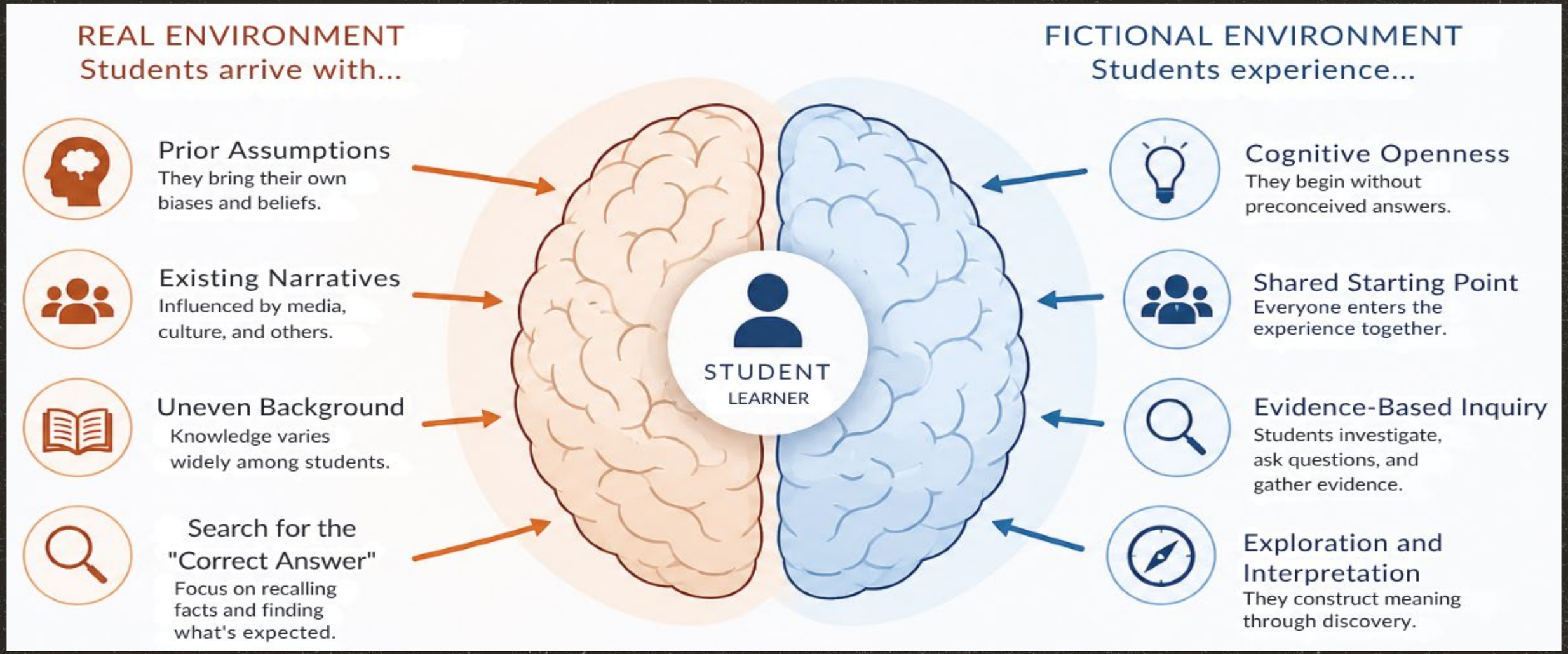
How do we create learning experiences that give students a shared starting point and invite active investigation?

What Makes an Experience Immersive?

- Students investigate rather than simply receive information
- Students make decisions within meaningful context
- Students work through ambiguity and competing perspectives
- Students apply disciplinary thinking through active engagement

Immersive learning invites students to interpret, decide, and make meaning within the experience.

How Fictional Environments Shift Learning



What this Looks Like In Practice

- Start with learning outcomes, not technology
- Identify the purpose of the immersion
- Use a structured design process
- Design immersion intentionally
- Align assessment with outcomes

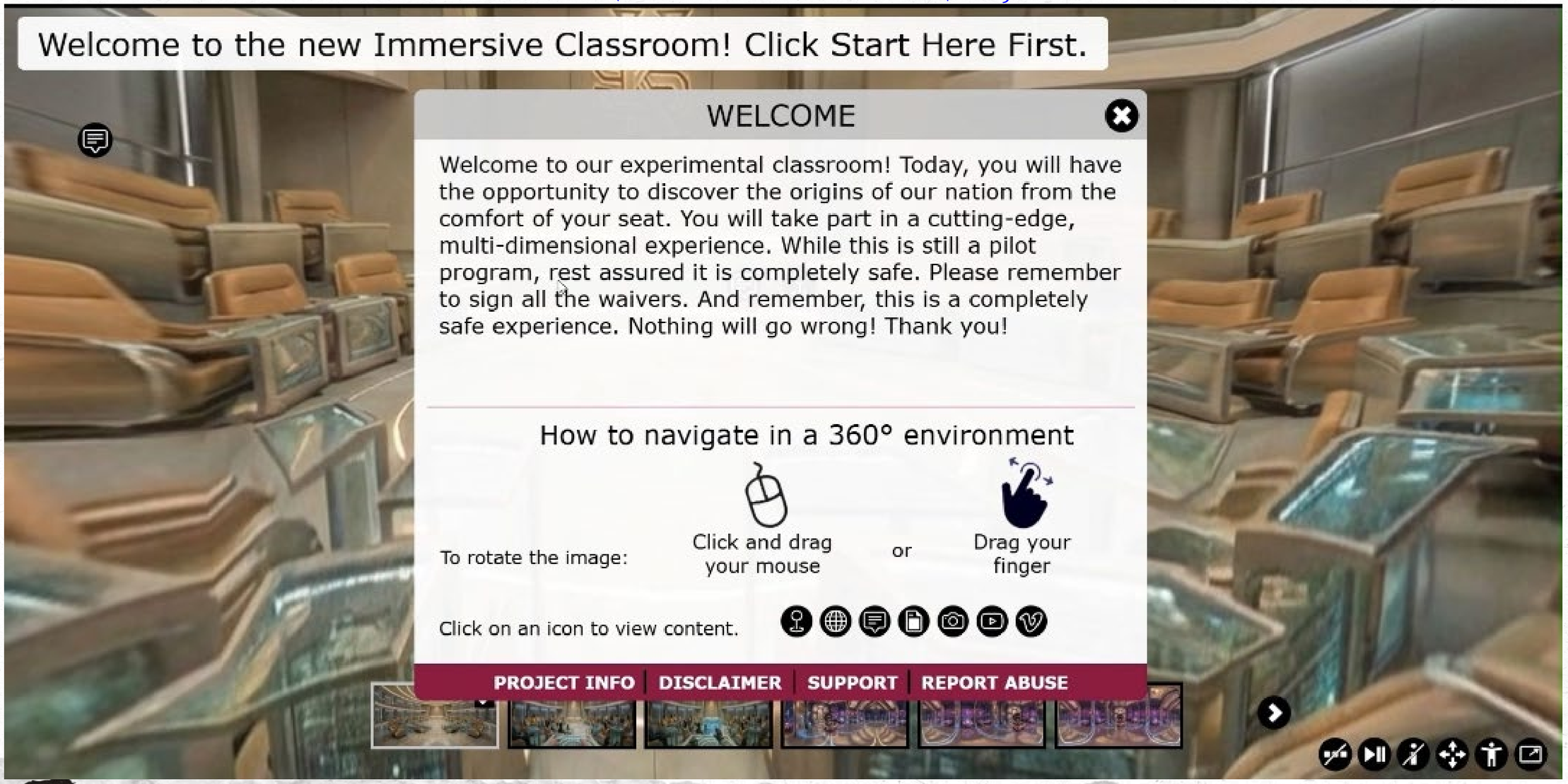
Immersion is a means to an educational end, not the end itself.

Context

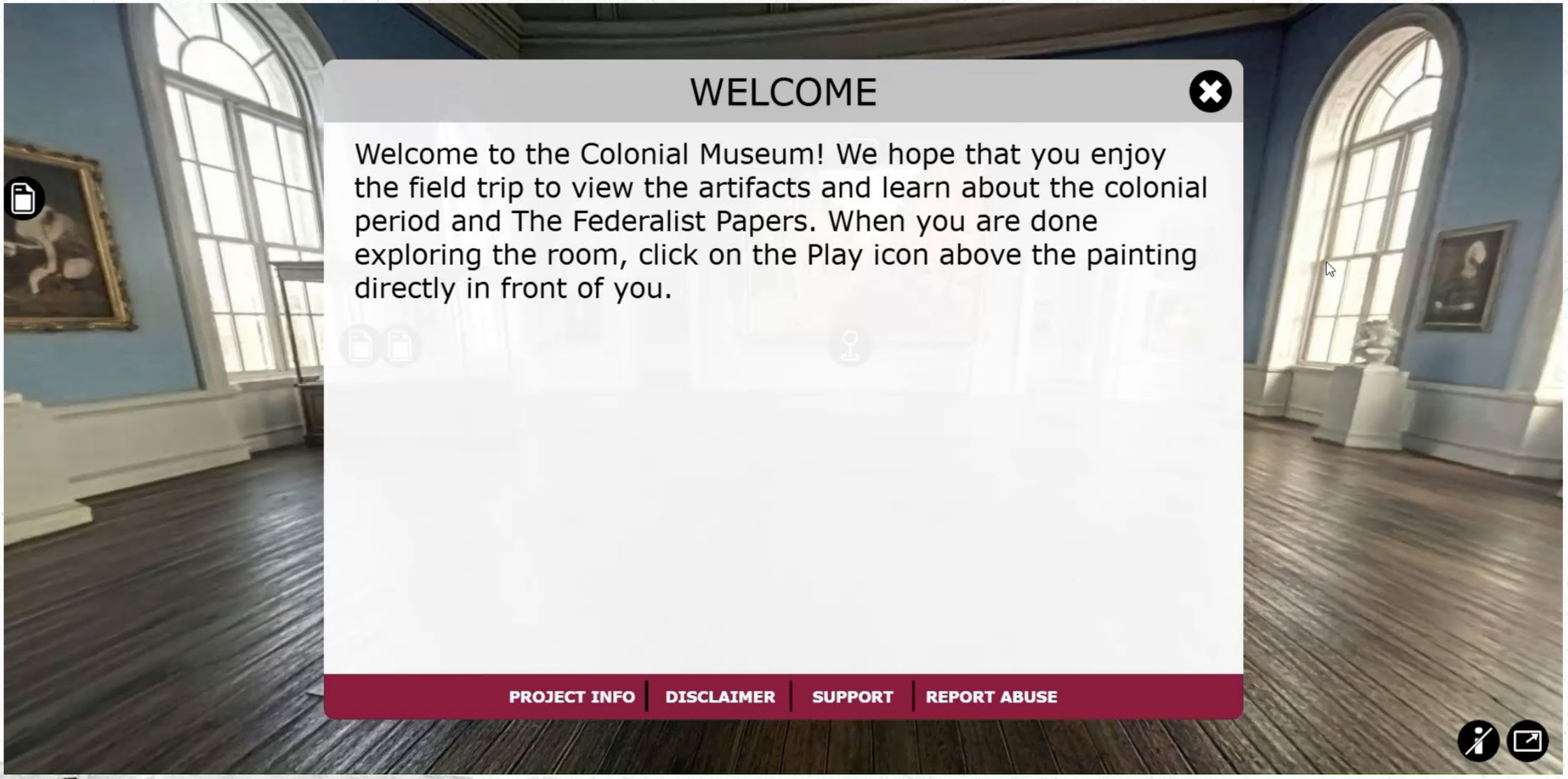
The University System of Georgia requires all undergraduates to engage with eight mandatory historical documents:

- Declaration of Independence
- U.S. Constitution and Bill of Rights
- Articles of Confederation
- Federalist Papers
- Gettysburg Address
- Emancipation Proclamation
- Letter from Birmingham Jail
- Georgia Constitution and Bill of Rights

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The Federalist Papers



Designing Effective AI Immersive Experiences

🔍 Inquiry: Require students to gather and evaluate evidence.

⚖️ Decision-Making: Create meaningful choices shaped by ambiguity, competing perspectives.

🌎 Authentic Application: Position students in roles that reflect disciplinary practices (as historians, policy analysts, investigators, decision-makers, etc.)

🔄 Reflection: Ask students to connect the experience to disciplinary concepts and ask students how their thinking changed.

- Perhaps even more important in new and novel environments to provide valuable contextual information about the student experience

Why This Matters

The Promise of AI-Generated Immersive Learning

✓ Human-centered
✓ Pedagogically driven
✓ Scalable and adaptable
✓ Relevant across disciplines
✓ Expands access to meaningful experiences

When we use generative AI with intention, we are not just creating novel activities. We are expanding what is possible!

Interested in piloting with us?

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