

# IMMERSIVE LEARNING THROUGH TECHNOLOGIES

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**DR. MOHD MAMUR ALI**

**Assistant Professor**

**Dept. of Teacher Training and Non-Formal Education (IASE)**

**Jamia Millia Islamia (A Central University)**

**New Delhi**

# Immersive Learning?

- ❖ Immersive Learning refers to a digital or physical learning environment that deeply engages, absorbs, or surrounds a person, making them feel completely involved in the experience. It often utilizes 3D technology, virtual reality (VR), or surround audio to create a strong sense of presence.

# Immersive Technologies?

- ❖ Immersive technologies allow a person to feel part of an artificial, simulated environment.
- ❖ These technologies sense the body moment, postures, and gestures of an individual as input, and these inputs are used to interact with the Immersive environment
- ❖ These technologies are useful for learning anatomy and procedures because they allow students to prepare, practice, and repeatedly test their work in an environment without real-world consequences.

# Types of Immersive Technologies

- **Augmented Reality (AR)**
- **Virtual Reality (VR)**
- **360-degree photographs/video**

# Augmented Reality (AR)

Superimposition of computer-generated perceptual information over existing physical surroundings is called Augmented Reality (AR).

## **Augmented Reality Devices**

- Smartphones and tablets are the most common AR devices.
- Augmented Reality (AR) Glasses
- Augmented Reality (AR) Headsets:

## **Augmented Reality Apps**

- **E-Pathshala AR (Augmented Reality)**
- **SkyView**
- **ARloopa**

# AR in Learning

- ❖ potential to create a constructivist knowledge-building environment, which requires the creation of realistic situations and an active learning environment through interaction with learning software
- ❖ Activity-centred education
- ❖ can help students become more motivated, collaborate, develop their spatial awareness, and perform better.

# Virtual Reality (VR)

A three-dimensional, computer-generated situation that simulates the real world.

## **Hardware used in Virtual reality (VR):**

1. **Virtual Reality (VR) Glasses:** Shutter glasses are an essential technology when considering semi-immersive systems.
2. **Virtual Reality (VR) Headsets:** A MOUNTED DISPLAY (HMD) uses small monitors placed in front of each eye

## **Virtual Reality Apps for Learning**

Virtual reality in education has enabled the possibility of representing abstract concepts and virtually manipulating them, providing a suitable platform for understanding concepts and their relation to the physical world

# Virtual Reality (VR)

## Importance of VR in Learning

- VR facilitates more profound understanding by promoting hands-on learning experiences,
- VR, with its immersive and interactive capacities, offers a quintessential platform for facilitating such constructivist learning modalities.

# 360-degree photographs/video

360-degree photos or videos are visuals in which the view in every direction is captured and presented simultaneously.

## **Key Features of 360-degree photographs/video**

**Panoramic View:** provides a complete and seamless panoramic view of the surroundings, allowing the viewer to explore every angle of the scene

**High Resolution:** ensure that every detail is captured with clarity and precision.

**Motion Detection:** allows for the identification and tracking of movement throughout the entire field of view.

**Immersive Experience:** transforms the way we interact with visual media, offering a level of engagement and realism that traditional formats cannot match.

# Virtual Labs

A virtual laboratory is a computer-based activity where students interact with an experimental apparatus or other activity via a computer interface.

## **Key Features of Virtual Labs**

**Collaboration Tools:** Collaboration tools in virtual labs can enhance the learning experience by promoting teamwork, communication, and problem-solving skills.

### **Simple and Responsive Interface:**

**Accessibility:** Virtual environments, or hands-on labs, are accessible from a computer with a primary web browser and fast internet connectivity.

**Real-time Guidance:** This type of guidance is delivered in real-time, allowing students to receive feedback immediately.

**Instructor control** authorizes teachers to electronically monitor their students' progress, as happens in physical classrooms.

# Pedagogy of Virtual Lab

## **Pre-Lab Session,**

students are introduced to the theoretical background and objectives of the lab activity. They might review instructional materials, watch demonstration videos, or complete preparatory assignments to familiarize themselves with the procedures and equipment they will be using.

## **Performance Session,**

students actively engage in conducting the experiment. Utilizing the virtual lab platform, students perform the procedures, collect data, and make observations as they would in a physical lab setting.

## **Post-Lab Session**

focuses on reflection, analysis, and consolidation of the learning experience. Students analyze the data they collected, draw conclusions, and compare their results with theoretical expectations.

# Virtual Labs

These platforms simulate physical labs on screens, allowing users to perform experiments and learn processes in a virtual environment.

**Simulations:** These offer students an opportunity to explore scientific and engineering concepts from a remote location. Simulations can range from interactive models of complex systems to step-by-step guides through theoretical scenarios, enabling students to experiment and observe outcomes in a controlled, virtual setting.

# Examples

Virtual labs on DIKSHA

**Olabs**

**<https://www.olabs.edu.in/>**

**PhET Simulations**

**<https://phet.colorado.edu/>**

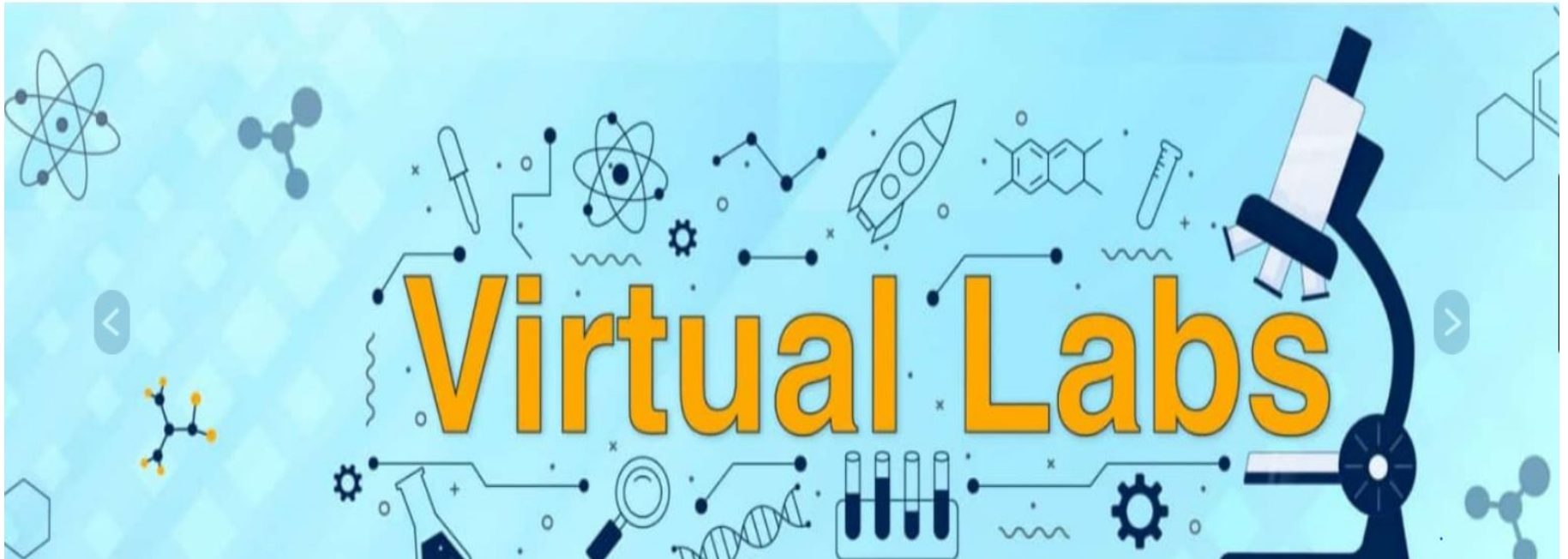
# DIKSHA Virtual Lab



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# DIKSHA Virtual Lab

## Virtual Labs eContent



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# DIKSHA Virtual Lab



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## Mathematics Lab Manual

English • Class 10

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Interactive



### Activity 1

#### OBJECTIVE

To find the HCF of two numbers experimentally based on Euclid Division Lemma.

#### MATERIALS REQUIRED

Cardboard sheets, glazed papers of different colours, scissors, ruler, sketch pen, glue etc.

#### METHOD OF CONSTRUCTION

1. Cut out one strip of length  $a$  units, one strip of length  $b$  units ( $b < a$ ), two strips each of length  $c$  units ( $c < b$ ), one strip of length  $d$  units ( $d < c$ ) and two strips each of length  $e$  units ( $e < d$ ) from the cardboard.

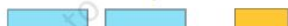
2. Cover these strips in different colours using glazed papers as shown in Fig. 1 to Fig. 5:



Fig. 1



Fig. 2



### 1.HCF of two numbers based on Euclid Division Lemma

Activity PDF

Activity-1



# DIKSHA Virtual Lab



Mathematics Lab Manual

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More Experiments



1. Volume of a sphere

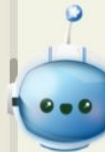


Volume of a sphere

2. Surface area of a sphere



Surface area of a sphere



Lab Experiment: Volume of a sphere

Please click on the link mentioned below to access related resources.

[Volume of a sphere](#)

Page 1 of 1 • 100%

The image shows a digital lab manual page for 'Volume of a sphere'. It features a blue border with white polka dots. At the top left is the CBSE logo and 'AMRITA' logo. The text 'Lab Experiment: Volume of a sphere' is in blue. Below it, a paragraph says 'Please click on the link mentioned below to access related resources.' followed by a blue underlined link 'Volume of a sphere'. At the bottom, there is a row of colorful math symbols: a large blue 'X', a percentage sign, an equals sign, a less-than sign, a checkmark, a division sign, a greater-than sign, a plus sign, and a pencil icon. On the left side of the page, there is a small diagram of a right-angled triangle with sides 'a', 'b', and 'c'. On the right side, there is a small diagram of a sphere with a grid.

# DIKSHA Virtual Lab



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## Volume of a sphere



Theory



Procedure



Animation



Simulator



Self Evaluation



Reference



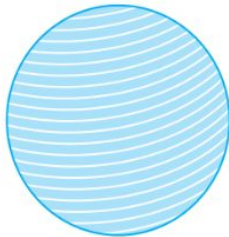
Feedback

### Objective:

To give a suggestive demonstration of the formula for the volume of a sphere in terms of its radius.

### Related terms

[Sphere](#):



# Virtual Lab



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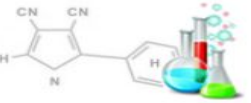
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# Virtual Lab



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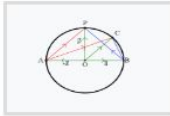


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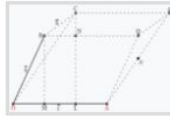
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## Mathematics

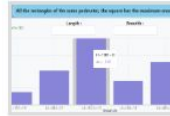
### Class 12



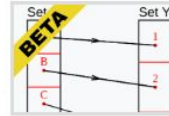
Angle in a semicircle



Distributive vector multiplication



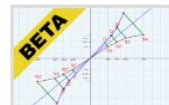
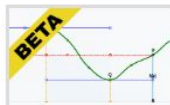
Perimeter of rectangle and area of square



Function that is not one-one but is onto

**BETA**

$$\begin{cases} \frac{x^2 - 16}{x - 4}, & x \neq 4 \\ 10, & x = 4 \end{cases}$$

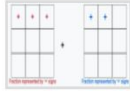


# Virtual Lab

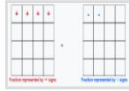
## Class 6



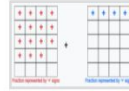
To find fractions equivalent to a given fraction



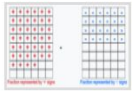
Sum of fractions with same denominators



Subtraction of fractions with same denominator



Sum of fractions with different denominators



Subtraction of fractions with different denominators



To verify distributive properties of whole numbers



To find HCF of two numbers.



To add integers



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## To find fractions equivalent to a given fraction



Theory



Procedure



Animation



Simulator



Self Evaluation



Reference



Feedback

# Virtual Lab

## Demonstration

<https://cdac.olabs.edu.in/?sub=80&brch=57&sim=256&cnt=809>

# Virtual Lab

## Practice

<https://cdac.olabs.edu.in/?sub=80&brch=57&sim=256&cnt=4>

# Simulations (PhET Interactive simulations)



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Buoyancy: Basics



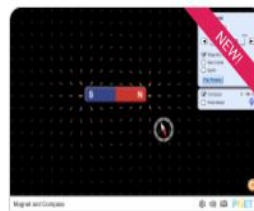
Buoyancy



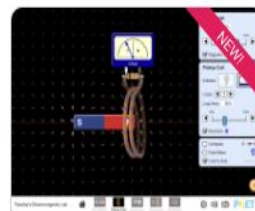
Generator



Magnets and  
Electromagnets



Magnet and Compass



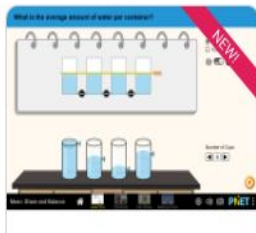
Faraday's Electromagnetic  
Lab



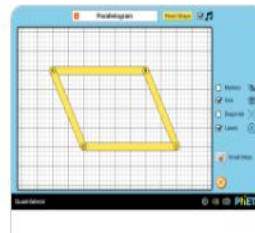
Projec



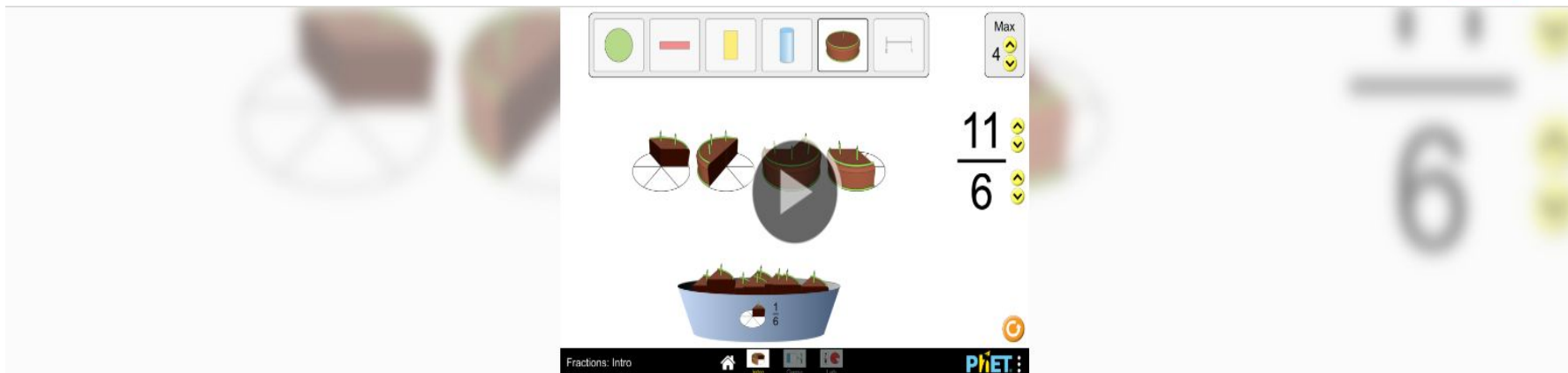
## Math & Statistics ⌵



Projectile Sampling



# Simulations (PhET Interactive simulations)



## Fractions: Intro



# Simulations (PhET Interactive simulations)

<https://phet.colorado.edu/en/simulations/fractions-intro>

# 360 degree Photographs and Videos

## Google Arts & Culture

This collection of 360° degree immersive Photographs and videos allow your students to step right into some of the most amazing locations.

<https://artsandculture.google.com/>

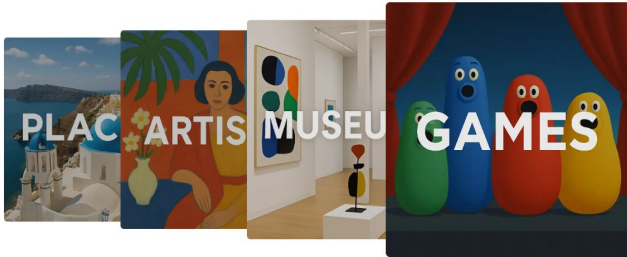
# 360-degree photos/video in Learning

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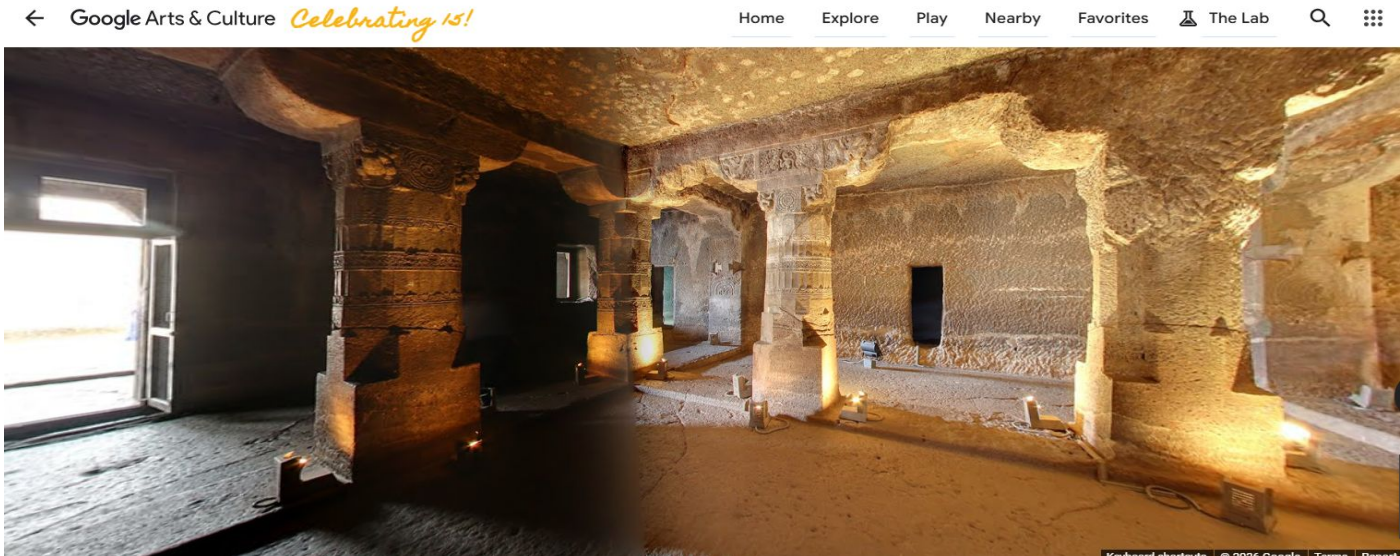
Ajanta - Cave No. 8

Related



# 360-degree photos/video in Learning

- enable users to experience and interact with virtual content and environments directly.



## Conclusion

VR and AR technologies create immersive, interactive experiences by overlaying digital content onto the real world (AR) or generating entirely simulated environments (VR).

These technologies have revolutionised digital education, offering diverse tools and methods to enhance teaching and learning experiences, expand accessibility, and cater to the individual needs and preferences of learners in a dynamic and evolving educational landscape.

**Thanks**